CORRELATES OF TEACHERS' RETENTION IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO STATE

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A THESIS WRITTEN IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION AND SUBMITTED TO THE COLLEGE OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE DOCTOR OF PHILOSOPHY (PhD) IN EDUCATIONAL PLANNING OF THE UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.

DECEMBER 2025

CERTIFICATION

We the undersigned, certify that this study was carried out by Sarah Orie EZERA (PG/EDU1714277) in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This study is dedicated to my husband, Mr. Chinedu Ezera, for his invaluable encouragement and support throughout the programme.

ACKNOWLEDGEMENTS

The researcher expresses her gratitude to God Almighty for the grace to begin and complete the programme despite various challenges. The researcher is immensely grateful to her Supervisor, Professor (Ven.) Mon. Nwadiani for his immeasurable, scholarly, and constructive input at every stage of the study and for every prayer and encouragement as the study progressed. The researcher also expresses special appreciation to the Co-Supervisor, Professor J. K. Adeyemi, for his scholarly input and counsel during the study.

The researcher appreciates the Head of Department, Professor W.A. Iguodala, who was always willing to help, offering scholarly assistance and giving valuable criticism. The researcher appreciates the academic contributions of Professors: (Barr.) V.O. Ibadin, Mrs B. O. Ogonor (Rtd.), Late C.N. Musa (Rtd.), Mrs R. Olubor, O. K. Omorogiuwa, and V.O. Igbineweka, H. O. Alonge. The researcher equally appreciates Doctors, (Mrs) U. Momoh, M. Imakpokpomwan, (Rev). Sr. R. P. Ekejuiba, P. Enaigbe, (Mrs) F. Iwerebor, D. E. Enowoghomwenma, N. Obiweluozor, M.G. Ekhorutomwen, P. Ekejiuba, C.A. Eneh, M. Osasuyi, and O.M. Edeki for their enormous contributions to the study. The researcher also thanks the non-teaching staff, O.B. Emese, C.E. Imafidon, of the Department of Educational Management, for their support during the period of this study.

The researcher appreciates her colleagues M. E. Oghenede, T. Ogunleye, B. Alao and S. I. Joshua-Omoregie for their support, encouragement and contribution towards making this programme a success. The researcher is very grateful to her husband Mr. Chinedu Ezera, for his

understanding, unwavering support financially, morally and emotionally. The researcher appreciates her children, Engineer Chinedu Uduma Ezera, Hannah Ezera, Davis Ezera, Sam Ezera and her nephew Nelson Ukpong, for their love and encouragement. The researcher is grateful to her mother, Mrs. Lucy Ukpong Agwu and siblings, Godswill Agwu, Uma Agwu, Mary Udonsi and John Agwu, for their prayers and support.

TABLE OF CONTENTS

PAGE

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ABSTRACT

Despite various recruitment efforts and initiatives by the Edo state government, many public senior secondary schools in the state still experience teacher absenteeism in the classrooms during instruction hours, understaffing and inconsistent classroom instruction indicating persistent challenges with teacher retention. Understanding the factors contributing to teacher retention is essential for improving instructional quality and educational outcomes. Hence, the study investigated the correlates of teacher retention in public senior secondary schools in Edo State, Nigeria. Twelve research questions were raised. Research questions one and two were answered directly, while questions three to twelve were formulated into hypotheses and tested at a significance level of 0.05.

The study was a descriptive survey that adopted a correlational design. The study population was all the 2,754 teachers from all the 297 public senior secondary schools across Edo State, Nigeria. The study sample consisted of 338 teachers in 37 public senior secondary schools from the 3 senatorial districts in Edo State. The determination of the sample size was guided by the Krejcie and Morgan (1970) table for determining sample size. The sample represented 12.3% of the entire population. The use of proportionate stratified random sampling was considered appropriate for the study. Schools were randomly selected from each senatorial district and teachers were also purposively selected from the sampled schools based on age, sex school location and teachers on roll.

The instruments used were a checklist and a questionnaire titled “Teachers Retention Checklist” (TRC) and “Correlates of Teacher’s Retention Questionnaire” (COTRQ). The collected data were analyzed using descriptive statistics such as percentage, mean, and standard deviation to address the research questions. Inferential statistics, Pearson Product-Moment Correlation Coefficient (PPMCC) and Point bi-Serial Correlation statistics were used to test the hypotheses. Charts and figures were used for illustration.

The findings revealed that teacher retention in public senior secondary schools in Edo State is high and that although professional development revealed no significant relationship with teachers’ retention, it emerged as the predominant correlate of teacher’s retention in public senior secondary schools in Edo State. The study found a significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State. The study found no significant relationship between professional development, administrative support, work environment, workload, remuneration, government policies, age, school location and teacher’s retention in public senior secondary schools in Edo State. The study recommended among others that the Ministry of Education and school administrators should continuously monitor and evaluate current retention strategies to ensure they remain effective, with minor adjustments made where necessary.

CHAPTER ONE

INTRODUCTION

Background of the Study

Retention refers to an organization's ability to keep its valuable assets, such as employees, customers, or students, over a certain period. It is a phenomenon that reflects stability, satisfaction, and effectiveness in organizations worldwide. Governments, organizations, and companies prioritize retention to maximize performance, reduce costs, and promote sustainable growth. Retention is also a critical process that organizations rely on to decrease workers' turnover and maintain a committed, long-term workforce. Retention has been a global challenge for organizations across various sectors, and schools are no exception. Retaining teachers in a school is crucial for achieving educational goals and objectives. Teachers are the backbone of any educational system, as they directly influence the quality of instruction, student learning outcomes, and overall school effectiveness. Retention of teachers has, therefore, become a central concern for policymakers, administrators, and stakeholders in education globally. Just as businesses prioritize keeping loyal customers to reduce costs and increase profitability, schools

and education systems benefit significantly from retaining teachers rather than constantly hiring and training new ones.

Teachers' retention refers to the ability of a school to keep its teaching staff employed and stable over a long period. In this study, teachers' retention refers to teachers still actively engaged in teaching in public senior secondary schools in Edo State. Teachers form the foundation of the educational system and play crucial roles in supporting students' social, cognitive, and emotional growth. Teacher retention improves learning outcomes, promotes continuity in instruction delivery, reduces dropout rates, loitering, truancy, and promotes equity in the educational system by ensuring stable and experienced teachers stay in schools. The failure of schools to retain teachers leads to serious consequences, such as decreased internal efficiency, low academic performance, disrupted continuity of teaching and learning, and increased recruitment and training costs. It also threatens the long-term stability, sustainability, and success of schools. A crisis occurs in schools when teachers leave without qualified replacements to fill the vacancies.

While visiting some public secondary schools across Edo State, direct observations by the researcher revealed patterns indicative of teacher shortages and poor retention. During periods allocated for instruction, students were seen sitting idly in their classrooms. Some engaged in casual conversations with peers, while others appeared to be occupied with mobile phones, which they had likely brought into the school unnoticed. When questioned, students frequently reported that their subject teachers were either absent from school, had not shown up for the lesson, or that there was no assigned teacher for the subject at all. Some also mentioned that the teacher who previously taught the subject had left the school and had not been replaced.

In another setting, students were observed in a science laboratory without supervision. Instead of doing schoolwork, they were idle or playing, which showed a lack of organized learning.

These instances raise critical questions about the effectiveness of teacher deployment and presence in public senior secondary schools, especially considering the Edo State Government's 2016 initiative, which saw the recruitment of 5,000 teachers to strengthen the education sector (Adebowale, 2016). This recruitment occurred as part of a comprehensive reform after the structural separation of junior and senior secondary education. And recently, in 2022, the government introduced the EdoSTAR (Edo Supporting Teachers to Achieve Results) program as a new initiative to enhance teacher performance. This was a program aimed at strengthening the teaching workforce through mass recruitment drives, digital training programs, and comprehensive school restructuring.

Although notable efforts have been made, the reality in many public secondary schools in Edo state revealed a possible gap between teacher recruitment and sustained classroom presence. This observation supports the need for a deeper investigation into the factors that contribute to teacher retention, especially in public senior secondary schools. Previous studies conducted in states such as Anambra, Imo, and Bauchi identified significant correlates of teacher retention such as job satisfaction, career advancement, mentoring, and school leadership (Okeke, Okaforcha & Ekwesianya, 2019; Asuzu (2019); & Maigari, Muhammad, Okereke, & Manufashi (2021). However, limited empirical evidence exists on the correlates of teacher retention specific to Edo State. This gap emphasizes the need for a localized study to examine the factors that contribute to retention among teachers in Edo State's public senior secondary schools.

The corelates of teacher retention such as, professional development school administrative support, working environment, workload, remuneration, government policies

were examined and demographic variables such as teachers' age, sex, and school location served as intervening variables in this study. Professional development encompasses workshops, seminars, formal courses, peer collaboration, mentorship, and independent learning initiatives. When teachers are given opportunities to upgrade their skills, attend workshops, pursue further studies, and engage in peer-learning activities, they are more likely to feel valued. Administrative support is a leadership quality, such as fairness, empathy, encouragement, and clear communication. Effective school administrators who demonstrate these qualities create an enabling environment for teachers to thrive.

The working environment refers to the state of infrastructure, availability of teaching and learning materials, classroom conditions, and general cleanliness and safety of the school premises. A well-maintained, resource-equipped, and collegial school setting encourages a sense of professionalism and belonging, which supports retention. Workload refers to the number of periods a teacher teaches in a week teaching a class size of not more than a teacher-student ratio of 1:40 **(**Federal Republic of Nigeria, 2004). Teachers' workloads can be divided into low, medium, and high. Low workload is when a teacher teaches less than 18 periods a week, moderate workload is when a teacher teaches eighteen to twenty-four periods a week, and high workload is when a teacher teaches more than twenty-four periods a week.

Remuneration comprises various forms of financial rewards such as basic salary, performance-based pay, retention bonuses, and other incentive packages. Remuneration encompasses the financial compensation and benefits that teachers receive in exchange for their professional services. Adequate and timely remuneration fulfills teachers' basic economic needs and communicates societal recognition of their professional worth. Timely payments of salaries, allowances, and good retirement benefits cause satisfaction among teachers and could contribute

to their decision to stay. Government policies are programs and initiatives by the federal or state government to reform the teaching profession, attract new teachers, and retain qualified teachers. These policies determine the framework within which teachers are recruited, deployed, evaluated, and supported, ultimately influencing teachers' retention.

Demographic variables such as teachers' age, sex, and school location may serve as intervening factors that influence the level of teacher retention in public secondary schools. Teachers' age is defined by grouping teachers into two categories: those less than thirty-nine years (young) and those forty years and above (old). Older teachers are generally more likely to remain in the school due to established family roots, pension considerations, and fewer alternative employment opportunities. Younger teachers, who tend to be more mobile, ambitious, and flexible in their careers, may view teaching as merely a temporary job or a stepping stone to different professional paths. Teachers' sex refers to male or female teachers. Female teachers are generally more likely to remain in the school than male teachers, possibly due to the availability of flexible schedules for working mothers or the societal perception of teaching as a female-dominated profession. School location refers to public senior secondary schools in urban or rural areas. Teachers from urban backgrounds or those with family commitments may struggle to adapt to rural school environments, resulting in frequent transfer requests or resignations.

Teacher retention is vital to the stability and effectiveness of schools. Despite government efforts such as the 2016 mass recruitment and the EdoSTAR program, gaps remain between recruitment and sustained classroom presence. Factors such as professional development, administrative support, working environment, workload, remuneration, and government policies could serve as a strong influence on retention, while teachers' age, sex, and school location act as intervening variables. Poor retention leads to idle classrooms, disrupted

learning, and declining student outcomes. Strengthening teacher support systems, improving working conditions, and aligning policies with teachers' needs are essential for sustaining a stable and committed teaching workforce.

Statement of the Problem

Teacher retention is critical to the stability and effectiveness of schools. Although global and national studies have explored teacher retention, few have holistically examined the interplay of professional development, administrative support, working environment, workload, remuneration, and government policies within the specific context of Edo State. In addition, limited research has considered how intervening variables such as age, sex, and school location influence teacher retention, particularly in public senior secondary schools in Edo State.

Despite commendable efforts by the state government, including the recruitment of five thousand teachers in 2016 and the introduction of the EdoSTAR program in 2022, challenges of teacher shortages and low retention appears to persist. Observations across schools by the researcher reveal idle classrooms, unsupervised laboratories, and disrupted lessons resulting from teachers' absence or exit without timely replacement. This sustained pattern of teacher unavailability erode instructional continuity and threatens the overall sustainability of the educational system.

These developments raise a critical question: What factors influence teacher retention in public senior secondary schools in Edo State? Addressing this broad question and filling the identified gaps is crucial for developing effective strategies to enhance teacher retention and strengthen the performance of public senior secondary schools in the state.

Research Questions

The following questions raised guided the study.

1. What is the level of teacher retention in public senior secondary schools in Edo State?
2. What is the predominant correlate of teachers' retention in public senior secondary schools in Edo State?
3. Is there any relationship between professional development and teachers' retention in public senior secondary schools in Edo State?
4. Is there any relationship between administrative support and teachers' retention in public senior secondary schools in Edo State?
5. Is there any relationship between working environment and teachers' retention in public senior secondary schools in Edo State?
6. Is there any relationship between workload and teacher retention in public senior secondary schools in Edo State?
7. Is there any relationship between remuneration and teachers' retention in public senior secondary schools in Edo State?

8. Is there any relationship between government policies and teachers' retention in public senior secondary schools in Edo State?
9. Is there any relationship between teachers' age (young and old) and teachers' retention in public senior secondary schools in Edo State?
10. Is there any relationship between teachers' sex (male and female) and teachers' retention in public senior secondary schools in Edo State?
11. Is there any relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State?

Hypotheses

Research questions 3-11 were formulated into hypotheses and tested at a 0.05 significance level.

Ho_1: There is no significant relationship between professional development and teachers' retention in public senior secondary schools in Edo State.

Ho_2: There is no significant relationship between administrative support and teachers' retention in public senior secondary schools in Edo State.

Ho_3: There is no significant relationship between working environment and teachers' retention in public senior secondary schools in Edo State.

Ho_4: There is no significant relationship between teachers' workload and teachers' retention in public senior secondary schools in Edo State.

Ho_5: There is no significant relationship between remuneration and teachers' retention in public senior secondary schools in Edo State.

Ho_6: There is no significant relationship between government policies and teachers' retention in public senior secondary schools in Edo State.

Ho_7: There is no significant relationship between teachers' age (young and old) and teachers' retention in public senior secondary schools in Edo State.

Ho_8: There is no significant relationship between teachers' sex (male and female) and teachers' retention in public senior secondary schools in Edo State.

Ho_9: There is no significant relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State.

Purpose of the Study

This study investigated the correlates of teachers' retention in public senior secondary schools in Edo State, Nigeria. Specifically, the study:

1. investigated the level of teacher retention in public senior secondary schools in Edo State;
2. found the predominant correlate of teachers' retention in the public senior secondary schools in Edo State;
3. determined the relationship between professional development and teacher retention in public senior secondary schools in Edo State;
4. investigated the relationship between administrative support and teacher retention in public senior secondary schools in Edo State;
5. determined the relationship between working environment and teacher retention in public senior secondary schools in Edo State;
6. ascertained the relationship between workload and teacher retention in public senior secondary schools in Edo State;

7. found out the relationship between remuneration and teacher retention in public senior secondary schools in Edo State; and
8. determined the relationship between government policies and teacher retention in public senior secondary schools in Edo State.
9. ascertained the relationship between teachers' age (young and old) and teachers' retention in public senior secondary schools in Edo State;
10. confirmed the relationship between teachers' sex (male and female) and teachers' retention in public senior secondary schools in Edo State, and
11. found the relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State.

Significance of the Study

This findings of this study would be of immense benefit to the government, policymakers, school administrators, educational planners, teachers, and other relevant bodies in the education sector.

The findings would provide evidence-based insights that would enable the Edo State government and the Federal Government of Nigeria to evaluate the effectiveness of their teacher recruitment and retention initiatives. It would help the government identify areas where policies and investments have not translated into sustained classroom presence and allow for strategic adjustments to increase teacher retention, particularly in rural schools. This would enhance efficiency in resource allocation and reduce costs associated with frequent recruitment and training of new teachers.

The study would provide policymakers at both state and federal levels the empirical evidence on the correlates that influence teacher retention such as professional development,

administrative support, working environment, workload, remuneration, and government policies. Understanding these factors would guide the formulation of policies that directly address teachers' needs and promote their long-term commitment to the profession. It would also help in aligning teacher retention policies with the realities of specific contexts such as Edo State, thereby bridging the gap between policy design and implementation.

School principals and other administrators would benefit from the study by gaining insights into how leadership practices such as fairness, empathy, and encouragement affect teacher morale and retention. By understanding the importance of administrative support, they will be better equipped to create an enabling environment that motivates teachers to stay, reduces turnover, and ensures instructional continuity. The study would also highlight the role of workload management and effective supervision in retaining qualified teachers.

Educational planners would find the study useful in designing teacher deployment and management strategies that consider demographic variables such as age, sex, and school location. It would help them anticipate where retention challenges are likely to occur such as in rural or urban schools and adopt proactive measures such as incentives, mentorship, or transfer policies. The study's findings would therefore support more equitable distribution of teachers across schools and ensure sustainability in the education system.

Teachers themselves would benefit indirectly, as the study would draw attention to the challenges they face in areas such as remuneration, professional development, and workload. By providing empirical evidence of these challenges, the study would advocate for better working conditions, fair compensation, opportunities for continuous professional growth, and improved school environments. In the long run, this could improve job satisfaction, professional identity, and teachers' willingness to remain in the system.

Other relevant authorities and stakeholders, including teacher unions, donor agencies, non-governmental organizations (NGOs), and parent-teacher associations, would benefit from the study's findings. The study would provide them with information they can use to advocate for teacher welfare, support professional development initiatives, and collaborate with government and schools to implement teacher-friendly programs. In addition, universities and teacher training institutions would find the study valuable in aligning teacher preparation programs with the realities of the classroom, thereby producing teachers who are more likely to stay in the profession. Finally, the study would contribute to knowledge and practice by providing context-specific evidence on the correlates of teacher retention in Edo State, thereby helping to design practical, sustainable, and effective strategies for reducing teacher turnover and building a stable teaching workforce.

Scope and Delimitation of the Study

The scope of the study covered the correlates of teachers' retention such as professional development, administrative support, working environment, workload, remuneration, government policies and intervening variables such as teachers' age, teachers' sex and school location. The study was delimited to five academic sessions (2016/2017 - 2021/2022) in all public senior secondary schools in all the three senatorial districts of Edo State.

Definition of Terms

In this study, the following terms were operationally defined as follows:

Correlates: refers to professional development, administrative support, working environment, workload, remuneration, government policies, age, sex, and school location

Retention: in this study, retention refers to a school's ability to keep teachers for a long period of time.

Teacher retention: refers to teachers still actively engaged in teaching in public senior secondary schools in Edo State.

Professional Development: refers to the extent to which teachers in public senior secondary schools in Edo State have access to and participate in activities that enhance their knowledge, skills, and instructional practices.

Administrative Support: in this study refers to the degree of assistance, encouragement, and supervisory backing teachers receive from principals and other school administrators in public senior secondary schools in Edo State.

Working Environment: refers to the physical, social, and psychological conditions under which teachers in public senior secondary schools in Edo State carry out their duties.

Workload: refers to the number of teaching periods assigned to teachers in public senior secondary schools in Edo State per week with class size in line with the Nigerian teacher-student ratio of 1:40, and additional responsibilities such as marking, lesson preparation, and administrative duties.

Remuneration: in this study refers to financial compensation and benefits received by teachers in public senior secondary schools in Edo State for their services.

Government Policies: in this study refers to regulations, directives, and educational policies enacted by government authorities that affect teachers' employment and working conditions in public senior secondary schools in Edo State.

Age: in this study, refers to the chronological age of the teacher in years, categorized into age brackets (below 30 = Young, 31 and above= Old).

Sex: refers to the biological classification of teachers as male or female.

School Location: refers to the geographical placement of a school either urban or rural.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focused on the review of related literature under the following subheadings:

- Theoretical Framework
- Concept of Teacher Retention
- Correlates of Teacher Retention
- Professional Development and Teachers' Retention
- Administrative Support and Teachers' Retention
- Working Environment and Teachers' Retention
- Workload and Teacher Retention
- Remuneration and Teachers' Retention
- Government Policies and Teachers' Retention
- Age (Younger/ Older) and and Teachers' Retention
- Sex (Male/Female) and Teachers' Retention

- School Location (Urban/Rural) and Level of Teachers' Retention
- Summary of Review of Related Literature

Theoretical Framework

This study was hinged on the job embeddedness theory developed by Mitchell, Holtom, Lee, Sablynski, and Erez in 2001. The theory offers a method of discovering why people stay in an organization. The theory propounded that employees' choice to remain in or leave a job is influenced by their connections to the job, the organization, and the wider community. It focuses on the various elements that anchor an employee to their job, rather than the mental or emotional steps involved in the decision to resign. The theory highlighted three main components: links, fit, and sacrifice, suggesting that the deeper and stronger these connections are, the more rooted the employee becomes, reducing the likelihood of them leaving the organization. These components correspond directly with the correlates of teacher retention investigated in this study.

Links refer to an employee's relationships with coworkers, supervisors, within the organization, family members, friends, community groups, religious organizations, and the wider community. Stronger links mean the employee has more to lose if they leave, as they would disrupt those relationships. In the context of this study, professional development builds links through networking opportunities, mentoring, and peer collaborations. Administrative support strengthens links by fostering positive relationships between teachers and school management. Working environment enhances collegiality and teamwork among teachers, making them feel connected to the school system. Older teachers are likely to have stronger professional and community links due to established relationships with colleagues, students, and local communities. Younger teachers, on the other hand, may have fewer ties, making it easier for them to exit. Female teachers may form stronger social and familiar links within schools and

communities, particularly when societal expectations support women's involvement in caregiving and mentoring roles. This could strengthen their embeddedness compared to male teachers, who may be more mobile and less tied down. Teachers in urban schools often have broader professional networks, access to professional associations, and stronger community links than those in rural areas, where isolation and limited opportunities can weaken embeddedness. When teachers establish strong personal and professional ties within their schools, they are more likely to remain, as leaving would mean breaking valuable social and professional connections.

Fit describes the extent to which an employee's skills, personal values, and character are compatible with their job responsibilities, the organizational environment, and the broader community context. A good fit means employees feel like they belong and are suited for the environment. This encompasses the extent to which their work aligns with their career aspirations, the level of support the organization provides toward achieving those goals, how frequently they apply their strengths on the job, the degree of alignment between their values and those of the organization, and how well they integrate into the organizational culture. In the context of this study, professional development improves fit by aligning teachers' career growth with institutional expectations. Working environment determines how well teachers' needs and preferences match with classroom conditions and school climate. Government policies influence fit by shaping how teachers' professional expectations align with systemic reforms (e.g., EdoSTAR program). Older teachers may feel a stronger fit, as teaching aligns with their need for stability, pension benefits, and long-term career security. Younger teachers, however, may perceive misalignment if they view teaching as temporary or aspire to more lucrative or flexible careers. Fit may vary by sex, with female teachers often perceiving teaching as compatible with

societal roles and work-life balance, while male teachers may feel a weaker fit if teaching is undervalued economically or socially compared to other professions. School Location also affects fit as urban schools typically provide better infrastructure, professional opportunities, and living conditions, making it easier for teachers to feel aligned. Rural postings, by contrast, often create misalignment when teachers struggle with inadequate resources, poor amenities, and isolation from family or urban life.

Sacrifice refers to the potential losses or sacrifices an employee believes they would face if they left their job, organization, or community. These might involve financial losses, career setbacks, or the disruption of established social relationships. Leaving an organization could lead to the loss of significant projects, valuable work relationships, and other benefits such as training opportunities, flexible schedules, or the ability to work remotely. In the context of this study remuneration reflects financial sacrifice, as teachers weigh the benefits of stable income, allowances, or pensions against the uncertainty of leaving. Professional development opportunities may be lost if a teacher exits, since training and capacity-building programs are often tied to institutional membership. Administrative support and positive working conditions are also seen as benefits teachers may not easily find elsewhere. Older teachers face higher sacrifices, such as losing accumulated benefits, pension security, and the familiarity of long-term work environments. Younger teachers, having less invested, face lower sacrifices and are therefore more mobile. Female teachers may perceive greater sacrifices in leaving, particularly when teaching provides stability, flexibility, and opportunities that align with family responsibilities. Male teachers, often seeking better financial rewards, may have fewer sacrifices if alternative employment is available. Urban teachers may possess higher sacrifices in leaving, given their access to social amenities, professional networks, and better living standards.

Teachers in rural schools may perceive fewer sacrifices, since leaving could mean gaining access to better opportunities elsewhere. When the perceived cost of leaving is high, teachers are more likely to stay in their jobs.

This theory was relevant to this study for several reasons because it provided a holistic perspective of the factors that affect retention unlike other models that focus only on job satisfaction or dissatisfaction. This theory considers a broad network of factors such as links, fit, and sacrifice that align closely with the correlates under investigation (professional development, administrative support, working environment, workload, remuneration, government policies, teachers' age, sex and school location). By incorporating demographic variables such as age, sex, and school location, the theory helps explain how individual and contextual differences influence teachers' embeddedness in public senior secondary schools in Edo State.

The theory also proved that retention strategies must go beyond recruitment and address deeper relational, cultural, and economic ties that keep teachers committed to the school. In Edo State, where persistent problems of teacher shortages despite government recruitment and policy reforms have not fully addressed retention challenges, the theory helps explain why some teachers remain despite difficulties while others exit. By mapping the correlates of retention and demographic variables onto the links, fit, and sacrifice framework, the study provided a deeper understanding of the mechanisms driving teacher retention in public senior secondary schools. The correlates in this study (professional development, administrative support, working environment, workload, remuneration, and government policies) aligns with the three components of job embeddedness theory, links, fit, and sacrifice. This makes the theory a strong framework for explaining why teachers stay and amplifying the relevance for examining teacher retention in Edo State's public senior secondary schools.

Concept of Teacher Retention

Retention is the ability of an organization to keep its employees over time, with a particular focus on retaining skilled and high-performing individuals. High retention rates positively affect productivity, morale, and organizational performance, making retention a critical focus for businesses. Retention also plays a crucial role in many areas of life and business, reflecting an organization or system's capacity to preserve valuable resources, relationships, or knowledge. It involves preventing loss, decay, or attrition and ensuring continuity, stability, and sustainability. Retention can apply to tangible assets, like inventory, equipment, and resources, as well as intangible assets such as knowledge, talent, or relationships. In business, retention could be associated with human resources and customer relations. Customer retention describes a company's success in keeping its customers engaged over the long term. Building and maintaining customer loyalty is essential for long-term success, as it leads to repeat business, positive word-of-mouth referrals, and a sustainable revenue stream. Approaches to retaining customers can involve delivering outstanding customer service, creating personalized interactions, implementing loyalty programs, and providing incentives that motivate repeat business. In the healthcare industry, patient retention refers to a provider's ability to consistently encourage patients to return to their clinic or facility for continuous and ongoing care. Establishing trust, providing quality care, and maintaining effective communication are essential factors in patient retention, as they contribute to patient satisfaction and loyalty. The underlying principles of retention often revolve around meeting the needs and expectations of stakeholders, whether they are employees, customers, students, or patients.

The concept of retention also extends to education, where it pertains to student retention and academic achievement. Student retention efforts focus on keeping students engaged,

motivated, and enrolled in their educational programs through to completion. High dropout rates can hinder educational attainment and contribute to social and economic disparities, underscoring the importance of retention initiatives in education settings. Teacher retention refers to an educational institution's ability to maintain a stable workforce by keeping skilled and experienced teachers employed over time. Teacher retention plays a crucial role in maintaining both the consistency and standard of educational delivery. Nwadiani (2012) opined that the expected role of education extends beyond knowledge dissemination to guarantee the training, empowerment, and sustained retention of skilled, knowledgeable, and high-quality educators. A stable and motivated teaching workforce is essential for both the world of work and national development, aligning with the principles of individual growth, professional development, continuous learning, and long-term career commitment. To promote supportive policies, provide opportunities for professional growth, and ensure favorable working conditions, education systems can improve teacher retention and build a strong foundation for lifelong learning and sustainable human capital development

Effective retention strategies involve understanding motivation, addressing concerns, and providing value-added services or experiences that foster loyalty and engagement. Practical applications of retention strategies may vary depending on the context of the organization or institution. In business, this could involve implementing talent management programs, offering competitive compensation and benefits, providing professional development and advancement opportunities, and fostering a positive work culture. In customer relations, retention can involve tailored marketing campaigns, proactive support, and continuous engagement strategies. Retention is a fundamental concept that permeates various aspects of life and business. Whether applied to employees, customers, students, teachers, or patients, retaining valuable assets and

relationships is essential for long-term success and sustainability. By understanding the tenets of retention and implementing effective strategies, organizations can foster loyalty, engagement, and growth, thereby achieving organizational goals and objectives.

Raue and Gray (2015) opined that the concept of teacher retention emerged within educational management as a response to an apparent teacher shortage in the labour market during the 1990s. In recent years, the issue of teacher retention has gained significant attention globally as educational systems grapple with the challenges of attracting and retaining skilled teachers. Teacher retention is crucial for maintaining continuity in the teaching-learning process. It may include practices and strategies schools employ to keep their current teachers and prevent teacher shortages. Teacher retention represents a sustained professional commitment, characterized by a teacher's continued engagement in teaching through ongoing classroom instruction or a long-term dedication to the profession, while consistently fulfilling responsibilities with resilience, focus, and a strong sense of purpose, despite potential setbacks or external distractions.

Hirsh and Emerick (2016) defined teacher retention as the ongoing effort to motivate teachers to continue their job, to enhance education quality, and the effectiveness of education in Nigeria. Retaining teachers is crucial role in strengthening and advancing the quality and effectiveness of the education system. Retaining qualified and experienced teachers helps students receive a good education that could help to improve their life chances, wellbeing, social skills, future employability, and financial independence. Continuity in teaching staff promotes a sense of stability and community within schools, benefiting students and teachers. However, this may not be achieved when there is a shortage of teachers in a school or when there is teacher turnover. Sutcher, Darling-Hammond, and Carver (2019) argued that teacher turnover disrupts

the labor market and negatively impacts school efficiency and student achievement. Furthermore, it complicates hiring processes and hinders overall school progress as administrators constantly focus on recruitment. Schools can make mistakes when recruiting new teachers to replace teachers in situations of teacher turnover. According to Sutcher et al. (2019), teacher turnover can fuel shortages, leading schools to make detrimental adjustments such as employing inexperienced teachers, increasing class sizes, or shortening teaching hours, negatively affecting student outcomes.

Teacher retention has been noted to influence student learning outcomes in multiple ways. First, schools with high teacher turnover often mean students are more likely to be taught by less experienced, and potentially less effective, educators. Secondly, frequent staff changes disrupt school stability, hindering the delivery of consistent and structured instruction. The constant influx of new teachers could hinder the implementation of reforms, as they are more likely to repeat previous errors than to build upon and improve new initiatives. Thirdly, the significant expense associated with high turnover stems from the considerable time and effort required for teacher recruitment. The departure of highly effective teachers due to turnover may negatively impact student learning outcomes. Teacher retention may also include attracting and retaining high-quality teachers and leaders and could be an important factor in determining a school's learning environment. The invaluable contribution of teachers to student and school success makes them the most vital resource in education. Despite this, educational institutions are increasingly struggling with the challenge of teacher retention. The departure of highly effective teachers due to turnover can negatively impact student achievement. Consequently, schools should intentionally adapt to their specific local contexts to develop tailored approaches that effectively support the retention of high-quality teachers. Factors such as teacher background,

professional qualifications, organizational features of the school, availability of resources, and the composition of the student population could influence teacher retention.

Teachers often serve as mentors and role models, and their retention can lead to student motivation and increase interest in learning. This engagement may manifest increased participation in classroom discussions and activities, ultimately contributing to higher academic performance and test results. Teacher retention is a multifaceted concept influenced by numerous factors, and teacher turnover has worrisome implications for the profession and generations of children, but also negatively impacts women-dominated careers. Nestour and Moscoviz (2020) posited that 60 percent of teachers are females in many parts of the world, although there are considerable variations among regions. Across Europe, Latin America, and North America, women have consistently constituted approximately 70% of the teaching workforce since the 1980s. In some areas, female dominance in teaching goes back even further. Data from the National Center for Education Statistics (N.C.E.S.) in 2022 showed that during the 2017-18 school year, women constituted a significant majority (76%) of the 3.5 million public school teachers in the United States. The movement of women from the teaching profession to better-paying fields could result in a long-term loss of valuable expertise in education, potentially affecting an entire generation Addressing the challenges of retention, locally and internationally, is essential to actualizing educational goals. Data on teacher retention highlights the global urgency of tackling high turnover rates within the teaching profession. According to a report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2014), 2.6 million of the 4 million teachers who were needed to be hired between 2012 and 2015 were to replace teachers who retired, transferred jobs, died, or left due to sickness.

In 2019, Mabeya's research in Uasin-Gishu County, Kenya, examined how teachers leaving public secondary schools affected students' academic results. The study involved 656 participants, including school principals, teachers, students, and education administrators. The study revealed a significant increase in teacher attrition rates, with the county losing an average of eight percent of teachers annually over the past five years, among other findings. Ingersoll (2013) stated that approximately 15.7% of US teachers leave each year for other jobs, and a significant portion (40%) of teachers whose further studies are supported express a desire to return to teaching. According to available data, of the 3,552 teachers employed by New York district schools during the 2010/2011 academic year, approximately 7.8% exited the profession in their first year, and 16.3% departed within two years.

A study by N.C.E.S. in March of 2022 found that 44% of public schools in the United States reported teaching vacancies. Some schools managed to fill the vacancies to start the school year; however, many schools in rural areas and those serving low-income families had difficulties beginning because of a lack of teachers. Some schools engaged veterans and other non-credential workers to step in as teachers. There was a similar situation in the UK, where 14.1% of teachers moved out of the profession within four years of entering the profession. The challenge of attracting and keeping enough teachers to maintain stable class sizes in England has been a central concern in the Department for Education's school workforce policy for many years.

In 2013, nearly three-quarters of the new teachers recruited were still teaching in state schools after five years, and by 2019, the figure had fallen to barely more than two-thirds. In recent times, the growth in the student population in state-funded schools across England has outstripped the rate at which qualified teachers are being employed. This disparity may have

contributed to an increase in the student-to-teacher ratio, which is estimated to have risen from approximately 17.6% in 2010 to 18.5% by 2021. Similarly, research from Australia indicates that a significant proportion ranging from 30% to 50% of teachers leave the profession within their first five years of teaching. According to Rasanen, Pietarinen, Pyhalt, Soini & Vaisanen (2020), it is estimated that forty to fifty percent of teachers have turnover intentions in Finland where the teaching profession has been highly appreciated.

Rasanen et al. (2020) in a longitudinal study in Finland titled "Why leave the teaching profession?", examined the factors contributing to Finnish teachers' intentions to leave the profession and the persistence of these intentions over a five-year follow-up period. Longitudinal survey data were gathered from Finnish comprehensive school teachers in 2010 and 2016, involving a total of 2,310 responses, with 1,450 teachers participating in the study. The findings indicated that 50% of the teachers showed an intention to leave the teaching profession. Although these intentions showed a high level of consistency, the motivations behind them varied significantly. Singapore, a country recognized as one of the countries with comparatively low rates of teacher attrition, largely attributed to its effective retention strategies to initiatives like offering early classroom exposure to aspiring teachers, which helps strengthen commitment and preparedness for the profession. A report by UNESCO (2014) revealed that Sub-Saharan Africa was the most challenging region in teacher attrition, with a sixty-three percent teacher attrition rate. In Zambia, the rate at which teachers left basic schools increased over time, rising from 3% in 2002 to 5% in 2004, and reaching 12% by 2010.

The UNESCO Institute for Statistics (UIS) estimates an attrition rate of eighty-eight percent (23.9 million) in sub-Saharan Africa by the year 2030. The rate of teacher retention in Rwanda remains a concern, as secondary schools, both public and private, have experienced a

rise in teacher turnover despite various government interventions aimed at addressing the issue. Studies have indicated that of the 20% of teachers who exit the profession, approximately 9% are from private school settings. Employee turnover poses a challenge across various school levels in Tanzania, particularly in primary and secondary education. Teachers hold differing perceptions of retention as some stay due to genuine passion for the profession, while others remain simply because of limited alternative options. This dynamic, where individuals continue teaching while seeking other career paths, may undermine the long-term sustainability of the teaching workforce (Seiph, 2021). In Nigeria, Okpebru, Ekpe, and Enueshike (2019) stated that a 2014 report by the Akwa Ibom State Secondary Education Board reported that the state lost 10.90% of its teachers in 2009 due to attrition. Niger State witnessed a rise in teacher attrition rates, from 15.50% in 2010 to 21.10% in 2011. Garba (as cited in Wushishi & Baba, 2016) indicated that Northern Nigeria saw a fast growth in teacher attrition within four years. In 2008, the rate was 13.9%, then increased to 20.1% by 2012. This increase was attributed to most of the teachers who moved to other professions due to improved conditions of service in those professions, less stress, and fewer working hours.

A 2012 report from the secondary school board in Niger State indicated that, as of 2010, the number of teachers in the state's secondary schools was estimated at around 12,280, highlighting trends related to teacher attrition in the region. That same year saw the departure of one thousand three hundred and thirty-eight teachers from the profession, which constituted about 10.9% of the total teaching staff. In Niger State, the number of teachers who left their jobs increased from one thousand seven hundred and two (15.5%) in 2011 to one thousand nine hundred and fifty (21.1%) in 2012. The report highlighted a loss of four thousand nine hundred and ninety (47.5%) to attrition between 2010 and 2012. Higher teacher attrition rates, particularly

the trend of teachers leaving schools in poorer communities at a higher rate, may cause an unfair distribution of skilled teachers among schools. Kayuki and Lekule (2022) reported that teaching in rural schools has become increasingly difficult due to the ongoing migration of teachers from rural areas to urban schools. Teachers play a crucial role in advancing education in rural regions and are essential to narrowing the educational divide between rural and urban areas. Newly hired teachers in rural settings often have the highest turnover rates. Increased rates of teachers leaving may also be evident among those who teach mathematics, science, and English.

Oke, Ajagbe, Ogbari, and Adeyeye (2016) posited that keeping employees for the long term has become a challenge for most organizations worldwide. They concluded that to keep teachers in schools, management issues that affect teacher education must be thoroughly evaluated. They recommended that educational managers be made to go through staff training and development programmes and curricula enhancement. To ensure a strong teaching workforce, schools should focus on hiring and keeping effective teachers, and school administrators should foster positive work environments characterized by collaboration, significant input in decisions, and a primary emphasis on student learning. Financial and other incentives offered to teachers could be a primary consideration in their decision to continue teaching or to leave. A good reward plan for teachers may motivate them to perform their job better, which may likely enhance retention. Teachers must be well equipped for the job, adequately rewarded, with fair welfare packages, and a proper work environment, as may be obtainable in other professions. If teachers believe they are not paid their worth or not receiving sufficient benefits, they may be more prone to look elsewhere for work. Moreover, some teachers may cite dissatisfaction with excessive workloads, disruptive student behaviour, poor leadership, and administration within the school as the reasons for leaving their jobs.

A 2017 report by Carver-Thomas and Darling-Hammond highlights that teacher turnover is a key driver of the teacher shortage crisis in the U.S., with around 8% of teachers leaving annually, primarily due to factors unrelated to retirement. The study emphasized that compensation, administrative support, and working conditions are critical in retaining teachers, particularly in high-need schools. The report advocated for policy interventions such as increased teacher salaries, enhanced professional development, and mentorship programs to reduce turnover and improve retention, especially in underserved areas. These strategies aim to stabilize the teaching workforce by addressing the root causes of turnover. Oke et al. (2016) noted that some research found that certain teachers are not necessarily against leaving their profession if their earnings are paid on time, they are promoted as expected, and their fundamental welfare benefits are delivered without delay. Irregular payment of teachers' salaries is among the most critical challenges of the occupation, especially in Nigeria. For some teachers, late payment and the failure to provide additional benefits might be a greater concern than non-financial incentives, potentially affecting their attitude and dedication to their work. Although salary can attract both novice and veteran teachers, those with more experience are often drawn to supportive instructional leadership, like-minded colleagues, favourable teaching environments, and resources that enhance their effectiveness in the classroom.

Okeke, Okaforcha, and Ekwesianya (2019) found that teacher retention will be achieved if teachers are accorded social recognition and an enabling environment provided for teachers' professional growth. They also found that teachers' satisfaction from feeling competent to do the job well may play a role in their decision to stay or leave. Although several factors may impede teachers' retention, the researchers also found that when teachers' retention is high, students' performance is improved; when teachers' retention is low, there is low performance of students.

However, teachers may be less likely to be retained in schools with poor working conditions, particularly those led by principals perceived to be less effective, and in schools where they are paid less. Jim, Jiang, Wan, and Gnedko (2021) conducted a study focused on the factors influencing teacher retention in Michigan. They analyzed teacher retention data spanning the 2013/2014 to 2018/2019 academic years and gathered insights from teacher surveys that explored the availability and perceived effectiveness of support systems within local educational agencies. The results indicated that approximately 75% of these agencies maintained average retention rates above 80%, with a median yearly retention rate of 88.6%. Among the key contributors to this strong retention were structured teacher evaluation frameworks, regular classroom observations, and clearly defined performance goals. On the other hand, financial benefits such as housing support were not frequently reported as influencing factors.

In a related context, Payes (2023) cited findings from the 2022 Deloitte Consumer Industry Center survey, which included 750 employees from retail companies in the United States. The survey revealed that 72% of employees at companies recognized for their sustainability efforts rarely considered seeking other employment, and 79% intended to remain in their current positions for the next few years. These findings suggest that organizational support and alignment with employee values such as sustainability can significantly enhance workforce retention. Teachers who find their relationships with students in the classroom rewarding may take it as a reason for remaining in a school. One of the critical reasons for retaining teachers is to promote the continuity of essential and valuable school development processes. This included building and maintaining a particular school culture, reflecting a shared normative view on educational values, norms, and achievement of educational goals. Students

need effective teachers to ensure that their aspirations are achieved. Effective teachers set challenging standards to help students meet their educational goals.

High teacher turnover may deprive students of quality instruction and academic performance. To potentially improve teacher retention, schools could implement a strategy that includes specific financial benefits, better working conditions, and more effective onboarding and mentoring for new teachers. A possible method for retaining effective teachers involves connecting financial rewards with improved leadership opportunities and defined career pathways. Retaining skilled teachers in secondary schools is essential for enhancing service delivery, increasing efficiency, and maintaining stability within the education system. Overcoming retention issues demands a comprehensive strategy involving supportive policies, strong leadership, and cooperation among all involved. Notably, retention is calculated by dividing the number of teachers remaining at the end of the year by the number present at the start, then multiplying the outcome by 100.

Correlates of Teacher Retention

Correlates of teacher retention refers to the various factors, conditions, or characteristics that are statistically or theoretically associated with a teacher's decision to remain in the teaching profession over time. These correlates can influence whether teachers choose to continue in their jobs, transfer to other schools, or leave the profession altogether. Many complex factors shape these decisions to stay in or leave the field. The factors contributing to teachers' decisions to remain in the profession are diverse and complex. Understanding these factors is essential for developing effective strategies and policies aimed at improving teacher retention and ensuring educational quality. Kaur (2017) identified several factors that could affect employee retention. They include skill recognition, learning and working climate, job flexibility, cost effectiveness,

training, employee benefits, career development, compensation, superior-subordinate relationships, organizational commitment, communication, and employee motivation.

Skill recognition is a situation where the skills and accomplishments of an employee are recognized. This could be an effective retention strategy for employees of any age. Employees like being acknowledged and recognized for their abilities, competencies, and expertise in their jobs. The need to validate workers for their performance and accomplishments could be necessary for career advancement and could prolong the employment of employees. Organizations that encourage employee input, growth, education, and teamwork beyond the traditional compensation or benefits packages offered by employers may have a high retention rate.

Learning and Working Climate refers to the existing atmosphere or conditions within an educational or professional system. It includes the overall tone, attitudes, and perceptions that could influence how individuals experience learning or work. A supportive learning and work environment is marked by transparent communication, mutual respect, teamwork, and a feeling of inclusion. It promotes a supportive and inclusive environment where individuals feel motivated, engaged, and encouraged to contribute their best efforts. A negative climate may involve poor communication, lack of trust, or an unsupportive atmosphere, which can hinder learning and productivity. Creating a positive atmosphere is crucial for encouraging a conducive space for growth and development.

Job flexibility is the way teachers can adjust their work schedules and responsibilities. This can manifest in various forms, such as scheduling variations that accommodate individual work times, workloads, responsibilities, and locations around family responsibilities. Job flexibility can be a very important factor if an organization wants to retain its employees. Flexibility

empowers individuals to facilitate a healthier balance between work and personal obligations, which may appeal to employees of all ages.

Cost-effectiveness refers to the efficient allocation of resources to implement strategies to help retain teachers within a school. It involves finding ways to keep teachers without incurring excessive financial burdens. Cost-effective approaches for retaining teachers include professional development, mentoring, recognition, and career advancement opportunities. By implementing these, schools can efficiently maintain a strong teaching staff, contributing to overall success.

Training plays a crucial role in teacher retention in several ways, such as skill enhancement, job satisfaction, career advancement, and peer collaboration. Sessions on stress management, workload balance, and well-being within training programs can boost teachers' mental and emotional health. This training also facilitates their adaptation to changes in curriculum, technology, and educational policies, ultimately enhancing job satisfaction and classroom effectiveness.

Employee benefits are a powerful tool for retaining teachers because they cater to various needs and improve their work experience. Comprehensive benefits, including health insurance, retirement options, and leave policies, can significantly improve job satisfaction. Furthermore, a competitive salary, bonuses, and other financial incentives provide teachers with security, which can be a deciding factor when considering potentially higher-paying opportunities elsewhere. Developing a well-supported compensation system is essential for keeping teachers in their positions. This can be achieved through competitive salaries, performance-based incentives, a comprehensive benefits package, and fair, transparent pay practices. A well-designed and competitive compensation structure directly addresses teachers' financial needs and expectations, making them more likely to remain in their positions.

Therefore, a thoughtfully constructed package of employee benefits can meet the diverse needs of teachers, enhance their job satisfaction, and cultivate a supportive environment that encourages them to stay within the education system.

Career development is a key factor that could contribute to teacher retention. Teachers who see opportunities for professional development and career advancement within their current institution may be more likely to stay. In addition, when teachers can continually enhance their skills, they feel more confident and effective in their roles. Professional growth opportunities that resonate with teachers' individual aspirations and career objectives can foster a stronger sense of purpose and fulfillment. Schools that actively support teachers in achieving their goals may experience increased teacher retention.

Superior-subordinate relationships define the hierarchical dynamic between teachers and those in leadership positions, like administrators within a school. This could be through support and encouragement, effective communication, recognition of achievement, fair and consistent leadership, and conflict resolution. A healthy and positive relationship between superiors can significantly contribute to teacher retention by creating a supportive work environment, enhancing job satisfaction, and creating a sense of value, belonging, and professional growth within the school system.

Organizational commitment is a key factor in keeping teachers, involving their emotional bond with the school, the feeling of belonging, and their dedication to the institution. Committed employees may remain with an organization longer than less committed employees. The more committed an employee is, the less of a desire they may have to terminate from the organization. Highly devoted employees may have a higher intent to remain with the organization, a stronger desire to attend work, and a more positive attitude about their employment.

Communication Employee retention may improve in an organization with clear communication, feedback, and recognition, open communication channels for timely resolution of issues and concerns, and inclusive decision-making, which builds an openness and trust culture. Organizations may provide information on values, mission, strategies, competitive performance, and changes that may affect employees' enthusiasm through the most credible sources, such as the top management, on a timely and consistent basis.

Employee motivation is another factor that could be a factor for teacher retention. Motivated teachers tend to experience greater job satisfaction and are more inclined to embrace the organization's goals and mission, making them more likely to remain in their positions. Motivated teachers are more productive, engaged, and resilient when faced with challenges. This contributes to the overall stability and success of the educational system. The school management must explore different avenues to reduce teacher mobility, such as providing more stable teaching and learning conditions that may encourage teachers to remain in the school for a maximum period.

Kraft, Marinell, and Yee (2016) explored four key dimensions of school climate and their impact on teacher turnover and student achievement derived from the yearly NYC school survey. The study revealed a strong link between positive school working conditions and teacher retention. Factors like supportive leadership, opportunities for teacher collaboration, and professional development significantly increased the likelihood of teachers staying. The researchers suggested that specific leadership qualities, including a clear vision, open communication, supportiveness, fostering collaboration, providing feedback, and effective management, play a crucial role in encouraging teachers to remain in a school. Aulia and Haerani's (2023) study, "Teacher Retention and Turnover: Exploring the Factors that Influence

Teacher Decision-Making," examined the various factors that affect teachers' choices about staying in or leaving their jobs, identifying five main areas: pay and benefits, working conditions, support within the school environment, personal and family situations, and opportunities for professional growth and advancement. The study sample was thirty teachers. The research revealed that teachers' decisions to remain in or leave the profession are influenced by a range of diverse factors, highlighting the need for a comprehensive strategy to improve teacher retention.

Sinha and Sinha (2012) study, "The Factors Affecting Employee Retention: A Comparative Analysis of Two Organizations from Heavy Engineering Industry," investigated the primary factors that shape retention management strategies in organizations. Data was collected from 100 employees. Several factors were found to affect retention, with each playing a key part in employees' decisions to stay. Moreover, the study highlighted that middle management values different elements when formulating retention strategies in similar contexts. An article reviewed by Simon and Johnson (2015), Teacher Turnover in High-Poverty Schools: What We Know and Can Do, found that teachers in high-poverty schools are likely to leave due to poor working conditions, lack of support, and negative relationships with colleagues. These factors were more significant than external factors like salary. The study suggested that improving school culture, leadership, and professional support can help retain teachers in these schools. Sutcher, Darling-Hammond, and Carver-Thomas (2016) used federal data to evaluate current teacher workforce trends and predict future supply and demand. The study investigated factors affecting teacher retention, such as new and returning teachers, anticipated hiring, and teacher attrition. The report also reviewed policy solutions, grounded in research on effective recruitment and retention, to address potential teacher shortages. The findings indicated that working conditions, professional

development opportunities, and school leadership were the most critical elements in retaining teachers.

Professional Development and Teacher Retention

Professional development could be a range of activities designed to enhance teachers' knowledge, skills, and competencies throughout their careers. These activities may include workshops, seminars, courses, conferences, collaborative learning, self-directed study, and other structured learning experiences. Professional development aims to equip teachers with the latest pedagogical approaches, subject knowledge advancements, and instructional technologies, thus enabling them to adapt to the evolving needs of students. The absence of career development opportunities may leave teachers stagnant, lacking motivation, engagement, and productivity. Professional development is critical in influencing teacher retention, such as enhancing teaching skills, increasing job satisfaction, career advancement opportunities, strengthening classroom management, support, and collaboration. Other ways include impacting student outcomes, equipping teachers to adapt to changes in the educational system, and helping teachers to develop a strong sense of purpose and commitment to their students and the profession. The impact of professional development on teacher retention depends on the quality, relevance, and support provided.

To positively influence teacher retention, professional development programs should be tailored to the needs and goals of teachers and should be part of a comprehensive approach to support teacher well-being and growth. Teachers are more likely to remain in a school when they perceive themselves as valued, adequately supported, and well-prepared to perform their roles effectively. In collaboration with UNICEF, the Edo State government implemented digital learning in secondary schools and provided training in digital education to approximately 650

teachers. Teachers in the state continuously enhance their skills throughout the academic year by engaging in various initiatives such as teacher professional development (TPD) training, regular quality assurance checks, mentorship programs, and access to technical support. These efforts enable them to deliver impactful lessons that effectively engage their pupils (Thisday, 2022).

In a study by Rajendran, Pietarinen, Pyhalto, Soini, and Vaisanen in 2023 on the impact of continuous professional development on teacher retention and performance, the researchers employed a systematic literature review approach by aggregating and synthesizing a diverse array of empirical studies, scholarly articles, and educational reports. The results demonstrated a strong link between ongoing participation in professional development, teacher retention, and the quality of instructional delivery. They also found that engaged participation in well-designed continuous professional development initiatives positively correlated with increased teacher job satisfaction, heightened instructional efficacy, and a greater likelihood of remaining within the profession. The paper uncovered that those subtle factors within continuous professional development, such as personalized learning pathways and collaborative learning communities, significantly enhance teacher retention and performance.

Cells, Sabina, Touchton, Shankar-Brown, and Sabina (2023) conducted a study focused on tackling the issue of teacher retention during the critical first three to five years of employment. The study involved teachers in the early stages of their careers, specifically those with 3 to 5 years of experience. It found that educators who experienced support through professional development, peer collaboration, and a sense of autonomy were more inclined to stay in the teaching profession. Gaikhorst, Beishuizen, Zijlstra, and Volman (2015) examined how participation in a professional development programme influenced teacher quality and retention within an urban educational context. The study examined the effects of professional

development programmes as a tool to equip teachers with the challenges of teaching in urban schools. The study research design consisted of quantitative (N = 133) and qualitative (N = 42) approaches. The results showed a significant effect of the programme on teacher knowledge, self-efficacy, and stay intentions.

In 2018, Aleem, Purwani, Ali, Ali, and Bhojani conducted a study examining the influence of training and development on retaining employees within pharmaceutical companies. The research investigated how pharmaceutical firms utilize training programs to enhance employee retention. Based on a sample of two hundred and eighty-two participants, the findings showed that training had no significant effect on employee retention. A report by Jensen, Sonnemann, Roberts-Hull, and Hunter (2016), on the topic "Beyond PD: Teacher professional learning in high-performing systems, found that professional development is essential; however, it alone does not significantly impact teacher retention. They argued that systemic factors like school leadership, working conditions, and a supportive work environment influenced teachers' decisions to remain in their roles.

Administrative Support and Teachers' Retention

Administrative support refers to the degree to which school principals and other leaders assist teachers by facilitating their work and contributing to their professional growth. Administrative support could be provided in various ways, such as providing teachers with professional development opportunities, effective induction programs, such as mentorship or coaching opportunities. Finding good leaders who have been trained adequately and are willing to go above and beyond for their staff and students is crucial. Teachers need supportive administration to benefit from effective leadership opportunities. An effective administration will positively affect retention rates. Teachers who view their administrators as supportive are likely

to demonstrate greater job commitment, higher levels of satisfaction, and a reduced likelihood of considering leaving the profession.

Effective leadership and support from school principals play a significant role in shaping teachers' choices to stay in a school or remain in the teaching profession. Support from school administrators plays a pivotal role in shaping employment decisions for both pre-service and practicing teachers. It significantly impacts on a range of issues that are commonly associated with teacher turnover. These include teacher burnout, managing difficult student behavior, the quality of classroom environments, addressing diverse learning needs, handling excessive administrative tasks, physical fatigue, feelings of professional isolation, and uncertainty regarding job expectations. A study by Tuan Nguyen in an article by Garcia (2020) found that salary wasn't the biggest factor when schools want to retain their teaching staff; rather, it is administrative support. When school principals offer support, such as motivating teachers, recognizing their achievements, and supplying essential teaching materials, it can contribute to improved teacher retention.

Effective administrative support relies on strong communication and consistent provision of necessary materials or training to teachers by school leaders. This may make the teacher invest in their job, leading to better educational outcomes. Talley (2017) investigated how limited administrative support influences novice teachers' self-efficacy and retention decisions in her study titled Through the Lens of Novice Teachers: The Impact of Insufficient Administrative Support on Self-Efficacy and Teacher Retention. Using data collected from semi-structured interviews, reflective journals, field notes, and artifacts, the study revealed that while new teachers varied in their views on which types of support affected their confidence and career

choices, all participants identified certain forms of expressive and instrumental support, as well as levels of stress, as key factors in their decisions to transfer or exit the profession.

Sutcher, Podolsky, and Espinoza (2017), in their article Supporting Principals' Learning: Key Features of Effective Programs, reported that nearly one in four teachers left their positions when they strongly disagreed that their school leaders offered recognition, clear direction, or competent management. Willis (2019) examined how support from school leaders affects the retention decisions of early-career special education teachers. The study involved teachers and administrators from a suburban Virginia school district who completed an adapted administrative support survey. The study employed a correlational research design to examine the alignment between the level of support principals believed they offered, and the support teachers felt they received, as well as the connection between teachers' perceptions and administrators' reports. Findings indicated that most teachers felt adequately supported and planned to remain in their roles. However, those who expressed intentions to leave often attributed their decision to insufficient support from school leadership.

Kabia (2022) conducted a qualitative study to explore how middle school teachers perceive the influence of administrative support on their decisions to stay in or leave the profession. The research focused on 10 teachers from an urban school district in the eastern United States, using interviews as the main method for collecting data. The results indicated that a lack of administrative support, particularly in areas such as emotional backing, instructional guidance, student behavior management, availability of resources, and a supportive school environment, contributed to teacher attrition. Conversely, teachers expressed a willingness to remain in their schools if these forms of support were present. In a related study, Madumere-Obike, Ukala, and Nwabueze (2018) explored approaches to reducing teacher turnover to

improve the quality of education in public senior secondary schools in Rivers State, Nigeria. The study surveyed 1,104 participants, including principals and teachers, representing 14% of the total population. The findings revealed that both groups shared comparable views regarding the causes and consequences of teacher attrition on educational quality. The researchers concluded that recognizing and valuing teachers on par with other professional groups could significantly improve retention rates

In another related study, Nkedishu (2020) investigated how teacher qualifications and experience influence the retention of competent educators in private secondary schools across Delta State. The study population comprised 324 registered principals for the 2019/2020 academic year, from which 162 were selected using a stratified sampling technique. The results demonstrated that retaining high-quality teachers was closely linked to administrative support, school location, availability of teaching resources, a positive work environment, opportunities for professional growth, and competitive salaries.

Working Environment and Teacher Retention

The working environment refers to the circumstances that affect an individual's job performance. The OECD (2024) emphasizes that effective teaching and learning are caused by both teacher quality and workplace conditions. This work environment can include the physical surroundings, the interpersonal relationships with colleagues and administrators, the level of interaction within the school system, and the general atmosphere of the workplace. A work environment also includes supportive elements like organizational and supervisory encouragement and workgroup support, but also negative aspects such as teaching obstacles and excessive workload. A positive and supportive work environment enhances the teaching experience by enabling educators to pursue their professional goals, which subsequently fosters

stronger commitment to their school and the teaching profession. Conversely, a negative or toxic work environment can create unpleasant experiences that undermine teachers' morale and goals, potentially leading them to leave the school or the field altogether.

Creating a positive work atmosphere can improve teachers' health, satisfaction, and productivity. Consequently, creating a healthy work atmosphere is a key strategy for attracting and retaining high-quality educators, making it essential for all school systems to prioritize a conducive learning and working environment. A supportive and positive work environment is essential for both teachers and their students. Such environments tend to enhance teacher satisfaction and increase the likelihood of teachers remaining at a school, regardless of the socioeconomic backgrounds of the students. Koerber, Marquez-Mendez, Mensah, Fasching-Varner, and Schrader (2023), through their systematic narrative review Sustaining Teacher Needs, integrated findings from thirty-five studies and sources to examine the main factors influencing teacher retention, attrition, and motivation. Their research highlighted that supportive and encouraging work environments, established by administrators who value staff development and thereby address teachers' needs for accomplishment, are crucial for teacher retention.

In Bangladesh, Masoom (2021) study investigated teachers' views on their work environment in primary and secondary schools, surveying 368 teachers (230 males and 138 females). The research revealed that positive workgroup dynamics, especially a good relationship with the principal, were the most significant factor contributing to a supportive school environment. Physical facilities were considered the least important, while fostering positive behavior through conflict avoidance and fairness was the most crucial aspect of organizational support. Teaching challenges were largely influenced by the frequency with which teachers had to manage disruptive and violent students. Teachers noted that frequent after-

school meetings, impractical deadlines, and inspections by administrative staff contributed significantly to their overall workload. Marinette (2017) research on teacher attrition in southwest Cameroonian secondary schools, which included 370 teachers, identified low salaries, poor working conditions, a lack of job satisfaction, and negative principal leadership as major drivers of teachers leaving.

Fessehatsion and Peng (2022) study of 833 elementary, middle, and secondary teachers in central Eritrea examined the link between school working conditions and teachers' plans to stay, with job satisfaction playing an intermediary role. Their results suggested that improving the school environment is crucial for increasing job satisfaction and keeping teachers in their roles. It is essential for school administrators to understand the overall climate of their schools to strengthen teachers' commitment to their roles and to formulate policies that effectively support the instructional goals of the institution. In Tanzania, Hanai (2021) research looked at how the work environment affects employee retention within banks in Dar es Salaam. The study, which involved 370 employees from eleven specifically selected banks, found a strong connection between the work environment and whether employees stayed with their organization. The findings also indicated that employee retention is influenced by the work environment, the nature of job responsibilities, and the organisation's public image.

In Kenya, Kamundi (2021) study on teacher retention within Seventh-day Adventist secondary schools in the East Kenya Union Conference involved 98 teachers completing questionnaires and interviews with eleven principals, five education directors, and eleven Board of Management chairpersons. The findings indicated that teachers were likely to stay when the administration was cooperative, understanding, appreciative, recognized their efforts, caring, and treated them with dignity. Similarly, in Nigeria, Torsabo and Ezekiel's 2021 research at

Adamawa State University Mubi examined the impact of the work environment on employee retention, using 234 questionnaires with 17 items. Their study revealed a significant positive correlation between the work environment and employee retention, concluding that the work environment is a key indicator of whether employees will remain with the institution. According to Bello, Musa, Daniya, and Yakubu (2023), fostering a work environment characterized by strong support systems is crucial in retaining employees at the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) central office. Their findings suggest that managerial encouragement, workplace culture, and avenues for professional advancement are key drivers of staff retention. Drawing on data from 203 staff members, the study revealed that factors such as supervisory support, the overall workplace climate, and opportunities for personal development significantly contributed to employees' decisions to remain with the organization. Similarly, Ikeagu and Anah (2023) analyzed how retention strategies influence the performance of mission-managed secondary schools within the Onitsha Archdiocese in Anambra State, highlighting the importance of targeted human resource practices in improving institutional effectiveness.

Workload and Teacher Retention

Workload refers to the number of teaching periods, the number of classes, and the size of each class assigned to a teacher. Workload may also be referred to as the various tasks, responsibilities, and time commitments associated with the role of teachers in educating students. This includes preparing lessons, grading assignments, participating in extracurricular activities and non-teaching activities like counseling and organizing meetings with students' parents, that teachers are involved in. Nigeria's national education policy (FRN, 2004) mandates that teachers must have between 18 and 24 periods per week. Despite existing guidelines, teaching

responsibilities are not always distributed evenly some educators handle a minimal number of classes, while others manage excessive workloads. This imbalance reflects inequity in task allocation across schools. Introducing a consistent policy to ensure fair distribution of teaching duties could enhance both instructional quality and student outcomes.

Teacher workload includes the range of responsibilities teachers handle, such as classroom instruction, administrative duties, participation in extracurricular activities, and other school-related obligations. This workload can vary in intensity, becoming overwhelming when demand exceeds reasonable limits. Excessive workloads can negatively affect instructional quality, diminish teacher well-being, and hinder student achievement. As the profession already demands significant time, energy, and dedication, rising workload pressures can intensify stress, contribute to burnout, and increase the likelihood of teachers exiting the profession. Nwadiani (2017) posited that staff shortage is a perennial problem and consequently, the few teachers available are overloaded without rewards. Hence, workload can significantly impact teacher retention in both positive and negative ways.

The effect of workload on teacher retention is complex and may depend on several factors such as class size and student-teacher ratio. However, a manageable workload may contribute to job satisfaction because teachers who can effectively manage their tasks and maintain a work-life balance are likely to stay in school. In addition, a manageable workload may allow teachers to focus on planning engaging lessons and delivering high-quality instruction. This positively impacts student outcomes, which could be rewarding for teachers. A balanced workload gives teachers the time and energy to collaborate with colleagues and engage in professional growth activities, enhancing job satisfaction and retention. However, excessive workload, such as long working hours, grading papers, and preparing lesson plans, could lead to

burnout and stress. When teachers feel overwhelmed and stressed, they are more likely to consider leaving the profession. Teachers who work beyond regular school hours and take work home or work during weekends and holidays may want to leave the school. An inadequate balance between professional responsibilities and personal life can negatively impact teachers' interpersonal relationships and foster dissatisfaction with their careers in education. An intensive workload can leave teachers with little time for professional development, which is essential for growth and satisfaction, and may affect a teacher's morale and job satisfaction. Teachers may encounter burnouts, heightened stress levels, and exhaustion, which can result in increased absenteeism and diminished work performance.

Teachers who do not engage in ongoing learning may feel stagnant in their careers, which can influence their decision to leave. In addition, prolonged intensive workloads can negatively affect teachers' physical and mental health, which may lead to absenteeism or further discontent with the profession. There is increasing recognition of the link between heavy workloads and teacher retention, with a significant number of trainee teachers leaving the profession within the first five years. Excessive workload is often identified as a leading factor in this early departure, suggesting that feeling overwhelmed may significantly influence a teacher's decision to exit the profession. Cooper Gibson Research (2018), in a qualitative study commissioned by the Department for Education, examined various factors that influence teacher retention. The study found that workload is the most important factor influencing teachers' decisions to leave the profession. The study further revealed that many teachers are not seeking major changes to their roles and responsibilities but are mainly interested in solutions that help reduce their workload, among other issues.

A study conducted by Perryman and Calvert (2020) revealed that the primary factors influencing teachers' decisions to leave the profession were overwhelming workloads and the pursuit of improved work-life balance. A 2022 study by Heffernan, Bright, Kim, Longmuir, and Magyar, surveying 2,444 Australian primary and secondary teachers, found that only 41% planned to stay in teaching. Overwhelming workload was the most common reason for wanting to leave, with 62% of these teachers citing workload pressures and their negative effects on health, well-being, and personal lives. These teachers describe workload as impractical and unsustainable, highlighting increasing intensity and duration of their work and the long-term negative outcomes of these changes.

According to the American Federation of Teachers (2017), 61% of teachers reported that the workload was unmanageable, and 58% stated they did not have enough time to plan their lessons adequately. A study on "Teachers' workload concerning burnout and work performance in the Philippines" by Jomuad, Antiquina, Cericos, Bacus, Vallejo, Dionio, Bazar, Cocolan, and Clarin (2021), had 57 elementary school teachers as the respondents. The findings indicated that teachers frequently faced excessive workloads, which contributed to feelings of burnout. A study on the organizational factors influencing teacher retention focused on the perceptions of private secondary school teachers in Lyari Town, Pakistan by Oad and Niazi (2021). A questionnaire was used to gather data from 200 teachers, and the results revealed that factors such as salary, workload, and access to professional development opportunities had a meaningful Influence on teachers' decisions to continue working at their respective schools.

Aslam et al. (2022) carried out research to examine the workload faced by secondary school teachers in Faisalabad and how it affected their levels of motivation. The research involved a randomly selected sample of 112 teachers in the data collection. The researchers

found that teachers had an average of 6 periods per day. The average number of courses taught was four, and the average number of classes managed by each teacher was four. Extensive documentation, the need to allocate additional time for co-curricular activities, and participation in non-instructional tasks were identified as the primary contributors to the increased workload of teachers. The study revealed that workload negatively impacted class performance, teaching quality, instructional skills, and overall health. Salmela-Aro, Hietajarvi, and Lonka (2019) examined various patterns in teacher burnout alongside corresponding levels of work engagement. The research investigated teacher well-being, levels of work engagement, and burnout through a person-focused methodology. The study found that even when facing high challenges and heavy workload, a sense of meaning and resilience helped teachers to cope with their work without feeling inadequate or wanting to leave. The study distinguished two teacher profiles: one characterized by high engagement, comprising 30% of the participants, and another marked by engagement coupled with burnout, which represented the remaining 70%.

Teachers facing heavier workloads and increased class sizes due to economic factors were categorized under the engaged-burnout group, while those who reported greater control over their work and demonstrated higher resilience were classified in the engaged group. A report published by the European Trade Union Institute (ETUI) in 2021 revealed that 6 in 10 teachers in Finland considered leaving their jobs because of heavy workloads and low salaries. According to the report, fifty-seven percent of teachers in Finland considered leaving the profession during the COVID-19 pandemic, primarily due to heavier workloads and inadequate compensation. Alausa (2022) examined how workload influences teachers' intentions to leave their positions in private schools across Lagos State, Nigeria. The study examined 490 respondents across twenty-five private secondary schools in a selected local government area in

Lagos State. The findings from the 2022 study indicated a strong correlation between workload and teachers' intentions to leave the profession. Educators experiencing heavier workloads were more likely to consider leaving their positions than those with lighter workloads.

Alausa opined that teachers' workload may be an undesirable consequence of school management oversight and that one obvious explanation for the limited task achievement by teachers is the competing priorities and timetable clashes. The study revealed that teachers seem to be given excessive duties not included in their employment agreements. Ige and Adepoju (2021) explored the difficulties faced by educators in public secondary schools, focusing on insights gathered from teachers in the central senatorial district of Ondo State, Nigeria. The study focused on a population of 107 public secondary schools in that district. The study population was 107 public secondary schools in the central senatorial district of Ondo State. The sample consisted of 120 teachers drawn from 15 public secondary schools. The study found, among other factors, that a heavy workload is a challenge facing teaching in Nigeria.

Empowered Educators (2016) study titled "Canada: Diversity and Decentralization in Ontario" explored this topic in depth. The researchers found that only four to five percent of teachers leave yearly. A 2011 Ontario College of Teachers survey revealed that 90% of teachers intended to remain in the profession over the following five years. High workload could negatively impact teacher retention by causing turnover, stress, and dissatisfaction. A manageable workload, whereby teachers have a work-life balance, professional development, and quality instruction, could positively impact teacher retention. School administrators and policymakers need to be aware of the workload expectations of teachers and strive to find a balance that supports teachers' well-being and job satisfaction for improved teacher retention.

Remuneration and Teacher Retention

Remuneration refers to the total financial compensation a teacher receives for their work. This includes the basic salary along with supplementary benefits such as bonuses, commissions, overtime compensation, and other financial incentives or job-related advantages. Fair and competitive pay is crucial in encouraging teachers to remain in the profession. When educators feel adequately rewarded for their efforts, it contributes significantly to their job satisfaction and enhances their commitment to their schools. A well-structured and attractive remuneration package can also be a key factor in drawing skilled and qualified individuals into the profession. Offering competitive initial compensation may increase the appeal of teaching as a career choice for talented candidates. Like professionals in other fields, teachers have financial obligations. Adequate compensation can provide the financial stability needed to meet personal and family needs, make long-term plans, and avoid the necessity of pursuing higher-paying opportunities outside the education sector.

Teachers who view their remuneration as satisfactory are generally more inclined to remain in their current roles. High turnover among teachers can disrupt learning continuity and negatively impact student outcomes. Providing competitive remuneration is an effective strategy to minimize turnover and retain experienced educators in the classroom. Experienced teachers contribute through their subject expertise and classroom management skills, and by mentoring newer colleagues, thereby supporting the overall quality of education. Providing teachers with adequate remuneration can foster a sense of recognition and respect for their profession. Teachers who feel appreciated tend to demonstrate greater commitment to their work. A competitive salary can inspire teachers to pursue additional qualifications and professional development opportunities, enhancing job satisfaction and improving classroom performance. Inadequate pay or limited compensation benefits may result in financial strain. This contributes

to job dissatisfaction and increased turnover. High teacher turnover rates are expensive for schools and can negatively affect student educational performance.

In Nigeria, the salaries of teachers are influenced by multiple factors such as educational qualifications, length of service, and geographical placement. Teachers typically receive monthly salaries, with compensation differing across educational levels (primary, secondary, or tertiary) and the level of government employing them, either federal or state. Federal teachers generally receive higher pay compared to their counterparts in state-run schools. In private institutions, salaries are often determined by school management and the regional cost of living. The government is responsible for setting minimum wage standards for public school teachers, which are periodically reviewed. Secondary school teachers under federal employment typically earn salaries ranging from forty thousand to sixty-six thousand naira, with variations based on their grade level. In Edo State, for example, entry-level secondary school teachers in Benin City earn between forty thousand naira and fifty thousand naira a month, mid-level teachers earn between sixty-six thousand naira and eighty thousand naira, and senior-level teachers receive ninety thousand naira to one hundred and twenty thousand naira monthly (Nigerian Career Guide, 2023).

Several factors can influence teachers' earnings, including their qualifications, years of experience, location, and specialization. Higher education is sometimes required for better-paying teaching roles, especially in more specialized subjects. However, experience remains a key determinant of salary; teachers with more years of service typically command higher wages. Poor pay and inadequate welfare support are major contributors to the brain drain within Nigeria's education sector. The profession struggles to attract new graduates, many of whom are discouraged by the low pay and limited benefits compared to other careers. Retaining experienced teachers is challenging when remuneration does not reflect their skills and

responsibilities. A major cause of low teacher salaries in public schools is the underfunding of the education sector. Some states experience financial constraints that result in delayed salary payments, which demoralize teachers and drive them out of the profession. Teachers may remain when they have the necessary resources to meet educational objectives or feel supported by the system. Like all professionals, teachers deserve fair compensation. While salary levels may differ between institutions and countries, pay remains a critical factor in teacher retention. Inadequately compensated teachers are more likely to seek better-paying roles elsewhere, whether within the education sector or beyond.

Teachers who receive attractive remuneration packages are often more satisfied and less inclined to leave. Opportunities for salary advancement, such as upgrading qualifications, can also serve as a retention strategy. In addition to base pay, fringe benefits like healthcare, housing, transportation allowances, and pension plans influence a teacher's decision to remain in their role. The absence of such benefits can increase the likelihood of teachers leaving, while access to them could foster a sense of support and long-term commitment to their schools. The Edo State Government, in 2021, reiterated its dedication to enhancing teacher welfare and well-being. Several initiatives were implemented, including the approval and execution of pending teacher promotions from 2013 to 2020, the introduction of annual salary increments, and full payment of allowances for teachers at higher grade levels. As a result, many teachers in the state now earn over one hundred and fifty thousand naira monthly in salaries and allowances. Additionally, an annual leave bonus for teachers was reinstated and consistently paid. The state government sponsored selected teachers and school leaders on professional development trips to the United Kingdom and the United States of America in 2018 and 2019 to acknowledge and reward excellence in the school sector.

In 2019, the most outstanding head teachers received brand-new houses as incentives. During the 2020 World Teachers' Day celebration, twenty-one teachers and one distinguished education secretary were honored with various awards. An exceptional N-Power teacher was recognized with a one-million-naira cash prize and was automatically employed under the EdoSTAR Teaching Fellowship Program. Moreover, pension processes were reformed to ensure that retired teachers could begin receiving their benefits immediately upon retirement. Various studies have shown that remuneration is crucial in attracting and retaining teachers. For instance, Phuentsho (2020) conducted research with 297 teachers from 13 schools and found that teaching allowances significantly motivated professionals to join and remain in the teaching profession. The study revealed a positive relationship between overall salary and teacher retention, with allowances also boosting morale and attracting young, skilled graduates.

In Uganda, research by Jingdong, Najjuko, and Ochwo (2017) found a direct link between inadequate allowances and teacher attrition in secondary schools within Rubaga Division, Kampala. Their study, which involved 100 teachers and 20 school heads, concluded that insufficient compensation was a major factor driving educators out of the profession. In a study conducted in Meru County, Kenya, Ekabu (2019) examined the relationship between remuneration and turnover intentions among 518 participants, including 503 secondary school teachers and 15 principals. The findings indicated low motivation, poor morale, and a high desire to leave the profession due to inadequate pay. The 2023 study by Edakpor and Asiyai focused on how salary and school setting impact teacher retention in Bayelsa State's public primary schools. Drawing from a population of five thousand three hundred and twenty-two teachers, their research confirmed that both factors significantly affected teachers' decisions to remain in the profession.

Bueno and Sass (2018) explored the effects of subject-specific incentive payments provided through Georgia's differential pay programme for mathematics and science teachers in the United States. Their long-term study found that offering bonuses led to an eighteen to twenty-eight percent reduction in teacher turnover. In 2021, Manundu, Mwanza, and Mulwa studied the impact of reward systems on teacher retention in Kamukunji Sub-County's public secondary schools in Nairobi Among seventy-one teachers surveyed, 71.5% of school leaders believed that rewards foster a positive school culture and motivate teachers to perform better and remain in their roles. The study concluded that reward systems improve job satisfaction and teacher retention. However, in the Netherlands, Steeg, Gerritsen, and Kuijpers (2015), using data from 1995 to 2013, found no significant link between higher teacher pay and retention in the teaching profession. Despite some mixed results, a large body of evidence supports the idea that adequate remuneration is a major factor in retaining teachers and ensuring long-term commitment. Well-compensated teachers are more likely to remain in the profession, contributing to classroom stability, enhanced student learning, and the overall success of the educational system.

Government Policies and Teacher Retention

Government policies refer to deliberate actions or decisions by governmental bodies to influence specific issues affecting groups or the general population. These actions outline strategic directions that can reshape the structure and functioning of a country, institution, or educational system. In education, such policies can encourage or discourage teachers from remaining in the profession. Teacher policies refer to the structures and regulations established at both the school and broader educational system levels, shaping the makeup of the teaching workforce and defining the scope of their professional responsibilities. Nwadiani and Akporehe

(2015) noted that in Nigeria, many policies are often politically motivated, intended more for electoral gains than long-term educational reform, resulting in weak implementation and limited continuity.

Favorable government policies can significantly improve teacher retention. For instance, attractive salary packages and financial incentives can motivate teachers to remain in the profession. Well-structured qualification and certification frameworks help ensure teachers are fully equipped. Policies that allocate funds for professional development initiatives can also enhance job satisfaction and career growth. Structured mentoring and induction programs for new teachers foster confidence, promote professional adaptation, and increase retention, especially during their formative years. Certain policy decisions can adversely affect teachers' willingness to stay in the profession. Excessive reliance on standardized testing and stringent accountability mechanisms, such as mandatory standardized exams by the Teachers Registration Council of Nigeria (TRCN), can be demotivating. When teachers feel that their effectiveness is judged solely by test outcomes, they may feel undervalued and choose to leave the field. Moreover, if teacher evaluation systems are perceived as punitive or biased, experienced teachers may decide to leave the profession. A lack of autonomy due to overly prescriptive classroom policies can diminish teacher satisfaction. When educators feel they have limited control over teaching strategies or curriculum choices, morale tends to decline. Budget-related policies that reduce resources, create oversized classrooms, and limit teaching materials contribute to burnout and attrition. Furthermore, excessively complex and expensive certification requirements may deter prospective teachers, reduce the pool of qualified candidates, and make it harder for schools to fill vacancies.

To attract and retain competent teachers, the government policies should prioritize teacher well-being, career development, and job satisfaction. Such policies should support recruitment, offer ongoing professional development, and incentivize long-term commitment. A good policy framework is crucial for analyzing teacher retention and attrition. Five key areas of policy relevant to the teaching profession include teacher training and ongoing development, career-related incentives, factors influencing teacher demand such as class size and workload, regulations governing the education labour market, and policies guiding school-level operations. All these elements interact with broader school environments and societal contexts. In Nigeria, key documents such as the National Policy on Education and the National Teacher Education Policy (FRN, 2014) provide guidelines for achieving educational and teaching standards. The Teacher Education Policy aims to produce skilled and innovative educators who can prepare students for global competitiveness. One of its strategic goals is to ensure fair treatment of teachers and enable them to adapt to evolving educational demands. In line with this, the Nigerian government launched several initiatives to improve teacher retention. For example, in 2019, policies were introduced to provide financial incentives to encourage teachers to work in underserved rural communities.

The Edo State Government implemented the EdoSTAR teaching fellowship, a three-year training and employment initiative designed to build a pipeline of skilled teachers for public schools. The programme has recorded significant success, particularly in rural areas. A 2023 report by Emenyonu highlighted that seventy percent of EdoSTAR participants transitioned to full-time government employment, with salary increases from forty thousand naira to seventy thousand naira by May 2024. The initiative specifically aimed to recruit teachers to work in their home communities, particularly remote and riverine areas. Adeyemi (2015) emphasized that the

Nigerian government views education as a key driver of national progress, supporting economic growth, political stability, national security, technological advancement, and social cohesion. In pursuit of these goals, educational reforms have been introduced across various levels of governance. However, as Nwadiani (2014) observed, many of these reforms have fallen short due to poor implementation and inadequate training of future educators and learners. The federal and state governments often design policies to bolster the teaching workforce. These policies range from financial incentives like better salaries and loan forgiveness to non-monetary efforts that address working conditions. Properly implemented policies can help reduce high turnover rates in the teaching profession.

A major challenge facing policymakers is how to build and maintain a stable and effective teaching workforce. Various policy-related elements have been found to influence teachers' career choices. These include compensation, the financial burden of initial training, recruitment methods, support within the work environment, leadership effectiveness, opportunities for collaboration among colleagues, involvement in decision-making, and access to adequate teaching materials. The conditions under which teachers work are crucial to their job satisfaction and willingness to remain in the profession. These conditions include effective school leadership, opportunities for professional collaboration, involvement in decision-making processes, transparent accountability structures, and adequate teaching and learning resources. Policy decisions in these areas can foster a supportive environment that encourages teacher retention or contribute to dissatisfaction and attrition.

National and departmental policies play a significant role in shaping teacher retention and turnover. These policies impact various aspects of the profession, particularly the general work environment and the social, cognitive, and emotional well-being of teachers. Negative policy

influences on teacher retention include poor initial teacher training, limited stress management support, unsupportive school environments, and weak leadership from school administrators. Policies that effectively enhance teacher retention often prioritize strong, supportive leadership, continuous professional development tailored to teacher needs, and initiatives that manage workload efficiently. In their study on quality education and teacher retention, Ackah-Jnr et al. (2022) employed a desk review methodology to assess relevant policy considerations. They concluded that to maintain a stable and effective teaching workforce, education systems must implement targeted policies and strategies that attract, support, and retain skilled teachers and school leaders.

To reform the education system, the Federal Government introduced a policy requiring all teachers to possess an education degree from a recognised university's Faculty of Education. This move was driven by various concerns, including declining graduate competence, subpar examination results, the push for improved teaching standards, and the aim to enforce stricter hiring practices in private schools. Although the policy seeks to enhance quality, the increased entry requirements may deter prospective teachers from entering the profession. Towers and Maguire (2017), in their case study of an experienced teacher in London, observed that policy pressures often lead to conflict between personal and professional responsibilities, heightened accountability demands, and reduced work-life balance factors that can push teachers out of the profession. Similarly, a 2018 survey by Cooper-Gibson Research for the UK’s Department for Education found that government policies were among the major reasons teachers chose to leave.

Abioye (2021) examined teacher retention and performance in rural Nigerian secondary schools. The study, which involved teachers, administrators, and other stakeholders, found that high turnover in rural areas was partly due to inadequate public policies. The research stressed

the need for policies that specifically support rural schools through improved infrastructure and working conditions. In Ghana, Acheampong and Gyasi (2019) explored how policy can motivate teachers in rural basic schools. Their findings suggest that the government should offer housing, transportation, salary bonuses, reintroduce district sponsorship schemes, and provide allowances for teacher trainees to make the profession more appealing. A similar study by Bentil et al. (2020) involving 515 basic school teachers in the Eastern Region of Ghana emphasized that retention could be improved through better compensation, access to housing, scholarships, supportive work environments, and teacher involvement in decision-making.

Age (Young and Old) and Teachers' Retention

Age is categorized as teachers less than thirty years (younger) and teachers above thirty years (older). In 2020, the Nigerian Federal Government increased the retirement age for teachers from sixty to sixty-five and extended the maximum years of service from thirty-five to forty years (Mayah, 2020). Studies indicate that teachers aged between 30 and 50 are typically more inclined to stay in their current positions, whereas those under 30 are more likely to transfer or exit the teaching profession. This trend may be influenced by their flexible qualifications, lack of pension investment, and openness to opportunities that offer better compensation or benefits. Younger teachers are generally more likely to leave the profession compared to their older counterparts, who often exhibit greater stability in their roles. As teachers are near retirement age, attrition rates tend to rise once again. Those with substantial experience in the field are more inclined to remain, often due to the professional relationships they have established and the personal investment they have made over time.

Nonetheless, ensuring the recruitment and retention of early-career teachers is vital for maintaining a competent and dynamic teaching workforce. Offering attractive compensation

packages and comprehensive benefits can help mitigate high turnover rates, particularly in areas with persistent staffing challenges. Teachers, both young and older married teachers, may value job security and consistency, which can contribute to their decision to remain in a single school environment. According to the OECD (2021), the highest attrition rates are observed among the oldest age group (55+), followed by the youngest (below 34), mid-career teachers (35-54) typically having the lowest attrition rates. However, these patterns vary across countries. In some nations, such as Austria, Chile, Denmark, Finland, and Sweden, attrition rates during the first five years of teaching are similar across the 25 to 54years age range. In countries like Korea and Turkey, younger teachers (aged 25-34) are less likely to leave the profession, while attrition increases among older age groups. Attrition among younger teachers, particularly those aged twenty-four to thirty-four years old, is often linked to job dissatisfaction, burnout, or the pursuit of better career prospects.

In contrast, mid-career teachers stay longer as they become more established. Attrition rates rise again as teachers approach retirement, often in line with legal retirement ages (typically 60 or above in many countries). For example, in Austria, Brazil, Finland, Norway, and Sweden, attrition among teachers under twenty-five is significantly higher, up to twenty to forty percentage points more than that of teachers aged thirty-five to forty-four years. Contributing factors may include temporary employment contracts or a lack of full qualifications. For instance, Austria hires new teachers on fixed-term contracts of up to five years, and in Sweden, many young teachers are yet to receive full certification for permanent roles. Despite high attrition among young teachers in certain countries, the OECD (2021) cautions against generalizing these trends due to the small population size in this category. In Finland, where a master's degree is required for teaching, many teachers begin their careers after age twenty-five, and those under

twenty-four represent only 1% of the teaching workforce. On the other hand, high attrition among teachers aged fifty-five and above is common in places like Chile, the UK, and Ireland, where early retirement systems or pre-retirement policies may encourage older teachers to exit the profession earlier than the official retirement age.

Several studies support the association between age and turnover intentions. In contrast, the highest attrition rates are seen in the oldest age group (55 years or older) in countries such as Chile, the Flemish and French Communities of Belgium, the United Kingdom, and Ireland across all institutions. In most OECD countries, the legal retirement age is 60 or older. In Ireland, the legal retirement age is fifty-five years, and in the Flemish and French Communities of Belgium and the United Kingdom, pre-retirement systems that allow teachers to prepare for retirement before reaching the legal retirement age could explain the high attrition rates in the oldest age group. Hayes (2015), in a study involving 187 workers across various industries in Texas, found a negative correlation between age and the intention to leave: older employees were less likely to consider leaving their jobs. Similarly, Begum, Orhan, and Haluk (2015) explored the relationship between employee turnover intention and demographic factors in hotel businesses, particularly in five-star hotels in Istanbul, Turkey. The study had 400 participants. They discovered that younger hotel employees in Istanbul had higher turnover intentions than their older counterparts. While this study was conducted in the hospitality industry, the findings are relevant in the education sector.

In the Kenyan context, Kamau, Muathe, and Wainaina (2021) surveyed three hundred and four public secondary school teachers and found that age significantly influenced turnover intentions, while tenure, gender, and education level did not. Likewise, Larkin et al. (2022) analyzed five-year career paths of two hundred and thirty-one first-year science teachers in New

Jersey; they found no clear relationship between age and retention, indicating that other factors may also play critical roles. In a study involving 925 public secondary school teachers in Ogun State, Nigeria, Ajayi and Olatunji (2017) found a significant relationship between teachers' age and their intention to leave the profession. Teachers aged thirty-six to forty-five years were the least likely to leave, while those under thirty-five and over fifty-five were more inclined to consider quitting. This aligns with Conley and You's (2016) research on the key factors influencing special education teachers' intentions to leave. Their study surveyed two thousand and sixty secondary school special education teachers and found teacher age as a strong predictor of retention among special education teachers in the U.S. Similarly, Putra, Meilani, and Wanasida (2022) concluded from a literature-based study that age was a key factor influencing private school teachers' intentions to leave. Wiens, Chou, Vallett, and Beck (2019) noted that the early years of teaching are often challenging, leading to high attrition rates. To address this, some U.S. schools implemented the Peer Assistance and Review (PAR) program, a mentoring system for novice teachers to reduce attrition rates and increase teacher retention.

Sex (Male and Female) and Teachers' Retention

Sex refers to whether an individual is male or female. It is a key demographic factor within educational environments. Within the school setting, it refers to whether a teacher is identified as male or female. Sex of the teacher could influence a teacher's decision to remain in the profession. Promoting equal opportunities, equitable treatment, and supportive workplace environments for all teachers, regardless of sex, fosters long-term retention. Adeyemi and Imakpokpomwan (2016) emphasized that no society can achieve meaningful development if one gender is marginalized. Harnessing the potential of both males and females contributes to equality, social unity, and progress. In a quantitative study, Zhang and Zeller (2016) noted that

background factors such as sex play a role in teachers' retention. Data from the OECD (2020) revealed a gender imbalance across different educational levels: women comprised ninety-six percent of pre-primary teachers, eighty-two percent at the primary level, sixty percent at the upper secondary level, and only forty-four percent at the tertiary level, on average across member countries. Males continue to be underrepresented in teaching, especially at the primary and secondary levels.

The National Center for Education Statistics (2019) reported that only twenty-four percent of teachers nationwide were male, while seventy-four percent were female. It was also reported that only one out of every ten elementary school teachers in the United States was male. The OECD (2020) also suggested a widening gender gap, with the teaching profession increasingly dominated by women. Differences in gender may affect teacher retention, with evidence suggesting that male teachers tend to leave the profession more frequently than female teachers. According to Schwartz (2018), a study conducted by researchers from the University of Virginia and Northwestern University discovered that male teachers had a higher tendency to leave their positions when led by a female principal. A review of four decades of data from New York State spanning 650,000 teachers and 6,400 schools showed that male teachers were 12% more likely to depart from their school when it was headed by a female principal. Female teachers' attrition rates did not significantly change based on the principal's gender, as most departures were voluntary.

Hadush and Katheriyar (2023) conducted a study in the Saharti District of Tigray, Ethiopia, exploring how factors such as gender, inadequate income, and unfavourable working conditions contribute to teacher turnover. Using data from eighty respondents, they found that male teachers had a notably higher intention to leave and a greater turnover impact than female

teachers. Miller, Youngs, Perrone, and Grogan (2020) investigated how a sense of "fit" within a school affects the retention of new teachers. Using longitudinal data from 132 early-career teachers, along with social network information from their mentors and colleagues, the study revealed that teachers were more likely to remain in the profession when their values aligned closely with the school culture and professional demands. Their findings suggest that schools and districts should consider this alignment when hiring and supporting new teachers in building a strong professional connection with their schools once employed.

School Location (Urban and Rural) and Level of Teachers' Retention

School location pertains to the geographical context in which a school operates, typically classified as either urban or rural. Imakpokpomwan, Olubor, and Edeki (2022), posited that the supply and distribution of teachers can be influenced by the geographical location of the school. In Nigeria, teaching resources are often more concentrated in urban areas, placing rural schools at a disadvantage. Urban schools tend to be better resourced and may face fewer barriers in retaining staff compared to rural schools, which often struggle due to limited infrastructure, difficult living conditions, and accessibility challenges. This disparity was also observed by Nwadiani and Ojogho (2013), who found urban schools to be better staffed than those in rural regions. Rural areas are typically characterized by low population density and a reliance on agriculture and natural resources, often accompanied by limited access to essential services, information and communication technology, and adequate infrastructure. These challenges hinder the ability of schools in such regions to attract and retain qualified teachers who can effectively support academic achievement. Similarly, Adeyemi and Ogboro (2017) noted that many graduate teachers, particularly women, are unwilling to accept postings in rural schools due to the lack of adequate roads, housing, medical care, and other essential services.

Alonge and Ugolo (2024) emphasized the need for equitable teacher deployment, advocating for a fair and balanced approach to teacher posting and transfer. Igbineweka and Igbafe (2019) observed that the Edo State government has made efforts to address staffing gaps by increasing teacher numbers and renovating deteriorated school infrastructure. Research by Mohamed (2017) in Arusha, Tanzania, highlighted the role of poor working conditions such as insufficient housing, low salaries, and lack of clean water in discouraging teachers from working in rural areas. Although various policies have been implemented to encourage qualified teachers to work in rural schools, many remain reluctant to take up or continue in such postings. This reluctance is often attributed to inadequate salaries, challenging work environments, and a lack of access to ongoing professional development. In Ghana, teachers frequently decline rural postings due to factors such as low salaries, poor infrastructure, lack of housing, limited access to healthcare and recreational facilities, as well as a shortage of essential teaching materials.

Inadequate access to essential amenities such as housing, electricity, and clean water could discourage teachers from accepting posting in rural areas. As a result, many rural schools could be compelled to employ unqualified or temporary personnel to fill vacancies. Teachers assigned to these communities frequently seek transfers to urban schools, where the working environment is generally more supportive. In many African countries, educational resources are disproportionately allocated to urban institutions, leading to systemic neglect of rural schools. This unequal distribution not only hampers teacher deployment but also negatively impacts the quality of education and student achievement in underserved regions. The continued lack of fundamental infrastructure such as power supply, potable water, reliable roads, transportation options, and ICT resources further aggravates the challenges faced by rural education systems. Shuls and Flores (2020) noted that in high-poverty urban schools, the teacher turnover rate

stands at 14.4%, which exceeds the national average, indicating a higher frequency of teacher departures in these challenging environments. Bertoni, Elacqua, Hincapie, Mendez, and Paredes (2019) reviewed multiple studies and concluded that prospective teachers tend to avoid rural posting, leading to frequent vacancies in those areas. When positions are filled, they are often taken by unqualified or temporary staff, as experienced and well-trained teachers prefer urban schools that meet their professional and personal needs.

In Tanzanian, a study by Asantemungu and Anicet (2019), involving 35 teachers and five school directors across rural secondary schools discovered that poor community living standards, an unfavorable school environment, and gender-related challenges made teacher retention difficult. Major obstacles identified by school leaders included inadequate teacher housing, substandard infrastructure, and a lack of social services and quality early childhood education facilities. Kayuki and Lekule (2022) conducted a study with 83 participants to examine the factors affecting teacher retention in rural public schools in Tanzania. The study found that job security and difficulty securing transfers were key factors that influenced teachers' decisions to remain in their posts. In Nigeria, Abioye (2021) conducted a study investigating the effectiveness and retention rates of qualified teachers in rural secondary schools. Through interviews with educational administrators, principals, teachers, and support staff, the study emphasized the need for strong school leadership, improved salary structures, enhanced infrastructure, access to learning materials and Information and Communication Technology (ICT) tools, and favourable government policies played a proactive role in promoting rural education.

In Nigeria, Edakpor and Asiyai (2023) researched how teachers' pay, and school location affect their decision to remain in public primary schools within Bayelsa State. The study involved five thousand three hundred and twenty-two male and female teachers. The results

revealed that remuneration and geographic location significantly influenced teachers' retention in these institutions. In Ghana, Bentil et al. (2020) researched the perceptions of public basic school teachers in the Atiwa District, Eastern Region, regarding the factors affecting teacher attrition and retention. With five hundred and fifteen teachers participating, the study found that salary and overall employment conditions were reasons teachers considered leaving, more so than the school environment or personal factors. To retain teachers in rural schools, better salaries, access to housing, consistent professional development, scholarship opportunities for further education, improved classroom facilities, and involvement in school-level decision-making.

In the United States, Seelig and McCabe (2021) examined why rural teachers remain in the profession in three Wisconsin school districts. Their research, which included interviews and focus groups with forty-four teachers and six school administrators, identified four recurring relationship themes: dedication to students, opportunities for leadership and collaboration, strong ties to the local community, and deep personal and professional connections. These themes provided valuable insight into what encourages rural teachers to stay in their roles. Similarly, Whaland (2020) researched teacher retention in rural New Hampshire through document reviews, interviews with administrators, and teacher focus groups. The study concluded that many educators chose to remain due to high job satisfaction and meaningful community engagement. In urban settings, Barnett (2017) studied the influence of school leadership on teacher retention in under-resourced, high-poverty schools in Southeastern Virginia. The study, which included five principals and seventeen long-serving teachers, highlighted the importance of administrative support, collaborative relationships between principals and teachers, shared leadership responsibilities, clear communication, and strong instructional leadership in retaining teachers.

McKinney, Berry, Dickerson, and Campbell-Whately (2019) examined why some teachers persist in urban, high-poverty schools despite challenges. Their study surveyed fifty-four tenured teachers who had remained in such schools for three years or more. it was discovered that African American teachers, older educators, and those with more experience were likely to stay. These individuals often felt well-equipped and personally committed to working in high-poverty school environments. Arthur and Bradley (2023) researched teacher retention in difficult school contexts: Please don't say goodbye! The study focused on nine schools in a disadvantaged inner-city coastal town and involved forty-three teachers. Key factors motivating teachers to stay included the opportunity to make a meaningful impact on students and the wider community, form strong relationships with pupils, supportive peer networks, and feeling appreciated by school leadership.

Tran and Dou (2019) explored what types of administrative support matter for rural teacher talent management: The rural educator perspective. Through in-depth interviews with twelve educators, the study found that specific types of support, such as adequate preparation for rural teaching, trust-building through open communication, mentorship, financial incentives, community promotion, leadership consistency, and fostering a positive work culture, were critical for teacher retention in rural areas. In China, Yang (2015) analyzed teacher recruitment and retention in rural Guizhou. The research included interviews with forty-one teachers, nine headteachers, four government officials, and survey responses from two hundred primary school teachers. The study uncovered a complex teacher shortage in rural schools, largely due to ineffective implementation of existing policies. Influential factors affecting teachers' willingness to work or remain in these rural areas included salary, working conditions, geographic location, family considerations, and opportunities for personal development.

Summary of Reviewed Literature

The significance of teacher retention within the educational system is widely acknowledged and cannot be overstated. A wealth of literature shows that teachers are the most crucial asset in schools, playing a pivotal role in student achievement and the overall success of educational institutions. This study examined prior research on the topic and identified job-related and non-job-related factors which include professional development, administrative support, working environment, workload, remuneration, government policies, teachers' age, sex and school location. An extensive review of existing literature revealed varying perspectives and findings. Many studies emphasized school-related factors as the main drivers of teacher retention and explored how demographic factors contribute to a teacher's decision to stay. Unlike many of these studies, this research also incorporated external factors such as remuneration and government policy. This study explored government policies, which have not been thoroughly examined in the context of public senior secondary schools in Edo State.

Multiple studies have identified professional development, administrative support, work environment, and workload, as significant contributors to teacher retention. Nonetheless, the extent of their influence varies across contexts, highlighting the complexity of these dynamics (Abioye, 2021; Alausa, 2022; Asantemungu & Anicet, 2019; Aslam et al., 2022; Barnett, 2017; Bentil et al., 2020; Heffernan et al., 2022; Ige & Adepoju, 2021; Jomuad et al., 2021; Kayuki & Lekule, 2022; Morris, 2017; Oad & Nazi, 2021; Perryman & Calvert, 2020; Rajendran et al., 2023; Tran & Dou, 2019; Whaland, 2020; Wiens et al., 2019; Yang, 2015). Several studies highlighted remuneration as a critical factor influencing teacher retention, suggesting that financial incentives often shape teachers' decisions to remain in or leave the profession (Bentil et al., 2020; Bueno et al., 2018; Edakpor et al., 2022; Jingdong et al., 2017; Manundu et al., 2021).

However, Steeg, Gerritsen, and Kuijpers (2015) offered a nuanced perspective, arguing that remuneration alone may not fully explain teacher retention patterns. Several scholars agree that effective and coherent government policies play a crucial role in attracting and retaining qualified teachers, and these policies significantly influence educators' decisions to remain in or leave the profession (Ackah-Jnr et al., 2022; Acheampong & Gyasi, 2019; Bentil et al., 2020; Department of Education [DoE], 2017; Towers & Maguire, 2017).

Research on demographic variables such as age, sex, and school location has produced varied outcomes. While several scholars have reported a significant relationship between these factors and teacher retention (Hadush & Katheriyar, 2023; Kamau, Muathe, & Wainaina, 2021; Nguyen et al., 2019; Nkedishu, 2020; OECD, 2020; Putra, Meilani, & Wanasida, 2022; Schwartz, 2018; Wu et al., 2024; Zhang & Zeller, 2016), other studies have found either minimal or no association. For instance, Hayes (2015), Larkin et al. (2022), and even Nkedishu (2020) reported little to no significant link between these factors and a teacher's decision to remain in the profession. In conclusion, the literature revealed diverse perspectives on teacher retention, indicating that no single approach is universally effective. Previous studies on teacher retention in Nigeria and beyond have largely examined factors such as remuneration, workload, or working environment, without holistically integrating the multiple correlates that simultaneously influence teachers' decisions to stay. In addition, many existing studies have focused broadly on teacher retention, with limited emphasis on the specific context of public senior secondary schools in Edo State, where unique government-driven reforms like the EdoSTAR program exist. Furthermore, limited research has explored how demographic variables such as age, sex, and school location intervene in the relationship with teachers' retention. This study therefore filled the gap by providing a holistic, context-specific, and empirically grounded analysis of the

correlates of teacher retention in Edo State public senior secondary schools. It integrated various institutional factors, while also highlighting the intervening role of demographic variables. By doing so, the study generated insights that are not only theoretically significant but also practically useful for designing targeted retention strategies tailored to Edo State's educational system.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures used in the study under the following subheadings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis.

Research Design

The study was a descriptive survey that adopted a correlational design. The descriptive survey was appropriate because it enabled the researcher to collect data directly from teachers in public senior secondary schools in Edo State regarding the correlates of retention such as professional development, administrative support, working environment, workload, remuneration, government policies and intervening variables of age, sex and school location. The correlational design was deemed adequate because the focus was on examining the relationships between professional development, administrative support, working environment, workload, remuneration, government policies, and teachers' retention, while also exploring how demographic variables such as age, sex, and school location intervene in these relationships.

Population of the Study

The population of the study comprised all the 2754 teachers in all the 297 public senior secondary schools in the three senatorial districts of Edo State, Nigeria. Edo State has three senatorial districts (Edo South, Edo Central, and Edo North), and public senior secondary schools are distributed across both urban and rural locations within these districts. The teachers in these schools formed the target population because they are directly affected by indices of retention, such as professional development, administrative support, working environment,

workload, remuneration, government policies and demographic variables such as age, sex, and school location. Relevant data was sourced from the State Secondary Education Board (SSEB, 2023).

Sample and Sampling Technique

The sample for the study consisted of 338 teachers, selected from public senior secondary schools across the three senatorial districts of Edo State. The determination of the sample size was guided by the Krejcie and Morgan (1970) table for determining sample size from a given population, which provide a scientific basis for selecting representative samples in research (see Appendix H). For a population of 2,754 teachers, the table recommended a sample of 338 respondents. This number represents 12.3% of the entire population, making it both adequate and manageable for the purpose of the study.

To ensure representativeness, the same 12.3% sampling ratio was applied to the selection of the schools. Out of the 297 public senior secondary schools in Edo State, 37 schools were proportionately selected across the three senatorial districts. This approach guaranteed that teachers from both urban and rural schools, as well as from demographic categories such as age and sex were included. The use of proportionate stratified random sampling was considered appropriate for this study. First, the schools were stratified according to senatorial districts (Edo South, Edo Central, and Edo North) to ensure fair representation of all regions. Within each stratum, schools were randomly selected, after which teachers were purposively selected from the sampled schools based on teachers on roll. This procedure minimized bias and enhanced the representativeness of the sample. By adopting this sampling procedure, the study ensured that the findings could be generalized with confidence to the entire population of teachers in public senior secondary schools in Edo State. The sample size of 338 was large enough to allow for

reliable statistical analyses while remaining manageable in terms of data collection. Purposive sampling was used to ensure the selection of the participants based on specific characteristics such as the demographic distribution which include the intervening variables: age, sex, and school location. Proportional distribution was used to ensure that the sample was representative of the population across senatorial districts. The details are presented in tables 1, 2 and 3.

Table 1: Population and Sample Distribution

Senatorial District	**Study Population**		**Samples**	
	Teachers	**Schools**	**Teachers**	**Schools**
Edo South	1637	129	201	16
Edo Central	417	65	51	8
Edo North	700	103	86	13
Total	**2754**	**297**	**338**	**37**

Source: Researcher's Fieldwork (2024)

Table 2: Demographic Variables: Population and Size Distribution

Senatorial Districts	**Teachers Demographic Distribution**					
	Age		**Sex**		**School Location**	
	Young	**Old**	**Male**	**Female**	**Urban**	**Rural**
Edo south	540	1097	630	1007	1412	225
Edo Central	176	241	226	191	214	203
Edo North	285	415	507	193	167	533
Total	1001	1753	1363	1391	1793	961
Grand Total	**2754**		**2754**		**2754**	

Table 3: Sample for Teachers Demographic Distribution

Senatorial Districts	Sample for Teachers Demographic Distribution					
	Age		Sex		School Location	
	Young	Old	Male	Female	Urban	Rural
Edo South	66	135	77	124	173	28
Edo Central	22	29	28	23	26	25
Edo North	35	51	62	24	20	66
Total	123	215		1391	219	119
Grand Total	**338**		**338**		**338**	

Source: Researcher's Fieldwork (2024).

Research Instrument

Two instruments were used for the study. The first was the Teachers' Retention Checklist (TRC), completed by principals, which provided information on the level of teacher retention in public senior secondary schools in Edo State. The second was the Correlates of Teacher's Retention Questionnaire (COTRQ), administered to teachers to identify the predominant correlate of teacher retention and to examine the relationships between these correlates and retention. The COTRQ was systematically divided into three sections, A, B, and C. Section A was used to collect demographic data on teachers' age, sex, and school location; Section B had 20 items which focused on the indices of teacher's retention (professional development, administrative support, working environment, workload, remuneration and government policies). Sections B was structured using a four-point Likert scale which are Strongly Agree (4), Agree (3), Disagree (2) and to Strongly Disagree (1). Section C had 4 items which assessed teachers' workload, the questions were in an open-ended question format. This was used to examine the relationships between workload and teachers' retention.

Validity of Instrument

The instruments were developed by the researcher and were subjected to validity checks to ensure they accurately measured the constructs of interest. The Teachers' Retention Checklist (TRC) and the Correlates of Teacher's Retention Questionnaire (COTRQ) were validated through face and content validity procedures. Draft copies of the instruments were presented to the two supervisors and one expert in the department of educational management. They carefully reviewed the instruments for clarity, relevance, coverage of the study objectives, and appropriateness of the items. Their suggestions and corrections led to modifications in the wording, structure, and organization of some items to eliminate ambiguity and ensure alignment with the study's research questions and hypotheses. This process enhanced the content of the instruments and ensured they adequately captured the constructs of teacher retention and its correlates. Thus, the instruments were judged valid for the purpose of the study.

Reliability of Instrument

The reliability of the Correlates of Teacher's Retention Questionnaire (COTRQ) was established through a pilot test conducted with 20 teachers in public senior secondary schools in Edo State who were not part of the main study sample. The responses were analyzed using the Cronbach Alpha method to determine the internal consistency of the instrument. The analysis produced a Cronbach Alpha reliability coefficient of 0.83 for the entire questionnaire. This indicated that the questionnaire was reliable as the coefficient value exceeded the conventional reliability coefficient of 0.70 and above considered acceptable for educational research. Indicating that the instrument was both consistent and dependable in measuring the intended variables.

Method of Data Collection

The research instruments were administered to teachers and principals in all selected schools with the help of four trained research assistants through direct distribution and collection methods. Thirty-seven checklists were administered to the principals, and a total of 354 questionnaires were administered to teachers. This was done to ensure a 100% response rate. The process lasted three weeks. All thirty-seven checklists were returned and completed by the principals, while 347 questionnaires were returned by the teachers. However, 338 questionnaires were deemed usable, representing the entire sample.

Method of Data Analysis

Data were analyzed using percentages, means, and standard deviations for questions one and two. Moment Correlation Coefficient (PPMCC) was used to test hypotheses one to six and Point-biserial correlation coefficient) was used to test hypotheses six to nine at a significance level of 0.05. Results were tabulated and illustrated with figures. Retention rate was classified into three levels: < 49% = low, 50%-69% = moderate, and >70% = high.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of the data analysis, interpretation, and discussion of the findings of this study.

Presentation of Results

Research Question 1: What is the level of teacher retention in public senior secondary school in Edo State?

To answer research question 1, data on "teachers on roll'' from 2016 to 2022 were collected from the checklist administered to the principals and were analyzed using percentages. The results are presented in Table 4 and illustrated in Figure 1.

Table 4: Level of Teachers' Retention in Public Senior Secondary Schools in Edo State, 2016/2017 – 2021/2022

Academic Session	Beginning Teachers Headcount	Remaining Teachers Headcount	Retention Rate	Remark
2016/2017	504	458	90.87	High
2017/2018	544	504	92.65	High
2018/2019	543	507	93.37	High
2020/2021	585	542	92.65	High
2021/2022	566	638 (566)	112.72 (100%)	High
Average Retention Level			**96.45**	**High**

The information in Table 4 revealed that teachers' retention in public senior secondary schools in Edo State was high, with a retention rate of 96.45%. Analysis showed that the retention rate was highest (112.72%) during the 2021/2022 academic session because new teachers were added to the existing teachers during the academic session, as revealed by the principals. This was followed by the 2018/2019 academic session (93.37%). The retention rate, though high, was lowest during the 2016/2019 academic session (90.87%). Thus, teachers' retention in public senior secondary schools in Edo State was high.

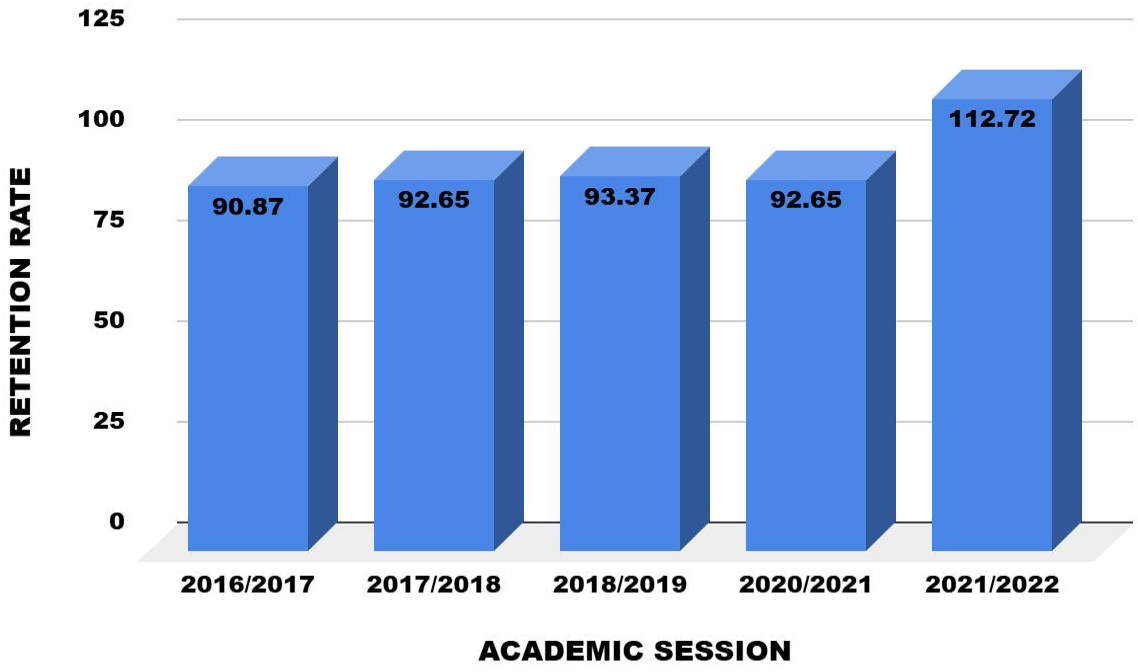

Figure 1: **Level of Teachers' Retention in Public Senior Secondary Schools in Edo State**

The information in Figure 1 illustrates the percentage of teachers retained in public senior secondary schools in Edo State each year from the 2016/2017 to 2021/2022 academic sessions.in the year 2016/2017 academic session, the percentage of teachers retained was 90.87%, in

2017/2018 teachers retained were 92.65%, in 2018/2019, teachers retained was 93.37%, in 2020/2021, the percentage of techears retained was 92.65% while in 2021/2022, the percentage of teachers retained in public senior secondary schools in edo state was 112.72%

Research Question 2: What is the predominant correlate of teachers' retention in public senior secondary schools in Edo State?

The correlates of teachers' retention were analyzed using mean and standard deviation. The results are presented in Table 5 and illustrated in Figure 2.

Table 5: Correlates of Teachers' Retention in Public Senior Secondary Schools in Edo State

Correlates of Teachers' Retention	Score	Mean	Std. Deviation	Rank
Professional Development	1115	3.30	.648	1st
Administrative Support	1072	3.17	.659	3rd
Working Environment	1105	3.27	.624	2nd
Remuneration	815	2.41	.064	5th
Government Policies	967	2.86	.672	4th

N=338 Teachers

Data in Table 5 showed the correlates of Professional Development with a mean score of 3.30; Administrative Support with a mean score of 3.17; Work Environment with a mean score of 3.27; remuneration with a mean score of 2.41; and Government Policies with a mean score of 2.86. This showed that Professional Development was the predominant correlate of teachers' retention in public senior secondary schools in Edo State.

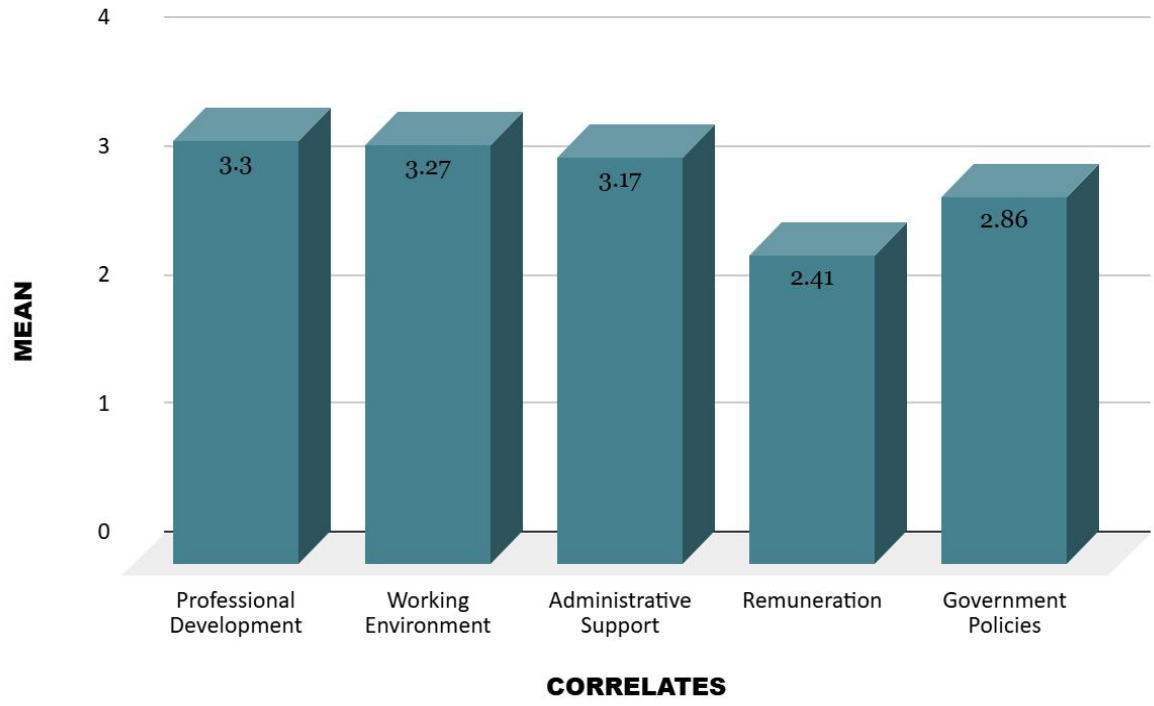

Figure 2: **Mean Scores of the Correlates of Teachers' Retention in Public Senior Secondary Schools in Edo State**

Figure 2 revealed the mean scores of retention factors such as professional development, administrative support, working environment, remuneration, and government policies. The factor with the highest mean score of 3.30 was professional development revealed that it was the predominant correlate of retention in public senior secondary schools in Edo State.

Ho_1: There is no significant relationship between professional development and teachers' retention in public secondary schools in Edo State.

Hypothesis 1 was tested using Pearson Product-Moment Correlation (PPMC) statistics at an alpha level of 0.05, as shown in Table 6.

Table 6: Relationship between Professional Development and Teachers' Retention in Public

Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Professional Development	37	3.18	.128	.016	.438	Not Significant Accept Null Hypotheses
Teachers' Retention Rate		2.87				

The information in Table 6 showed a Pearson correlation coefficient (r) of .128 with a corresponding p-value of .438. Since the p-value is greater than the alpha value of 0.05, this result was statistically insignificant. The Pearson correlation coefficient of 0.128 revealed that there was a slight positive relationship between professional development and teachers' retention rate, but it was very weak. Thus, the hypothesis stating that there is no significant relationship between professional development and teachers' retention in public senior secondary schools in Edo State was accepted.

Ho_2: There is no significant relationship between administrative support and teachers' retention in public senior secondary schools in Edo State.

Pearson Product-Moment Correlation (PPMC) statistics were used to test hypothesis 2 at an alpha level of 0.05, as shown in Table 7.

Table 7: Relationship between Administrative Support and Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Administrative support	37	3.15	.101	.010	.540	Not Significant Accept Null Hypotheses
Teachers' Retention		2.87				

The data presented in Table 7 revealed a Pearson r value of .101 with a corresponding p-value of .540. The p-value of .540 was greater than the alpha value of .05; hence, it was statistically insignificant. The results showed that the average score or rating for administrative support in the 37 schools was 3.15. This revealed that administrative support in the schools was moderate. Therefore, the hypothesis, which states that there is no significant relationship between administrative support and teachers' retention in public senior secondary schools in Edo State, was accepted.

Ho_3: There is no significant relationship between working environment and teachers' retention in public senior secondary schools in Edo State.

Pearson Product-Moment Correlation (PPMC) statistics were used to test hypothesis 3 at an alpha level of 0.05, as shown in Table 8.

Table 8: Relationship between Working Environment and Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Working Environment	37	3.18	.148	.022	.367	Not Significant; Accept Null Hypotheses
Teachers' Retention		2.87				

The data presented in Table 8 showed a Pearson r value of .148 with a corresponding p-value of .367. The p-value of .367 was greater than the alpha value of .05; hence, it was statistically insignificant. The result showed that the average score on the working environment among the 37 schools was 3.18. This revealed that, on average, the working environment in the schools was moderate. Thus, the hypothesis that there is no significant relationship between the working environment and teachers' retention in public senior secondary schools in Edo State was accepted.

Ho_4: There is no significant relationship between teachers' workload and teacher retention in public senior secondary schools in Edo State.

To test the hypothesis, Pearson Product-Moment Correlation (PPMC) at an alpha level of 0.05 was used. The result is presented in Table 9.

Table 9: Relationship between Teachers' Workload and Teacher Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Workload	37	1.62	.079	.006	.633	Not Significant Accept Null Hypotheses
Teachers' Retention		2.87				

The data presented in Table 9 revealed a Pearson correlation coefficient (r) of .079 with a corresponding p-value of .633. Since the p-value was greater than the alpha value of 0.05, meant that the result was statistically insignificant. The correlation coefficient (r) between workload and correlates of teachers' retention is 0.079, showed a very weak positive correlation. Hence, the hypothesis stating that there is no significant relationship between teachers' workload and teachers' retention in public senior secondary schools in Edo State was accepted.

Ho_5: There is no significant relationship between remuneration and teachers' retention in public secondary schools in Edo State.

Hypothesis 5 was tested using Pearson Product-Moment Correlation (PPMC) statistics at an alpha level of 0.05, as shown in Table 10.

Table 10: Relationship between Remuneration and Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Remuneration	37	2.49	.154	.024	.351	Not Significant Accept Null Hypotheses
Teachers' Retention Rate		2.87				

The information in Table 10 revealed a Pearson correlation coefficient (r) of .154 with a corresponding p-value of .351. Since the p-value was greater than the alpha value of 0.05, the result was statistically insignificant. The result showed that the average score for remuneration (pay and benefits) was 2.49 on the scale used in the study. This revealed that remuneration was rated as below average in the schools sampled, revealing that there was dissatisfaction or moderate satisfaction with the level of remuneration provided. The average score for teachers' retention rate was 2.87, which revealed a moderate level of retention in the schools. Therefore, the hypothesis, which stated that there is no significant relationship between remuneration and teachers' retention in public senior secondary schools in Edo State, was accepted.

Ho_6: There is no significant relationship between government policies and teachers' retention in public secondary schools in Edo State.

Pearson Product-Moment Correlation (PPMC) statistics were used to test hypothesis 6 at an alpha level of 0.05, as shown in Table 11.

Table 11: Relationship between Government Policies and Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	Pearson r	r^2100	Sig.	Remark
Government policies	37	2.85	.034	.000	.835	Not Significant
Teachers' Retention		2.87				Accept Null Hypotheses

Table 11 revealed a Pearson r value of .034 with a corresponding p-value of .835. The p-value of .835 was more than the significance level of 0.05; this means that the result was statistically insignificant. The result also showed that the average mean score for government policies was 2.85. This revealed that the impact of government policies on teacher retention in the schools sampled was rated as moderate. Hence, the hypothesis, which states that there is no significant relationship between government policies and teachers' retention in public senior secondary schools in Edo State, was accepted.

Ho_7: There is no significant relationship between age (young and old) and teachers' retention in public senior secondary schools in Edo State.

Point-bi serial correlation statistics was used to test the hypothesis, at an alpha level of 0.05. The result is presented in Table 12.

Table 12: Relationship Between Teachers' Age (Young and Old) and Teachers Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	r_{pb}	df	p	Remark
Age (Young and Old)	338	1.74	.04	336	.448	Not Significant
Teacher Retention		3.19				Accept Null Hypotheses

The data in Table 12 revealed a mean score of 1.74 for teachers' age group and 3.19 for teacher retention. Point-biserial correlation coefficient r_{pb} =.04, p= .448. Therefore since the significant value is greater than 0.05, the result was statistically insignificant. The result showed that the relationship was weak and not statistically significant, indicating that age does not significantly influence teachers retention. Thus, the hypothesis stating that there is no significant relationship between age (young and old) and teachers' retention in public senior secondary schools in Edo State was accepted.

Ho_8: There is no significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State.

Point-bi serial correlation statistics was used to test the hypothesis, at an alpha level of 0.05. The result is presented in Table 13.

Table 13: Relationship between Sex (Male and Female) and Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	r_{pb}	df	p	Remark
Sex (Male and Female)	338	1.56	.20	336	.000	Significant
Teacher Retention		3.19				Reject Null Hypotheses

The data in Table 13 revealed a mean score of 1.56 for teachers' sex group and 3.19 for teacher retention. Point-biserial correlation coefficient $r_{pb\ is}$ .20, *p is* .000. Therefore since the significant value is less than 0.05, the result was statistically significant. The result revealed a statistically significant positive relationship. This suggested that sex of a teacher significantly relates to teachers retention, with differences in retention patterns between male and female teachers. Thus, the hypothesis stating that there is no significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State was rejected.

Ho_9: There is no significant relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State.

Point bi-serial correlation statistics was used to test the hypothesis, at an alpha level of 0.05. The result is presented in Table 14.

Table 14: Relationship Between School Location (Urban and Rural) and Level of Teachers' Retention in Public Senior Secondary Schools in Edo State

Variables	N	Mean	r_{pb}	df	p	Remark
School location (Urban and Rural)	37	1.65	.17	35	.326	Not Significant Accept Null Hypotheses
Teacher Retention		84.46				

The data in Table 14 showed a mean value of 1.65 for school location and a mean score of 86.46 for teacher retention. Point-biserial correlation coefficient r_{pb} is .17, *p-value is* .326. Since the p value .326 is greater than 0.05 means that school location does not significantly influence teacher retention. The analysis revealed a weak positive correlation that was not statistically significant. Hence, the hypothesis that there is no significant relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State was accepted

Discussion of Findings

Level of Teachers' Retention in Public Senior Secondary Schools in Edo State.

The finding of this study revealed that the level of teacher retention in public senior secondary schools in Edo State was high. This finding is consistent with some studies but contradicts others within the reviewed literature. The findings from the studies of Jim et.al. (2021), Okeke et.al. (2019) and Okpebru et.al. (2019) agree with this finding, while the findings of Mabeya (2019), Sutcheret.al. (2019), Ingersoll (2013), UNESCO (2014), Rasanen et al. (2020), and Oke et.al. (2016) all contradict the finding of this study.

In support of this finding, Jim et.al. (2021) reported that most local education agencies in Michigan maintained average retention rates above 80%, with a median yearly retention rate of 88.6%. Similarly, Okeke et.al (2019) found that teacher retention is enhanced when teachers are provided with opportunities for professional growth, social recognition, and enabling environments, all of which can sustain high retention levels. Okpebru et.al. (2019) also noted that despite cases of attrition in Akwa Ibom and Niger States, retention was achievable when teachers' welfare and working conditions were adequately addressed. These studies agree with the present finding that a favorable school environment can foster high teacher retention.

Conversely, several studies disagree with the present finding, revealing low teacher retention as a persistent global and regional challenge. Mabeya (2019), in a study conducted in

Uasin-Gishu County, Kenya, reported an average annual attrition rate of 8%, indicating low teacher retention. In the United States, Sutcher et.al (2019) and Ingersoll (2013) found that teacher turnover remains a significant problem, with approximately 15.7% of teachers leaving the profession annually. UNESCO (2014) documented high attrition rates in Sub-Saharan Africa, particularly in Zambia and Rwanda, where teacher turnover undermined educational stability. Rasanen et al. (2020) in Finland also reported that nearly half of teachers expressed turnover intentions, while Oke et.al. (2016) found that delayed salaries, poor welfare, and challenging work conditions contribute to teacher attrition in Nigeria. These studies, therefore, contradict the present study's finding of high retention in Edo State.

Several factors may explain why retention is high in Edo State. First, the state government has implemented reform initiatives such as the Edo Basic Education Sector Transformation (EdoBEST) and EdoSTAR Teaching Fellowship Programme, which focus on teacher recruitment, training, and professional development. These structured programs create career pathways, support teachers in the classroom, and professionalize the workforce. Such interventions have likely boosted teacher morale and long-term commitment. Second, teachers in Edo appear to have greater access to continuous professional development opportunities, which aligns with findings by Nwadiani (2012) and Okekenet.al. (2019), who emphasized that professional growth and recognition are critical to teacher retention.

Third, administrative and policy support in Edo may have played an important role. As Carver-Thomas and Darling-Hammond (2017) noted, supportive leadership, favorable working conditions, and consistent supervision are crucial for teacher retention. Edo's reforms may have fostered more stable and collaborative school environments, reducing teacher turnover. Fourth, compared to other states, Edo may provide more reliable welfare conditions, such as relatively

prompt salary payments and modest incentives. In contrast, irregular salary payments in many Nigerian states have been identified as a major driver of attrition (Oke et al., 2016).

Finally, economic and social context may have also contributed. Teachers in Edo may perceive teaching as a stable and respectable career option relative to limited alternative employment opportunities. Where other professions offer uncertain or less favourable conditions, teachers may prefer to remain in the classroom. This aligns with the assertion of Hirsh and Emerick (2016) that job security and consistency are strong motivators for teacher retention. These factors may suggest that Edo State represents a situation where deliberate policy interventions, professional development, supportive administration, and relative stability have worked in favour of keeping teachers in service. This contrasts sharply with the attrition patterns observed in other Nigerian states and in many international contexts. The finding reveals the importance of local context in shaping teacher retention and demonstrates that with the right strategies, high levels of teacher retention are achievable.

Predominant Correlate of Teachers' Retention in Public Senior Secondary Schools in Edo State.

The study revealed that multiple factors correlate with teachers' retention in public senior secondary schools in Edo State. However, professional development emerged as the predominant factor. The finding of this study aligns with the findings of Kraft et.al. (2016) Sutcher et.al. (2016) and Aulia and Haerani (2023) while it contrasts with the findings of Simon and Johnson (2015) and Sinha and Sinha (2012). This finding aligns with the broader body of literature, which consistently emphasizes the importance of continuous learning opportunities in sustaining teachers' commitment to the profession. Kaur (2017) identified training, career development, and

recognition of skills as central elements of employee retention across professions. Similarly, Kraft et.al. (2016) reported that teachers who have access to meaningful professional growth opportunities and supportive leadership are significantly more likely to remain in their schools. In the same vein, Sutcher et.al. (2016) revealed professional development and school leadership, as one of the most critical elements for addressing teacher shortages. The finding of this study also resonated with Aulia and Haerani (2023), who found that professional growth opportunities significantly influence teachers' decision-making about staying in the profession.

However, this finding contrasts with findings from some other studies. For instance, Simon and Johnson (2015) emphasized that poor working conditions and lack of collegial support were stronger predictors of teacher turnover in high-poverty schools than professional development. Likewise, Sinha and Sinha (2012) identified compensation and organizational commitment as the central determinants of employee retention in industrial settings. These differences revealed that the relative importance of professional development may vary across contexts. The Edo State context provide an important explanation for why professional development emerged as the leading factor. In recent years, the state government introduced reforms such as EdoBEST and EdoSTAR, which focus heavily on teacher training, digital upskilling, and continuous career support. These reforms shifted the professional culture of public schools by equipping teachers with new instructional strategies, technology-based tools, and collaborative learning opportunities. Teachers exposed to such initiatives are more likely to feel empowered, competent, and valued, thereby reinforcing their decision to remain in service.

In resource-rich or high-income environments, where training opportunities are already abundant, teachers may prioritize other concerns such as workload, remuneration, or administrative support. Conversely, in Edo State, where structured professional learning

opportunities may have been limited, teachers may attach greater value to professional development as it enhances their competence, career prospects, and sense of belonging within the education system. The finding proved that professional development is not merely a mechanism for improving instructional quality but also a critical retention strategy in Edo State. It reveals that when teachers perceive genuine opportunities for growth and advancement, they are more likely to remain committed to the profession despite other challenges such as workload or remuneration. For policymakers and school leaders, this shows the need to sustain investment in professional learning initiatives, mentorship, and career development structures, as these not only improve educational outcomes but also directly strengthen teacher retention in the state.

Professional Development and Teacher Retention

The study found no significant relationship between professional development and teacher retention in public senior secondary schools in Edo State The finding agrees with Aleem et al. (2018), and Jensen et al. (2016). The finding disagrees with Rajendran et al. (2023), Cells et.al. (2023), and Gaikhorsta et al. (2015. Aleem et al. (2018) found no significant effect of training on employee retention in their study on training and retention in pharmaceutical firms. Similarly, Jensen et al. (2016) argued that professional development by itself does not reliably produce higher retention unless it is embedded within broader system factors such as leadership, working conditions or clear career pathways. These studies agree with the present result by emphasizing that professional development alone is neither necessary nor sufficient to change retention outcomes.

On the other hand, Rajendran et al. (2023) systematic review concluded that ongoing, well-designed continuous professional development positively correlates with teacher retention

and instructional quality. Cells et al. (2023) found that new teachers receiving professional development, peer collaboration and autonomy were more likely to remain in the profession during their first 3 to 5 years. Gaikhorst et al. (2015) reported that participation in a focused professional development programme increased teacher knowledge, self-efficacy, and intentions to stay. These studies all disagree with the present findings.

The finding of this study could be explained by the nature and delivery of professional development programmes in Edo State. Many of these programmes may not be sufficiently tailored to address the specific challenges teachers face in their daily work. Teachers might attend workshops or training sessions only to discover that the content is too generic, overly theoretical, or disconnected from the practical realities of teaching in rural or resource-constrained schools. For instance, professional development initiatives may fail to address pressing issues such as managing overcrowded classrooms, coping with inadequate teaching materials, or adapting pedagogy to resource-poor environments. Another contributing factor may be the short-term nature of professional development programmes. Since many of these sessions last for only a day or two and often lack structured follow-up, mentoring, or in-class support, their long-term impact is limited. Without continuity, even well-designed training tends to lose its effect, leaving teachers with little lasting motivation or skill enhancement.

Furthermore, teachers may return from such programmes with renewed enthusiasm and strategies but quickly encounter the persistent systemic challenges that professional development alone cannot solve. Issues such as irregular electricity, insufficient teaching aids, overcrowded classrooms, and unrealistic administrative demands often erode any motivation gained from training. In this context, professional development may feel disconnected from the harsh realities of the classroom. Economic realities also may have also played a decisive role. In Edo State, as

in many parts of Nigeria, financial and material considerations could strongly influence teachers' decisions to remain in the profession. Concerns about delayed salaries, inadequate rural allowances, and lack of housing stipends often outweigh the benefits of professional growth. If professional development does not translate into tangible career advancement or financial incentives, teachers may perceive it as less valuable. This explains why some teachers participate primarily to fulfil mandatory requirements rather than to build long-term commitment to their schools or the teaching profession.

In addition, school-level conditions such as leadership style, collegial support, workload, and resource availability may have also undermined the retention impact of professional development. This is because, even when teachers gain new skills, systemic frustrations and lack of autonomy to implement innovative strategies due to rigid curricula, limited resources, or large class sizes can cause professional development to lose its relevance. Instead of fostering commitment, such situations may increase frustration. Finally, methodological factors could have also played a role in the finding, as the measurement of professional development's effect may not fully capture indirect or delayed influences. However, finding revealed that while professional development helps teachers grow and improve their instructional capacity, this alone is insufficient to ensure retention in public senior secondary schools in Edo State.

Administrative Support and Teachers' Retention

The study revealed no relationship between administrative support and teacher retention in public senior secondary schools in Edo State. The studies of Nguyen (cited in Garcia, 2020), Sutcher et.al. (2017), Willis (2019), Kabia (2022), Madumere-Obike et.al. (2018) and Nkedishu (2020) disagree with this finding. Nguyen (cited in Garcia, 2020) argued that administrative

support, more than salary, was central to teacher retention, as school principals who motivate, recognize achievements, and provide essential teaching resources are more likely to keep their staff. Sutcher et.al. (2017) reported that nearly one in four teachers left their schools when they strongly disagreed that their school leaders offered recognition, clear direction, or competent management. Willis (2019) also found that teachers who intended to leave often attributed their decisions to insufficient administrative support, even when administrators believed they were supportive. Kabia (2022) study revealed that the absence of emotional backing, instructional guidance, and a supportive work environment significantly contributed to attrition, whereas their presence encouraged teachers to stay. Madumere-Obike et.al. (2018) found that valuing and recognizing teachers could reduce turnover, while Nkedishu (2020) identified administrative support, school environment, and resources as key to retaining teachers in Delta State private schools.

The finding of this study aligns weakly with the study of Talley (2017) who found that while different forms of administrative support were important to novice teachers' self-efficacy, other stressors such as workload and professional isolation also influenced their decision to transfer or exit the profession. This means that administrative support may not operate in isolation but in interaction with broader systemic and economic factors. The divergence between this study's finding and most of the reviewed literature may be explained by the contextual realities in Edo State. First, teacher retention in the state may be more strongly determined by structural and material factors such as the regularity of salary payments, provision of allowances, workload, and classroom conditions than by administrative support. Teachers may value supportive principals but still consider leaving if they face challenges such as overcrowded

classrooms, inadequate resources, or irregular pay. In this sense, economic and environmental conditions may override the effect of administrative support.

Second, the quality and type of administrative support offered in Edo State may be more symbolic than substantive. If principals' support is limited to formal recognition or general supervision without concrete interventions such as mentoring, resource provision, or help with classroom management, teachers may not perceive such support as meaningful enough to influence their retention decisions. This would explain why administrative support showed no significant relationship in the present study. Third, administrative practices in Edo State may be relatively uniform due to state-level policies and training, resulting in limited variation across schools. With little variance in the level of administrative support, it would be difficult for statistical analysis to establish a significant relationship with teacher retention.

Finally, this finding reflects the possibility that administrative support works more indirectly through mediating variables such as job satisfaction, teacher efficacy, and morale rather than exerting a direct influence on retention. If these mediators were not captured in the study, the direct effect of administrative support may appear insignificant. Also, while the many studies reviewed strongly emphasize the importance of administrative support in teacher retention, the present finding revealed that in Edo State, other systemic and material factors may overshadow the role of administrative support. This emphasizes the need for a holistic approach to teacher retention that not only strengthens school leadership but also addresses teachers' economic realities, working conditions, and opportunities for professional growth.

Working Environment and Teacher Retention

The study discovered no significant relationship between the working environment and teacher retention in public senior secondary schools in Edo State. This finding stands in contrast with much of the literature reviewed, such as the studies in the OECD (2024), of Koerber et al. (2023), Masoom's (2021), Fessehatsion and Peng's (2022), Kamundi (2021), Torsabo and Ezekiel (2021), Bello et al. (2023) and Ikeagu and Anah (2023). The OECD (2024) and Koerber et al. (2023) emphasized that workplace conditions ranging from administrative support to collegial relationships are critical determinants of teacher retention. Masoom's (2021) and Fessehatsion and Peng's (2022) study found that supportive relationships with school leaders, manageable workloads, and conducive school climates positively influenced teachers' decisions to stay in their jobs. Kamundi (2021), Torsabo and Ezekiel (2021), Bello et al. (2023) and Ikeagu and Anah (2023) also reinforced the view that an enabling work environment, characterized by encouragement, recognition, and professional support, is a major predictor of retention.

In contrast, the studies of Marinette (2017) and Hanai (2021) align with this study's finding that revealed that in Edo State, working environment may not exert the same level of influence on teachers' decisions to remain in public senior secondary schools. A likely reason for the finding of this study could be that in Edo State, other factors such as remuneration, professional development opportunities, and government policies may weigh more heavily in shaping teachers' commitment than the work environment itself. Teachers in the state might already be accustomed to challenging school conditions such as overcrowded classrooms, inadequate facilities, and irregular power supply, which could have become normalized within the public school system. As a result, such factors may not strongly influence whether teachers remain in their roles, compared to more pressing concerns like timely salary payment or opportunities for career progression.

Another possible explanation is that systemic challenges in Edo State could overshadow the effects of the work environment. Even if the atmosphere in a school is relatively positive, teachers may still feel demotivated if broader structural issues such as high workloads, limited teaching resources, and lack of incentives remain unresolved. This resonates with Bello et al. (2023), who argued that managerial support only retains employees when coupled with material and professional incentives. Additionally, it could be that teachers may feel that regardless of how supportive their immediate school environment may be, systemic issues such as unstable educational policies or inadequate remuneration could ultimately determine their retention.

Comparatively, while studies in other contexts show that interpersonal relationships and school-level climates play a central role in teacher retention, the situation in Edo State appears different. Here, the working environment may be perceived as a secondary concern, with teachers prioritizing more tangible factors tied to their welfare and survival. These contextual variations could mean that while the work environment is important, it may not independently predict teacher retention in environments where economic and systemic challenges dominate. The finding also revealed the complexity of teacher retention in Edo State. While global and regional studies revealed the significance of supportive working environments, the local realities showed that these conditions, though valuable, may not be decisive in retaining teachers unless paired with improvements in remuneration, policy support, and career advancement opportunities.

Workload and Teacher Retention

The finding of this study revealed that there is no significant relationship between workload and teachers' retention in public senior secondary schools in Edo State. This finding

disagrees with the studies of Cooper Gibson Research (2018), Perryman and Calvert (2020), Heffernan et al. (2022) the American Federation of Teachers (2017) and Jomuad et al. (2021) and Alausa (2022). While the studies of Salmela-Aro et al. (2019) and Empowered Educators (2016) aligns with the findings of this study.

Cooper Gibson Research (2018) and Perryman and Calvert (2020) identified workload as the most critical determinant of teachers' decisions to leave the profession, while Heffernan et al. (2022) reported that 62% of Australian teachers who considered exiting cited workload pressures as the key reason. Also, the American Federation of Teachers (2017) and Jomuad et al. (2021) in the Philippines highlighted that excessive workloads contributed to burnout, stress, and eventual turnover. Nwadiani (2017) noted that persistent staff shortages in Nigerian schools led to teacher overload, while Alausa (2022) found a strong correlation between workload and turnover intentions among teachers. Ige and Adepoju (2021) also reported workload as one of the central challenges facing secondary school teachers. These studies directly disagree with the present finding, revealing that workload have a strong negative effect on teacher retention.

However, in agreement with the finding of this study are the findings of Salmela-Aro et al. (2019) and Empowered Educators (2016). Salmela-Aro et al. (2019) found that some teachers who experienced exhausting workload-maintained resilience and engagement stayed despite heavy demands. Empowered Educators (2016) found that although workload was high, most teachers planned to stay due to strong systemic supports. These findings revealed that workload does not always lead to attrition; rather, its impact may be mediated by other factors such as resilience, systemic support, or broader socioeconomic conditions. In the Edo State context, several factors could explain why workload was not significantly related with retention. First, many teachers may already be accustomed to large class sizes, multiple teaching periods, and

resource constraints as part of the "normal" teaching experience in public schools. Because heavy workload is widespread and systemic, it may no longer differentiate teachers who stay from those who leave. Instead, other factors such as remuneration, professional advancement opportunities, and government policies may carry more weight in shaping decisions to remain in service. This aligns with Bello et al. (2023), who argued that workplace conditions, including workload, only matter significantly for retention when coupled with material incentives and career growth opportunities.

Second, economic realities may overshadow workload concerns. Teachers in Edo State may tolerate heavy workloads because stable employment and salaries, however modest, may be critical in the current economic climate. In such cases, teachers may perceive that leaving due to workload does not guarantee better conditions elsewhere. This contrasts with teachers in contexts like Australia or Finland, where professional mobility and alternative opportunities may make workload a decisive factor in attrition. Third, methodological issues could also partly explain the result. Since workload is a complex construct covering teaching periods, administrative duties, and extracurricular responsibilities some teachers may not perceive these burdens uniformly. For instance, what one teacher considers an overload, another might regard as manageable or routine. This variability in perception could weaken the observed statistical relationship between workload and retention.

While global studies consistently link excessive workload to teacher attrition, the Edo State findings show that workload by itself does not necessarily predict retention. Rather, in contexts where other systemic challenges dominate, teachers may rank workload lower in importance compared to remuneration, career progression, or government support. The finding that workload is not significantly related to teacher retention in Edo State also revealed that

while workload undeniably affects teacher well-being, it may not be the decisive factor in retention decisions within this context. Instead, retention may depend more strongly on structural and economic incentives. This underlines the need for policymakers in Edo State to address broader systemic issues such as salary regularity, resource provision, and professional development alongside workload management, to strengthen teacher retention.

Remuneration and Teacher Retention

This study found no significant correlation between remuneration and teacher retention in public senior secondary schools in Edo State. Similar findings were reported by Steeg, Gerritsen, and Kuijpers (2015), lending support to this outcome. Nevertheless, this outcome differs from the conclusions drawn by various scholars such as Phuentsho (2020), Ekabu (2019), Bueno and Sass (2018), Edakpor and Romina (2023), and Jingdong et al. (2017), Manundu et al. (2021), Coman et al. (2020), Obialor (2023), and Nigerian Career Guide (2023).

In support of this finding, Steeg, Gerritsen, & Kuijpers (2015) reported no significant association between higher teacher pay and retention in the Netherlands. This revealed that pay alone may not be decisive where broader systemic supports, career structures, or personal motivations shape retention. In contrast, Phuentsho (2020) showed that teaching allowances motivated teachers to join and remain in the profession. Jingdong et.al. (2017) and Ekabu (2019) identified inadequate pay and allowances as major drivers of attrition. Edakpor & Asiyai (2023) found salary and school setting significantly influenced retention. Bueno & Sass (2018) on differential pay for STEM teachers and Manundu et al. (2021) also indicate that targeted rewards

and bonuses can reduce turnover. These studies disagree with the present finding by demonstrating that compensation sometimes matters for retention.

The context of Edo State provides a plausible explanation for the current findings which includes the recent enhancement of teacher welfare programs introduced by the Edo State government. These initiatives include performance-based promotions and bonuses, opportunities for international professional development, housing provisions, and recognition awards for exceptional teachers. Such reforms may have fostered a sense of fairness and appreciation among teachers, thereby diminishing the emphasis placed on salary alone and shifting focus to other aspects like administrative support and workload. Or may have perceived non-monetary incentives, recognition, and supportive policies as equally important, if not more decisive, in influencing their decision to remain in service. This revealed that, within Edo State, while remuneration remains a necessary foundation for professional stability, it is not the overriding factor shaping teacher retention.

Furthermore, it is possible that educators in Edo State are relatively satisfied with their pay, which ranges between ₦90,000 and ₦150,000. Compared to teachers in regions with lower or irregular salaries, this range may contribute to a higher level of financial contentment. It is also likely that non-monetary elements such as effective school leadership, work-life balance, collegial relationships, and a sense of purpose are more influential in teachers' decisions to stay. Another consideration is that the full effects of improved remuneration may not yet be evident in retention data due to a lag between policy implementation and measurable impact. Ongoing government efforts, such as structured annual salary increments, full payment of grade-based salary allowances, reinstated and updated leave transport grants, and streamlined pension procedures, may play a vital role in encouraging teachers to remain in their roles. These

comprehensive welfare reforms could collectively contribute to teacher retention, despite remuneration not emerging as a primary factor in this study.

Government Policies and Teacher Retention

The study found that there is no significant relationship between government policies and the retention of teachers in public senior secondary schools in Edo State. This outcome is consistent with the findings of Nwadiani and Akporehe (2015), Nwadiani (2014), Towers and Maguire (2017), and Cooper-Gibson Research (2018). On the other hand, in contrast, research conducted by Abioye (2021), Ackah-Jnr et al. (2022), Podolsky et al. (2019), report by OECD (2018), as well as by researchers such as Anglum, Manion, and Varkey (2023), Acheampong and Gyasi (2019), and Bentil et al. (2019) all disagree with the findings.

Nwadiani and Akporehe (2015) argued that many Nigerian educational policies are politically motivated, weakly implemented, and lack continuity, reducing their real impact on teacher welfare and career decisions. Towers and Maguire (2017) and Cooper-Gibson Research (2018) found how policy pressures, rather than supporting teachers, often create additional stress and work-life imbalance, leading to attrition. In this respect, the finding from Edo State reveals that even though government policies exist on paper, their influence on retention may be diluted by poor implementation, inadequate follow-up, or the perception among teachers that such policies do not translate into tangible improvements in their day-to-day experiences. In disagreement with the findings of this study, Ackah-Jnr et al. (2022) argued that effective policy frameworks covering areas such as workload management, professional development, and supportive leadership are essential for attracting and sustaining a stable teaching workforce. Abioye (2021) found that inadequate policies, particularly in rural Nigerian schools, contributed significantly to high teacher turnover, while Acheampong and Gyasi (2019) in Ghana

emphasized that retention could be strengthened through targeted policy interventions such as housing, transportation support, and allowances. These studies emphasize the view that government policies can act as either facilitators or barriers to teacher retention.

Possible reasons for this finding could be that in recent years, the state government implemented initiatives such as the EdoSTAR teaching fellowship, designed to train and employ teachers, particularly in underserved communities. While this program has shown success in transitioning fellows into full-time employment, it may not yet have a widespread or lasting influence on the broader teaching population, many of whom could be experiencing challenges such as overcrowded classrooms, insufficient teaching resources, and inconsistent policy implementation. Additionally, while policies such as promotions, incentives, or rural deployment allowances have been introduced, their benefits may be perceived as short-term, politicized, or unevenly distributed, thereby limiting their role as a long-term determinant of teacher retention.

The findings could also mean that in Edo State, teachers' decisions to remain in the profession may depend less on policy frameworks and more on other contextual factors such as working environment, community ties, and intrinsic motivation. Unlike contexts such as Ghana or Uganda, where targeted policy interventions have shown measurable effects on retention (Acheampong & Gyasi, 2019; Bentil et al., 2020; Jingdong, Najjuko, & Ochwo, 2017), Edo teachers may be more sceptical about the sustainability and consistency of government-led reforms. This scepticism may stem from Nigeria's history of policy discontinuity and inadequate implementation, which often erodes trust in education reforms. Hence, while literature generally supports the significance of government policies in shaping teacher retention, the present study provides a counterpoint by revealing that in Edo State, policies though present may not exert sufficient influence to significantly affect retention outcomes. This emphasizes the importance of

not only designing well-intentioned policies but also ensuring their effective, consistent, and transparent implementation to translate into meaningful impacts on teacher satisfaction and long-term commitment.

It could also be that government policies may not have been effectively implemented, communicated, or do not align with the actual experiences and needs of teachers in public senior secondary schools in Edo State. Policies limited in scale, such as isolated incentives or pilot programs may not reach enough of the workforce to produce measurable effects. For example, newer initiatives like the EdoSTAR program may not have been in place long enough to significantly influence long-term retention data. It is also possible that a gap exists between what the policies aim to achieve and what teachers experience in their work environments. The finding could also mean that teachers in public senior secondary schools could have limited access to policy benefits. It could also mean that structural issues such as underfunded schools, delayed salary payments, and inadequate infrastructure may have undermined any positive effects policies might have intended. The high retention rate observed in Edo State may be driven more by contextual factors than by policy. These could include a lack of alternative job opportunities, strong community bonds, or intrinsic job satisfaction. In specific cases, such as the EdoSTAR program, which facilitates permanent roles and offers financial incentives, policies may be positively influencing retention particularly in rural areas, but these effects may not yet be widespread enough to alter the overall data significantly.

Age (Young and Old) and Teachers' Retention

The results revealed no significant relationship between age(male and female) and teachers' retention in public senior secondary schools in Edo State. This finding agrees with Larkin, et.al. (2022), Hayes (2015) and Begum et.al. (2015). The findings disagree with the

research findings of the following studies: Kamau et.al. (2021), Ajayi and Olatunji (2017), Conley and You (2016), Putra, Meilani, and Wanasida (2022) and the OECD (2021) .

Larkin et al. (2022) found no clear relationship in their study of early-career science teachers, and some cross-national patterns vary considerably by in context such as Korea or Turkey where younger teachers are relatively stable. Hayes (2015) and Begum et al. (2015) show age-related patterns in other sectors but also indicate that age effects can be confounded by career stage and external opportunities. These studies agree to some extent with the present finding that age is not always a reliable direct predictor of retention. While Ajayi and Olatunji (2017), Kamau et.al. (2021) found significant relationships between age and turnover intentions, with mid-career teachers the most likely to stay. OECD reports and multiple countries' studies also document lower retention among the youngest and oldest cohorts in many systems. These studies disagreed with the present finding.

Several plausible reasons could explain why age did not significantly predict teacher retention in Edo State. One factor could be the policy and pension reforms introduced in 2020, which increased the retirement age and years of service for teachers. These changes may have encouraged older teachers to remain in service, while having little effect on early-career teachers' decisions, thereby reducing the likelihood of age-differentiated attrition. In addition, the study revealed that overall teacher retention in Edo State is generally high. When most teachers, regardless of age, remain in service, the statistical variation needed to detect an age effect becomes limited, making differences in turnover between younger and older teachers less observable.

Economic and labour-market realities also contribute to this finding. In Edo State, where alternative employment opportunities are relatively scarce or insecure, younger teachers may

choose to stay despite aspirations to move, while older teachers often prioritize job security and stability. This reduces the predictive power of age in explaining actual exits from the profession. Moreover, uniform government programs such as EdoSTAR, along with promotions, welfare reforms, and professional development initiatives, may have created conditions that benefit teachers across different age groups equally. For instance, initiatives that absorb early-career teachers into permanent roles likely strengthen their commitment, thereby narrowing any retention differences between younger and older teachers.

Another explanation could be how age was measured and analysed. Collapsing age into two broad categories below 30 and 30 and above may have been too coarse to capture the nuanced, non-linear relationship between age and retention. Important distinctions between groups such as teachers aged 24 to 29, 30 to 39, or those nearing retirement may have been masked. Furthermore, age often overlaps with tenure, career rank, and family stage. If these factors are stronger drivers of retention than age itself, then the direct effect of age may not appear significant. There is also the possibility of survivor bias, where older teachers who remain in the system represent a self-selected group with inherently higher persistence, while those prone to leaving had already exited earlier. This compresses the differences observed between age groups. Finally, this finding revealed that age alone is not a sufficient explanatory factor for teacher retention in Edo State. In conclusion, while many studies identify age as a significant factor in teacher retention, the absence of such a relationship in Edo State is both plausible and informative. Therefore, rather than treating chronological age as a universal predictor of retention, it is more effective for policymakers to address the structural and career-stage mechanisms that shape teachers' decisions to remain in the profession.

Sex (Male and Female) and Teachers' Retention

The findings revealed a significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State. This result was consistent with the findings of Zhang and Zeller (2016), Schwartz (2018), and Hadush and Katheriyar (2023). The finding disagrees with the findings of Miller et.al. (2020), OECD (2020) and the N.C.E.S. (2019). This finding was consistent with Zhang and Zeller (2016), who observed that demographic factors, including sex, shape retention outcomes among teachers. Also with the study of Hadush and Katheriyar (2023), who found that male teachers were more likely than females to leave teaching due to inadequate income and unfavourable working conditions. These results align with the present study by showing that male teachers may have higher attrition tendencies compared to female counterparts. Schwartz (2018) also found that male teachers were 12% more likely to leave their schools, particularly when working under female principals. These findings revealed that sex-based dynamics can significantly affect teacher retention.

On the other hand, some global reports such as OECD (2020) and the N.C.E.S. (2019) found persistent sex related imbalance in the teaching profession, with women forming the majority at all levels below tertiary education. While these reports confirm a dominance of women in the profession, they do not uniformly conclude that sex directly determines retention, but rather that sex distribution shapes participation rates. However, this study's finding that sex is significantly related to retention reinforces the idea that sex-based patterns of retention must be taken seriously, especially within specific local contexts. In the context of Edo State, the significant role of sex in retention can be attributed to several factors. It could be that male teachers may decide to seek alternative employment opportunities outside the teaching profession due to societal expectations to provide financially for their families. Teaching, perceived as a low-paying and less prestigious occupation compared to other professions, may

not meet these expectations, thereby decreasing male retention rates. It could also mean that female teachers may demonstrate higher levels of job stability and willingness to remain, partly because teaching provides predictable schedules and stability that align with family responsibilities. Adeyemi and Imakpokpomwan (2016) support this by stressing the importance of inclusive policies that harness the strengths of both sex for sustainable development.

Furthermore, local socio-cultural dynamics could have reinforced the finding. In Edo State, where cultural roles are appears to be strongly gendered, men may feel pressured to seek better-paying employment, while women may accept teaching as a more stable and respectable occupation. Also, the concentration of women in teaching as observed globally (OECD, 2020) may have also manifest in Edo State, leading to sex-related retention disparities. However, contrasting perspectives exist in the literature. For example, Miller et al. (2020) emphasized that retention depends more on teachers' sense of alignment or "fit" with the school culture rather than sex alone. Their findings revealed that while demographic factors matter, organizational and cultural conditions can mitigate or amplify sex-based retention patterns. This contrasts with the present study, which found sex itself to be a significant factor, suggesting that in Edo State, systemic and socio-economic influences may have heightened the impact of sex on retention.

School Location (Urban and Rural) and Level of Teachers' Retention

The study found no significant relationship between school location (urban and rural) and the level of teachers' retention in public senior secondary schools in Edo State. This finding agrees with Seelig & McCabe (2021), Whaland (2020), Arthur & Bradley (2023), Barnett (2017), Tran and Dou (2019), and McKinney et al. (2019). The finding disagrees with that of Nwadiani & Ojogho (2013), Peng (2015); Yang (2015), Yeboah & Adom (2016), Adeyemi & Ogboro (2017), Mohamed (2017), Bertoni et al. (2019), Asantemungu and Anicet (2019), Kayuki and

Lekule (2022), Imakpokpomwan, Olubor & Edeki (2022), Kayuki & Lekule (2022), Abioye (2021), Du Plessis and Mestry (2019), Shuls and Flores (2020), and Edakpor & Asiyai (2023).

Research by Seelig and McCabe (2021), Whaland (2020) and Arthur and Bradley (2023) show that many rural and difficult-context teachers remain because of strong community ties, meaningful work, leadership opportunities, or strong collegial networks; these studies demonstrate that location does produce retention if other supports exist. Tran and Dou (2019) and McKinney et al. (2019) further found that targeted administrative supports, community engagement, and job satisfaction can offset the disadvantages of rural postings. These studies partially agree with the present finding by showing that place matters only as far as it is associated with the presence or absence of concrete support and incentives. However, Imakpokpomwan, Olubor, and Edeki (2022), Nwadiani and Ojogho (2013), Mohamed (2017), Kayuki and Lekule (2022), and Edakpor and Asiyai (2023) all documented weaker retenition problems in rural areas; Bentil et al. (2020) and Asantemungu and Anicet (2019) also found that poor housing, low pay, and lack of services push teachers away from rural postings. These studies therefore disagree with the current findings and further emphasize that location matters for retention.

This finding may be because of the government’s decision to recruit teachers in their local areas through the EdoSTAR Teaching Fellowship program. This helped to bridge the gap between urban and rural educational outcomes, particularly in terms of teacher availability, quality, equitable distribution of qualified teachers, and retention across all local government areas. This mandated the equitable provision of teaching resources, thereby institutionalizing fairness in staffing and promoting equal teaching and learning opportunities regardless of location. This could also be because of the Edo State government's investment in infrastructure,

digital tools, and learning materials in the state. The Edo State Universal Basic Education Board (SUBEB) has renovated many dilapidated schools and supplied teaching aids and learning infrastructure across local government areas. This effort has helped to standardize the quality of classroom experiences, thus reducing the disparity that once existed between urban and rural schools. By improving the physical and instructional environment for rural schools, schools in rural areas are attractive and less isolating for teachers, thereby supporting retention.

The findings could be because of the state government's emphasis on continuous professional development for teachers regardless of their geographic location. Professional development structures in public senior secondary schools in Edo State were designed to improve teacher competency, morale, and career progression, especially in rural areas where such opportunities were historically lacking. Hence, teachers in rural schools also have access to the same teaching tools, lesson plans, and monitoring systems as their urban counterparts. By leveling the playing field, the Edo state government has significantly reduced perceived disadvantages of working in rural schools, leading to a more stable and motivated workforce across the board.

It is also possible that Methodological differences in study design may be the reason for the result of the finding. Many studies reviewed used qualitative interviews focused on specific local governments or region while this study employed a questionnaire approach, also the sample size and how location was operationalized may have also affected the finding. In addition, measurement and analytic choices may have also affected the fining. Collapsing location into urban and rural binary could mask heterogeneity as some some rural schools are semi-urban and well-served, while some urban schools face severe poverty and turnover. Hence, treating both as homogeneous categories could obscures these subtleties. The finding should not be seen as

evidence that location is irrelevant for policy. Rather, it revealed that location alone is an insufficient predictor in Edo State because other interventions and contextual features could shape teacher decisions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations of this study.

Summary

The study examined the level and correlates of teacher retention in public senior secondary schools in Edo State. It explored the relationship between retention and professional development, administrative support, working environment, workload, remuneration, government policies, age, sex, and school location. Eleven research questions guided the study; they are as follows:

1. What is the level of teacher retention in public senior secondary schools in Edo

2. What are the predominant correlates of teachers' retention in public senior secondary schools in Edo State?
3. Is there any relationship between professional development and teachers' retention in public senior secondary schools in Edo State?
4. Is there any relationship between administrative support and teachers' retention in public senior secondary schools in Edo State?
5. Is there any relationship between the working environment and teachers' retention in public senior secondary schools in Edo State?
6. Is there any relationship between teachers' workload and teacher retention in public senior secondary schools in Edo State?
7. Is there any relationship between remuneration and teachers' retention in public senior secondary schools in Edo State?
8. Is there any relationship between government policies and teachers' retention in public senior secondary schools in Edo State?
9. Is there any relationship between age (young/old) and teachers' retention in public senior secondary schools in Edo State?
10. Is there any relationship between sex (male/female) and teachers' retention in public senior secondary schools in Edo State?
11. Is there any relationship between school location (urban/rural) and the level of teachers' retention in public senior secondary schools in Edo State?

Research questions 3-11 were formulated into hypotheses and tested at a 0.05 level of significance. They were stated thus:

1. There is no significant relationship between professional development and teachers' retention in public senior secondary schools in Edo State.
2. There is no significant relationship between administrative support and teachers' retention in public senior secondary schools in Edo State.
3. There is no significant relationship between working environment and f teachers' retention in public senior secondary schools in Edo State.
4. There is no significant relationship between teachers' workload and retention in public senior secondary schools in Edo State.
5. There is no significant relationship between remuneration and retention in public senior secondary schools in Edo State.
6. There is no significant relationship between government policies and retention in public senior secondary schools in Edo State.
7. There is no significant relationship between age (young and old) and teachers' retention in public senior secondary schools in Edo State.
8. There is no significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State.
9. There is no significant relationship between school location (urban and rural) and the level of teachers' retention in public senior secondary schools in Edo State.

The study was descriptive survey that adopted a correlational design. The population comprised all the 2754 teachers in all the 297 public secondary schools in the three senatorial districts in Edo State. The sample for the study consisted of 338 teachers, selected from public senior secondary schools across the three senatorial districts of Edo State. The determination of the sample size was guided by the Krejcie and Morgan (1970). This represented 12.3% of the

entire population. To ensure representativeness, the same 12.3% sampling ratio was applied to the select 37 public senior secondary schools across all the senatorial districts. The proportionate stratified random sampling was considered appropriate for the study and random sampling technique was used to randomly select schools, after which teachers purposively selected from the selected schools based on age, sex, school location and teachers on roll. The instruments used for the study were subjected to validity checks by experts in measurement and evaluation department and department of educational management to ensure they accurately measured the constructs of interest and to review the instruments for clarity, relevance, coverage of the study objectives, and appropriateness of the items. The reliability of the Correlates of Teacher's Retention Questionnaire (COTRQ) was established through a pilot test conducted on 20 teachers in public senior secondary schools in Edo State who were not part of the main study sample. The analysis produced a Cronbach Alpha reliability coefficient of 0.83 indicating that it was reliable. Data collected was coded and analyzed using descriptive statistics such as Percentage, mean and standard deviation. Inferential statistics tests such as Pearson product-moment correlation Coefficient (PPMCC) and Point bi-serial correlation statistics were used to test the hypotheses.

The following were the findings of the study:

- The level of teacher retention in public senior secondary schools in Edo State was high.
- The predominant correlate of teacher retention in public senior secondary schools in Edo State is professional development.
- There is no significant relationship between professional development and teachers' retention in public secondary schools in Edo State.

- There is no significant relationship between administrative support and teachers' retention in public senior secondary schools in Edo State.
- There is no significant relationship between the working environment and teacher retention in public senior secondary schools in Edo State.
- There is no significant relationship between teachers' workload and teacher retention in public senior secondary schools in Edo State.
- There is no significant relationship between remuneration and teachers' retention in public secondary schools in Edo State.
- There is no significant relationship between government policies and teacher' retention in public secondary schools in Edo State.
- There is no significant relationship between age (young and old) and teachers' retention in public senior secondary schools in Edo State.
- There is a significant relationship between sex (male and female) and teachers' retention in public senior secondary schools in Edo State.
- There is no significant relationship between school location (urban and rural) and level of teachers' retention in public senior secondary schools in Edo State.

Conclusion

The level of teacher retention in public senior secondary schools in Edo State is high, with professional development as the predominant correlate. The study further established that no significant relationship between professional development and teacher retention, indicating that while teachers value professional growth, it does not directly determine their decision to remain

in service. The only significant factor influencing retention in public senior secondary schools in Edo State was sex, revealing a sex-based differences in teachers' experiences. Other factors including administrative support, working environment, workload, remuneration, government policies, age and school location showed no significant relationship with teachers' retention within the context studied.

Implications for Educational Planning

Prioritizing teacher retention is essential for achieving sustainable educational development and efficient planning. High teacher retention has significant implications for planning, particularly in promoting stability, cost-efficiency, and improved learning outcomes. The findings of this study imply that:

1. There is a stable teaching workforce in the schools, enabling planners to accurately forecast staffing needs and ensure equitable deployment of teachers across schools, reducing the unpredictability associated with frequent turnover. The stability of the teaching force enables planners to use consistent data to make accurate staffing decisions, support long-term planning, including teacher training, succession strategies, and maintain balanced teacher-student ratios. With fewer disruptions, it becomes easier to deploy teachers equitably, especially in rural areas.

2. There is substantial cost savings for the education system, as there will be less reason to allocate funds toward the frequent recruitment, onboarding, and training of new teachers. High turnover requires repeated advertising of vacancies, interview processes, orientation programs, and introductory training, which consume time and financial resources. With a more stable workforce, these expenses are significantly reduced. As a result, the saved resources can be redirected toward more strategic and long-term investments, such as continuous professional

development for existing teachers, upgrading school infrastructure, and providing better instructional materials and classroom support. These investments not only enhance teaching quality but also contribute to improved student learning outcomes and overall school performance.

3. There is consistency and quality in curriculum delivery, as a stable teaching workforce ensures that educators develop a deeper understanding of the curriculum over time. With reduced staff turnover, teachers can build on their experience, refine their instructional methods, and effectively adapt lessons to meet the needs of diverse learners. This continuity allows smoother transitions from one academic year to the next, helping students progress more confidently through the curriculum.

4. There is valuable leadership development within the education system, as long-serving teachers are more likely to take on mentoring, supervisory, or administrative roles. With years of classroom experience, these teachers develop a deep understanding of pedagogy, school culture, and student needs, making them well-equipped to guide and support less experienced colleagues. Their continued presence allows for peer mentoring, professional collaboration, and the sharing of best practices, all of which contribute to a stronger teaching community. Moreover, experienced teachers often serve as a talent pool for future school leaders, ensuring smooth succession into leadership positions and preserving institutional knowledge.

5. There is effective implementation of long-term education policies, as a stable and experienced teaching workforce is more likely to understand, adopt, and sustain reforms over time. Long-serving teachers are better positioned to internalize policy objectives, align their teaching practices with reform goals, and monitor progress consistently. Their familiarity with the school environment and trust in leadership promote commitment. This continuity strengthens the impact

of educational reforms, ensuring that policies are effectively integrated into everyday classroom practice.

6. Community trust and stakeholder confidence are strengthened. Parents gain reassurance when they see familiar, committed teachers consistently involved in their children's education, which fosters stronger home-school relationships and greater parental involvement. Similarly, governments and policymakers are more confident in supporting schools with high teacher retention, professional consistency, and the ability to sustain progress over time. High teacher retention signals institutional reliability, improves the public image of the teaching profession, and encourages long-term investment in education. As a result, collaboration between schools, communities, and education authorities is enhanced, creating a more supportive environment for student success and overall system improvement.

Recommendations

Based on the findings, the following recommendations were proposed by the researcher:

1. With a high teacher retention rate, the Ministry of Education and school administrators should continuously monitor and evaluate current retention strategies to ensure they remain effective, with minor adjustments made where necessary.

2. The government and policymakers should review the quality, relevance, and delivery of professional development programs to ensure they align with teachers' career growth and classroom realities. This is because, although professional development emerged as the predominant correlate of teacher retention, the study found no significant relationship between it and actual retention. This means that while professional development opportunities exist, they may not directly influence teachers' decisions to stay.

3. Retention strategies should be inclusive, ensuring policies are equitable and not biased towards any demographic group. This supports fairness and enhances job satisfaction across all segments of the teaching workforce.

4. The Ministry of Education and school administrators, continue to promote gender equity and ensure that all retention efforts are sensitive to the needs of both male and female teachers without bias or stereotypes.

5. Implement consistent retention strategies across urban and rural schools, while remaining attentive to unique challenges in specific locations, such as infrastructure gaps or transportation issues.

Contributions to Knowledge

The following are contributions to knowledge made by this study:

1. This study established that teacher retention in public senior secondary schools in Edo State is high, contrary to the common perception of widespread attrition.

2. The study revealed that factors such as professional development, remuneration, workload, administrative support, working environment, and government policies do not significantly influence teacher's decision to stay in their jobs.

3. Although professional development emerged as the predominant correlate, it was not a significant predictor, showing that teacher's value growth but it does not determine their decision to stay.

4. The study further identified sex of the teacher as the only significant factor influencing retention, revealing sex-based differences in teachers' experiences. These context-specific insights enrich the literature on teacher retention in Sub-Saharan Africa and emphasize the need for localized, teachers' sex related -responsive educational policies.

Suggestions for Further Studies

The following areas are suggested for further studies:

1. A comparative study could be done across different states or regions to compare teacher retention in Edo State with other states or areas to determine whether the findings are the same across various educational and socio-economic contexts.

2. A longitudinal study on teacher retention trends over several years could help track changes in retention patterns and identify any evolving factors over time.

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APPENDIX A

INTRODUCTION LETTER

UNIVERSITY OF BENIN, BENIN CITY, NIGERIA

DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)
FACULTY OF EDUCATION

OFFICE OF THE HEAD OF DEPARTMENT

P.M.B. 1154
Telephone: (052) 602963, 602975
Cable & Telegrams: Uniben Benin
Telex: 41365 Uniben NG.
Extensions 2706, 2258
E-mail: educationalmanagement@uniben.edu.

*Our Ref:*_____

*Your Ref:*_____

Date: 6th May, 2024

TO WHOM IT MAY CONCERN

Letter of Introduction: EZERA SARAH O.

This is to inform you that the postgraduate student (name above) is from the Department of Educational Management, Faculty of Education, University of Benin, Benin City. She needs data for her project titled: **Correlates of Teachers' Retention in Secondary Schools in Edo State, Nigeria.**

Kindly render her your assistance.

Thank you.

Dr. (Mrs.) U. Momoh
Ag. Head of Department
+2348053481970
umemetu.momoh@uniben.edu

APENDIX B
LETTER TO SCHOOLS

DEPARTMENT OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,

UNIVERSITY OF BENIN, BENIN CITY.

Dear Respondent (s),

I am a Doctoral Student (Ph.D.) of the above-named department. I am carrying out a study on "Correlates of Teachers' Retention in Public Senior Secondary Schools in Edo State". The attached checklist and questionnaire are for the collection of data for the completion of the study. Kindly assist me by filling in the questionnaire. Any information supplied will be treated with utmost confidentiality and used only for research purposes.

Thanks for your cooperation.

Yours faithfully,

Sarah Orie Ezera

Researcher

APPENDIX C

LIST OF SAMPLED SCHOOLS

Edo South

1. Evbuotubu Secondary School, Benin-City
2. Uselu Secondary School, Benin-City
3. Aduwawa Secondary School
4. Oka Secondary School, Oka
5. Urora Secondary School, Urora
6. Iyekogba Government Secondary School
7. Ogbe Secondary School
8. Orogho Secondary School Orogho
9. Oben Secondary School, Oben
10. Oza Government Secondary School, Oza
11. Egbeta Secondary School
12. Okokhuo Secondary School, Okokhuo
13. Ise Government Secondary School, Ise
14. Elawure Secondary School, Usen
15. Siluko Secondary School, Siluko
16. Iguomon Secondary School, Iguomon

Edo Central

1. Ebudin Secondary School, Ugbegun
2. Ujabhole Government Secondary School, Irrua
3. Agba Government Secondary School, Uromi
4. Obeidu Secondary School, Uromi
5. Emu Government Secondary School, Emu
6. Okaigben Secondary School Ewohimi
7. Akugbe Secondary School Emuhi
8. Ukhun Secondary School Ekpoma

Edo North

1. Akoko-Edo Government Secondary School, Uneme
2. Anglican Government Secondary School, Igarra
3. Ewure Secondary School, Atte
4. Ugboshi Secondary School, Ugboshi
5. Central School, Ogochi-Ekperi
6. Ekuri Secondary School, Okpella
7. Igiode Secondary School, Igiode
8. Akpekpe Secondary School, Auchi
9. Ayua Secondary School Commercial, Ayua-Uzairue
10. Ibienafe Secondary School
11. Azama Secondary School, Otuo
12. St. James Government Secondary School, Afuze

13. Oke Secondary School, Oke-Ora

APPENDIX D
TEACHERS RETENTION CHECKLIST (TRC)

Section A: School Data

Name of School

Section B: Teacher Retention Information (2016-2022)

Academic Session	**No. Of Teachers on Roll at Beginning of Session**		**No. Of Teachers Remaining at the End of Session**	
	Male	Female	Male	Female
2016/2017				
2017/2018				
2018/2019				
2019/2020				
2020/2021				
2021/2022				
TOTAL				

APPENDIX E

CORRELATES OF TEACHERS' RETENTION QUESTIONNAIRE (COTRQ)

Section A: Demographic Variables

NAME OF SCHOOL_____

Please tick accordingly.

AGE: Less than thirty years ( ) Above thirty years ( )

SEX: Male: ( ) Female ( )

LOCATION: Urban ( ) Rural ( )

Section B: Correlates of Teachers Retention

Using the following 4-points Likert scale, rate the following correlates of teacher's retention: Strongly Agree (SA) Agree (A), Disagree (D), Strongly Disagree (SD)

S/N		SA (4)	A (3)	D (2)	SA (1)
	Professional Development				
1	In this school teachers are provided with opportunities to continuously enhance their knowledge.				
2	Teachers in this school are encouraged to participate in activities that help to improve their teaching methods.				
3	Special orientation is held for new teachers before a new academic session begins in this school.				
4	Mentorship programs provided are for teachers as a form of professional development in this school.				
	Administrative Support				
5	The school administration involves teachers in decision making in this school.				
6	Teachers' efforts are appreciated by the school authorities in this school.				
7	The principal in this school treats teachers with respect.				
8	I have quality support from the school administration.				
	Work Environment				
9	I feel safe working in this school environment.				
10	This school's environment is clean.				
11	The school facilities are conducive for learning.				
12	Teachers' collaboration is encouraged in this school.				

	Remuneration				
13	I am satisfied with the benefits package offered to teachers in this school.				
14	Policy on improved teachers' welfare is in place in this school.				
15	Policy on fund allocation for high quality teachers' professional development in schools is necessary.				
16	A policy on mandatory mentoring programs in schools for new teachers is important.				
	Government Policies				
17	A competitive compensation policy for teachers is available.				
18	Policy on improved teachers' welfare is in place in this school.				
19	Policy on fund allocation for high-quality teachers' professional development in schools is necessary.				
20	A policy on mandatory mentoring programs in schools for new teachers is important.				

Section C

Kindly answer the following questions as applicable.

What subject(s) do you teach: _____

Number of Periods Taught in a Week: _____

Number of classes taught in a week: _____

Number of students in a class: _____

APPENDIX F

RELIABILITY TEST OUTPUT

```
RELIABILITY
  /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18
Q19 Q20 Q21 Q22 Q23 Q24
```

/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE.

Reliability

Notes

Output Created		24-JUN-2024 06:55:42	
Comments			
Input	Active Dataset	DataSet0	
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	Matrix Input		
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE.	
Resources	Processor Time	00:00:00.02	
	Elapsed Time	00:00:00.02	

[DataSet0]

Scale: ALL VARIABLES

Case Processing Summary

	N	%

Cases	Valid	20	100.0
	Excluded[a]	0	0.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.83	2

Item Statistics

	Mean	Std. Deviation	N
Q1	3.07	.740	20
Q2	3.33	.879	20
Q3	3.10	.748	20
Q4	3.20	.810	20
Q5	3.03	.715	20
Q6	3.17	.861	20
Q7	3.30	.766	20
Q8	2.90	.759	20
Q9	2.43	.858	20
Q10	3.00	.787	20
Q11	2.97	.890	20
Q12	3.03	.769	20
Q13	3.07	.750	20
Q14	3.20	.764	20
Q15	3.17	.831	20
Q16	3.30	.766	20
Q17	3.40	.898	20
Q18	3.30	.735	20
Q19	3.23	.704	20
Q20	3.20	.884	20

APPENDIX G

OUTPUT ANALYSIS

DESCRIPTIVES VARIABLES=PD WE AS R GP TP

/STATISTICS=MEAN SUM STDDEV MIN MAX.

Descriptives

Notes

Output Created		13-JAN-2025 13:12:57
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	Active Dataset	DataSet3
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	Split File	<none>
	N of Rows in Working Data File	338
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=PD WE AS R GP TP /STATISTICS=MEAN SUM STDDEV MIN MAX.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

[DataSet3] C:\Users\DAN\Desktop\SARAH PhD\DATA 3.sav

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation

PROFESSIONAL DEVELOPMENT	338	1	4	1115	3.30	.648
WORK ENVIRONMENT	338	2	4	1105	3.27	.624
ADMINISTRATIVE SUPPORT	338	1	4	1072	3.17	.659
REMUNERATION	338	1	4	815	2.41	.903
GOVERNMENT POLICIES	338	1	4	967	2.86	.672
Valid N (listwise)	338					

```
CORRELATIONS
  /VARIABLES=WL VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Notes

Output Created		13-JAN-2025 14:03:24
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=WL VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Descriptive Statistics

	Mean	Std. Deviation	N
Workload	1.62	.877	37
TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		Workload	TEACHERS RETENTION RATE CONVERTED
Workload	Pearson	1	.079

	Correlation		
	Sig. (2-tailed)		.633
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.079	1
	Sig. (2-tailed)	.633	
	N	37	37

CORRELATIONS

/VARIABLES=PD VAR00002

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		13-JAN-2025 14:03:48
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the

		cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=PD VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Descriptive Statistics

	Mean	Std. Deviation	N
PROFESSIONAL DEVELOPMENT	3.18	.451	37
TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		PROFESSIONAL DEVELOPMENT	TEACHERS RETENTION RATE CONVERTED
PROFESSIONAL DEVELOPMENT	Pearson Correlation	1	.128
	Sig. (2-tailed)		.438
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.128	1
	Sig. (2-tailed)	.438	
	N	37	37

CORRELATIONS

/VARIABLES=WE VAR00002

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		13-JAN-2025 14:04:42
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=WE VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
WORK ENVIRONMENT	3.18	.389	37
TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		WORK ENVIRONMENT	TEACHERS RETENTION RATE CONVERTED
WORK ENVIRONMENT	Pearson Correlation	1	.148
	Sig. (2-tailed)		.367
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.148	1
	Sig. (2-tailed)	.367	
	N	37	37

```
CORRELATIONS
  /VARIABLES=AS VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Notes

Output Created		13-JAN-2025 14:05:13
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=AS VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
ADMINISTRATIVE SUPPORT	3.15	.489	37

TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		ADMINISTRATIVE SUPPORT	TEACHERS RETENTION RATE CONVERTED
ADMINISTRATIVE SUPPORT	Pearson Correlation	1	.101
	Sig. (2-tailed)		.540
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.101	1
	Sig. (2-tailed)	.540	
	N	37	37

CORRELATIONS

/VARIABLES=R VAR00002

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		13-JAN-2025 14:05:29
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav

	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=R VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
REMUNERATION	2.49	.601	37
TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		REMUNERATION	TEACHERS RETENTION RATE CONVERTED
REMUNERATION	Pearson Correlation	1	.154
	Sig. (2-tailed)		.351
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.154	1
	Sig. (2-tailed)	.351	
	N	37	37

```
CORRELATIONS
  /VARIABLES=GP VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Notes

Output Created		13-JAN-2025 14:05:58
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav

	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=GP VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Descriptive Statistics

	Mean	Std. Deviation	N
GOVERNMENT POLICIES	2.85	.432	37
TEACHERS RETENTION RATE CONVERTED	2.87	.409	37

Correlations

		GOVERNMENT POLICIES	TEACHERS RETENTION RATE CONVERTED
GOVERNMENT POLICIES	Pearson Correlation	1	.034
	Sig. (2-tailed)		.835
	N	37	37
TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.034	1
	Sig. (2-tailed)	.835	
	N	37	37

```
CORRELATIONS
  /VARIABLES=TP VAR00002
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Correlations

Notes

Output Created		13-JAN-2025 14:06:14
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA FOR CORRELATION.sav
	Active Dataset	DataSet1

	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	37
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=TP VAR00002 /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Correlations

AGE				
YOUNG (21-39 YEARS)		Pearson Correlation	1	
		Sig. (2-tailed)		
		N	84	
	TEACHERS RETENTION RATE	Pearson Correlation	.087	

	CONVERTED	Sig. (2-tailed)	.419	
		N	84	
OLD (40 - 60 YEARS)		Pearson Correlation	1	
		Sig. (2-tailed)		
		N	254	
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.093	
		Sig. (2-tailed)	.138	
		N	254	

Correlations

AGE			TEACHERS RETENTION RATE CONVERTED
YOUNG (21-39 YEARS)		Pearson Correlation	.087
		Sig. (2-tailed)	.419
		N	84
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	1
		Sig. (2-tailed)	
		N	84
OLD (40 - 60 YEARS)		Pearson Correlation	.093
		Sig. (2-tailed)	.138
		N	254
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	1
		Sig. (2-tailed)	
		N	254

SORT CASES BY SEX (MALE AND FEMALE).

SPLIT FILE LAYERED BY SEX.

CORRELATIONS

/VARIABLES=CO RE

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		04-MAR-2025 13:30:29
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA 3.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	SEX
	N of Rows in Working Data File	338
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=CO RE /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Correlations

SEX				TEACHERS RETENTION RATE CONVERTED
MALE		Pearson Correlation	1	.095
		Sig. (2-tailed)		.243
		N	149	149
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.095	1
		Sig. (2-tailed)	.243	
		N	149	149
FEMALE		Pearson Correlation	1	.089
		Sig. (2-tailed)		.219
		N	189	189
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.089	1
		Sig. (2-tailed)	.219	
		N	189	189

SORT CASES BY SCHOOL LOCATION (URBAN AND RURAL)

SPLIT FILE LAYERED BY SCHOOL LOCATION (URBAN AND RURAL)

CORRELATIONS

/VARIABLES=CO RE

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		04-MAR-2025 13:31:06
Comments		
Input	Data	C:\Users\DAN\Desktop\SARAH PhD\DATA 3.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Location
	N of Rows in Working Data File	338
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=CO RE /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

Correlations

Location			TEACHERS RETENTION RATE CONVERTED
Urban	Pearson Correlation	1	.113

		Sig. (2-tailed)		.223
		N	112	112
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.113	1
		Sig. (2-tailed)	.223	
		N	112	112
Rural		Pearson Correlation	1	.081
		Sig. (2-tailed)		.219
		N	226	226
	TEACHERS RETENTION RATE CONVERTED	Pearson Correlation	.081	1
		Sig. (2-tailed)	.219	
		N	226	226

DATASET ACTIVATE DataSet1.

DATASET CLOSE DataSet2.

APPENDIX H

KREJCIE & MORGAN (1970) TABLE

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970