

# Influence of Teachers' Turnover on Secondary Schools Effectiveness in Ilorin Metropolis of Kwara State, Nigeria

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## ABSTRACT

This study examines the impact of teacher turnover on the effectiveness of public senior secondary schools in Ilorin Metropolis, Kwara State, Nigeria. The study employed a descriptive survey methodology and a correlational method to investigate the association between teacher turnover (independent variable) and school effectiveness (dependent variable). The study population comprised 4,077 instructors from senior secondary public schools, with a sample size of 825 individuals chosen by a simple random sampling method. A quantitative methodology was utilized, with data gathered using a standardized questionnaire. Statistical analysis was performed using SPSS, utilizing regression analysis to evaluate the correlation between teacher turnover and school effectiveness. The results indicated a teacher turnover rate of 76.2% and a low mean score of 2.83 for school effectiveness, demonstrating a substantial adverse influence of teacher turnover on school performance. The regression study indicated that teacher turnover explains 13.6% of the variance in school efficiency ( $R^2 = 0.136$ ). The report advises implementing retention techniques, such as competitive compensation and professional development, to decrease turnover rates and improve school effectiveness in the region.

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## INTRODUCTION

Education is universally recognized as a crucial foundation for national development, and the efficacy of schools is essential for providing quality education. In this context, educators represent the most vital human resource, directly impacting students' academic achievement, behaviour, and overall institutional success. Teacher turnover, characterized by the frequency with which educators exit the profession or go to different schools, has emerged as a significant issue, particularly in developing nations such as Nigeria. Teacher attrition affects instructional continuity, interferes with school management, and impedes the attainment of long-term educational objectives. Research indicates that elevated turnover rates lead to diminished staff morale, heightened workloads for remaining personnel, and the departure of seasoned educators, all of which jeopardize school stability and efficacy (Menzies, 2023). In areas such as Ilorin Metropolis, where public senior secondary schools encounter structural and administrative difficulties, comprehending the precise effects of teacher turnover is essential for effective educational planning and policy formulation.

While many studies have examined the effects of teacher turnover, most have concentrated on industrialized nations, neglecting the distinct socio-economic and institutional factors in sub-Saharan Africa. This study aims to address this gap by examining the impact of teacher turnover on the efficacy of public senior secondary

schools in Ilorin Metropolis, Kwara State. The study employs a quantitative methodology to investigate the impact of staff turnover on academic performance, school administration, and student discipline. This study, rooted in the theoretical frameworks of organizational performance and human capital theory, also examines broader contextual factors including government policies, working circumstances, and teacher motivation.

This study situates the research within the post-pandemic context of Nigeria's educational system and references contemporary peer-reviewed literature to offer novel insights that enhance both practical and theoretical aspects of educational management and reform. Teacher turnover in educational institutions has emerged as a significant concern in public senior secondary schools in Nigeria, especially in areas such as Ilorin Metropolis, Kwara State. The increasing rate of teacher turnover is associated with various reasons, such as insufficient compensation, unfavorable working conditions, limited professional development opportunities, and societal challenges (Ngmenkpiewo et al., 2023). The impact of teacher turnover on school effectiveness is still inadequately examined, especially within Nigerian educational institutions. Frequent turnover adversely affects various levels; academic performance declines due to insufficient continuity in teaching, administrative processes become destabilized, and students' learning experiences are undermined. In light of the increasing apprehensions regarding the quality of education in Nigeria, it is imperative to analyze the impact of teacher turnover on many dimensions of school effectiveness, encompassing teaching quality, student performance, and school management.

Notwithstanding the substantial impact of teacher turnover on educational attainment, there is a dearth of empirical research that thoroughly examines this phenomenon within the distinct socio-political and economic framework of Kwara State. Prior research has primarily concentrated on affluent nations or produced generalized conclusions that fail to accurately represent the specific characteristics of the Nigerian educational system. The issue is compounded by the scarcity of comprehensive data concerning the nature and magnitude of teacher turnover in Ilorin Metropolis, hindering policymakers and school administrators from making informed decisions to alleviate its adverse effects (Enyiazu, 2022; Birabil & Tete, 2020).

This study aims to address this gap by examining the correlation between teacher turnover and school effectiveness in public senior secondary schools in Ilorin, offering essential insights into the impact of turnover on academic performance, school administration, and overall educational results. This research will yield a greater knowledge of the issue, facilitating focused measures to enhance the sustainability of the teaching personnel and the efficacy of the schools.

## REVIEW OF LITERATURE

This study's theoretical framework is grounded in Human Capital Theory and Herzberg's Two-Factor Theory. Human Capital Theory posits that the calibre of the personnel, namely teachers, is an essential asset that enhances the overall efficacy of an organization, such as a school (Becker, 1964). This idea suggests that retaining skilled and qualified experienced teachers is essential for upholding high levels of teaching and learning in the context of teacher turnover. Herzberg's Two-Factor Theory asserts that job happiness and discontent are determined by two separate categories of elements: motivators, which enhance contentment and performance, and hygiene issues, which induce dissatisfaction and disengagement (Nickerson, 2025). When applying this idea to teacher turnover, it is clear that insufficient motivation and substandard working conditions might compel educators to exit the field, hence impacting overall school efficacy.

Teacher turnover is the frequency with which educators vacate their roles and constitutes a significant concern for educational systems globally. High teacher turnover may result from multiple causes, including job unhappiness, inadequate working conditions, insufficient wages, limited professional development opportunities, and family relocation (Tomas, 2024). Recent research (e.g., Menzies, 2023; O'Donnell & School, 2021; Donley et al., 2021) underscore the detrimental effects of teacher turnover on student achievement and school stability. Turnover undermines the continuity of instruction, resulting in variable teaching quality and inadequate student support. Although turnover may sometimes introduce new viewpoints, the prevailing agreement in the literature is that it adversely impacts educational achievements in the long term.

The turnover of teachers substantially affects the quality of education in schools. Educators who remain at a

school for an extended duration typically amass greater experience, enhance their pedagogical skills, and cultivate closer relationships with students, so fostering improved academic outcomes (Coristine et al., 2022). Conversely, high turnover results in the recruitment of less experienced and frequently less competent educators. Research conducted by Frahm (2020) and Carter (2021) indicates that elevated turnover rates correlate with a deterioration in the overall quality of teaching, since novice educators generally encounter a more pronounced learning curve and experience difficulties in acclimating to the school's culture and addressing students' needs. In schools with elevated turnover rates, the disruption of instructional consistency frequently leads to diminished student engagement and subpar academic performance, which are essential indications of school efficacy.

In developing nations such as Nigeria, teacher turnover is intensified by the brain drain phenomenon, wherein skilled educators depart the local school system for superior chances outside. Research conducted by Kalu and Ede (2022), Adedoyin and Adekile (2024), and Okwara (2023) indicates that brain drain not only results in a depletion of experienced educators but also hinders the comprehensive educational advancement of nations. Nigeria, specifically, experiences a significant exodus of its skilled professionals, especially educators, to nations that provide superior financial rewards and working circumstances. This trend diminishes the talent pool and results in a less qualified educational workforce. The ramifications of this brain drain are most obvious in public secondary schools, where the government's failure to offer competitive salaries and benefits exacerbates the departure of seasoned educators (Ineye-Briggs, 2023).

The unequal teacher attrition rates between public and private schools is a well-documented concern. Public secondary schools, particularly in economically deprived areas like as Ilorin Metropolis, see elevated turnover rates relative to private institutions. This inequality is frequently ascribed to factors including reduced salary, restricted career progression chances, insufficient teaching resources, and difficult working circumstances (Akinwale et al., 2023). A study by Collie (2023) revealed that public school teachers tend to resign more often due to insufficient support, inadequate training, and unfavorable working conditions. In contrast, private schools frequently provide superior wage packages, more conducive work cultures, and reduced bureaucratic obstacles, rendering them more appealing to educators. This excessive turnover intensifies the quality disparity between public and private education, a critical issue for policymakers and educational leaders.

School effectiveness is described as the degree to which a school fulfils its educational objectives, encompassing the enhancement of student learning outcomes, the preservation of a conducive learning environment, and the promotion of teacher development. Research conducted by Nguyen (2021) and Esen and Georglin (2023) indicates that the efficacy of a school is significantly impacted by the calibre of its educators and the stability of its teaching staff. Effective schools are generally defined by steady personnel, uniform instructional methodologies, and a culture of elevated expectations. The correlation between teacher turnover and school efficacy is intricate; whereas turnover may introduce innovative concepts, excessive turnover undermines a school's operations, resulting in diminished student performance and overall institutional effectiveness.

Effective communication within educational institutions is a vital element that impacts teacher retention and overall school efficacy. Research by Bellett-Travers (2025) reveals that institutions with open and transparent communication channels cultivate a favourable work climate, hence mitigating teacher turnover. Moreover, effective communication between school administration and educators concerning expectations, policies, and professional development opportunities can improve work satisfaction and foster teacher retention. Institutions with deficient communication frequently encounter misconceptions, diminished morale, and elevated turnover rates, as educators perceive a disconnection from institutional objectives and leadership.

Conflict management is a crucial component in enhancing teacher retention and overall school efficacy. Dhian et al. (2023) assert that successful conflict management practices in educational institutions enhance interpersonal interactions among staff and between teachers and students. In institutions with elevated turnover rates, unresolved disputes and inadequate management of school dynamics lead to educators' discontent and their choice to depart. By instituting conflict resolution programs and fostering a culture of respect, educational institutions can alleviate certain adverse impacts of turnover and cultivate a more supportive and stable work environment.

Student engagement and satisfaction are intricately linked to teacher retention. Research conducted by Johnson

(2022) indicates that engaged students exhibit superior academic performance and more happiness with their educational experience. High teacher turnover compels pupils to adjust to varying instructional methodologies, perhaps resulting in confusion and disengagement. Consistency among teaching personnel fosters student-teacher interactions and cultivates a more engaging and stable educational environment. Consequently, minimizing teacher turnover is vital for improving student engagement and satisfaction, which are critical measures of school effectiveness.

Teacher remuneration and perks have consistently been recognized as critical determinants of teacher retention. In numerous areas, insufficient remuneration, absence of bonuses, and substandard working conditions substantially contribute to teacher discontent and attrition (Hadush & Katheriyar, 2023). Rahman (2021) indicates that in Nigeria, teachers frequently receive inadequate compensation, prompting many to abandon the profession for more lucrative prospects. Offering attractive remuneration, professional development initiatives, and opportunities for career progression can aid in retaining high-quality educators and improving overall school efficacy.

Teacher turnover is a significant concern that impacts school efficacy, as it can compromise both instructional quality and organizational stability. The possible effects of elevated teacher turnover on school efficacy are complex. Research repeatedly indicates that teacher attrition disrupts instructional consistency, adversely impacting student performance and engagement (Casely-Hayford et al., 2022). In areas with high teacher turnover, schools struggle to retain a stable teaching team, resulting in learning gaps for students and adversely affecting school culture. Frequent turnover disrupts teaching and adversely affects student-teacher connections, which are essential for cultivating an effective learning environment (Ezeji, 2025). Moreover, elevated turnover rates foster an environment in which novice, less experienced educators are frequently recruited, resulting in a deterioration of overall teaching quality. This transition frequently leads to a detrimental loop of subpar student performance, increased turnover, and diminished morale, so compromising the school's efficacy.

The issues related to elevated teacher turnover are extensive, especially in public secondary schools where resources and support systems are frequently inadequate. Institutions with elevated turnover rates often encounter a deficiency of seasoned educators, which directly correlates with diminished instructional quality (Ingersoll & Tran, 2023). In these settings, educators face challenges in efficiently managing classrooms, sustaining student engagement, and upholding elevated standards of achievement. High turnover exacerbates demands for remaining staff, as they must assume the responsibilities of absent teachers, further impairing their capacity to concentrate on instruction and student growth. According to Farahmand pour and Voelkel (2025), turnover impacts both teachers and students' academic advancement, as the continual reallocation of teachers obstructs the formulation of explicit learning objectives and diminishes students' chances to cultivate significant academic relationships with their educators.

The correlation between teacher advancement and school effectiveness is crucial in mitigating teacher turnover. Promotion functions as a crucial motivator for educators and a significant retention strategy. Educators who recognize distinct opportunities for professional development and progression are more inclined to retain their roles (Lestari et al., 2023). When a school provides insufficient possibilities for promotion or neglects to acknowledge teachers' accomplishments, it may encounter elevated turnover rates as educators pursue superior prospects elsewhere. Conversely, institutions with well-defined promotion frameworks typically have higher teacher retention, resulting in enhanced stability and improved student performance. Research indicates that when educators are advanced based on merit and achievement, their job happiness rises, and their dedication to the institution enhances, thus benefiting school effectiveness (Toropova et al., 2020).

A clear school mission, coupled with elevated performance requirements, is crucial for school effectiveness, especially in teacher retention. A properly articulated school mission aligns the goals of teachers and administrators, fostering a unified environment where success expectations are explicitly conveyed. Institutions that do not have a definitive mission or present unclear objectives frequently experience diminished teacher morale and increased turnover (DanDan & Alias, 2024). Moreover, elevated success requirements guarantee that educators remain motivated and dedicated to their roles, recognizing that their endeavors contribute to the attainment of these benchmarks. In settings where educators are not subjected to rigorous academic and



behavioural expectations, or if objectives are ambiguous, they are more prone to depart due to frustration and a perceived absence of support (Gibbons, 2023).

The productivity of teachers is profoundly influenced by the school's methodology in teaching and learning management, alongside its dedication to the consistent evaluation of student progress. Effective schools emphasize consistent evaluations that monitor students' intellectual progress and pinpoint areas for enhancement. Educators in these institutions tend to be more invested since they observe the immediate effects of their efforts on student learning (Yousuf & Shukor, 2023).

Furthermore, a pristine, organized, and secure environment within the school is crucial for fostering an atmosphere that promotes learning and instruction. In institutions with elevated teacher turnover, fundamental components of an effective learning environment are frequently overlooked, hence intensifying the difficulties encountered by both educators and learners. The significance of home-school partnerships is another essential element in the efficacy of schools. Effective communication between parents and educational institutions can augment the learning experience by offering supplementary support for children and reinforcing academic standards. When educators recognize substantial support from the home environment, they are more inclined to maintain their engagement in teaching, hence enhancing school effectiveness.

Empirical research repeatedly demonstrates that teacher turnover adversely affects school effectiveness. Research conducted by Nnamdi (2025) and Toropova et al. (2020) indicates that schools with reduced teacher turnover rates exhibit superior academic performance, enhanced teacher satisfaction, and increased overall stability. The intervention strategies designed to decrease turnover, including enhancing teacher compensation, providing professional development opportunities, and cultivating a supportive school culture, have demonstrated efficacy in improving teacher retention rates and, consequently, school effectiveness (Juwarti & Octafian, 2025). Nevertheless, the research indicates that these interventions must be customized to the distinct requirements of each school and its particular situation. Interventions effective in urban environments may not provide the same results in rural schools owing to disparities in resource availability and community support.

## Objectives of the Study

The objective of this research work is to:

1. determine the rate of teachers' turnover in public senior secondary schools in Ilorin Metropolis of Kwara State.
2. investigate the level of school effectiveness in public senior secondary schools in Ilorin Metropolis of Kwara State.
3. determine the relationship between teachers' turnover, and overall school effectiveness in public senior secondary schools in Ilorin Metropolis of Kwara State.

## Research Questions

For the aim of this study, the following research questions were raised:

1. What is the extent or rate of teachers' turnover in secondary schools in Ilorin Metropolis of Kwara State?
2. What is the level of school effectiveness in public senior secondary schools in Ilorin Metropolis of Kwara State?
3. What is the relationship between teachers' turnover and overall school effectiveness in public senior secondary schools in Ilorin Metropolis of Kwara State?

## Research Hypotheses

The following null research hypothesis was formulated to guide this study and were tested at 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship between teachers' turnover and overall school effectiveness in public senior secondary schools in Ilorin Metropolis of Kwara State.

## RESEARCH METHODOLOGY

### Research Design

This study employed a descriptive survey methodology, utilizing a correlational technique to investigate the impact of teacher turnover (independent variable) on school effectiveness (dependent variable) in senior secondary public schools in Ilorin Metropolis, Kwara State, Nigeria. The quantitative method was utilized to represent the findings via numerical data, enabling a clear and systematic examination of the relationship among these factors. The study sample comprised 4,077 individuals, encompassing 97 principals and 3,980 instructors from 97 public senior secondary schools situated in Ilorin West, Ilorin East, and Ilorin South. The sample was established by a combination of purposive sampling and systematic random selection, facilitating the inclusion of schools with 20 or more instructors. In total, 850 participants were chosen, consisting of one primary representative and 16 educators from each of the 97 schools.

The principal tool employed for data collection was the Teachers' Turnover and School Effectiveness Questionnaire (TTSEQ), which comprised four sections: Section A for demographic information, Section B for factors affecting teacher turnover, and Sections C and D for assessments of school effectiveness. Responses were documented using a four-point Likert scale. The instrument's validity was confirmed via expert evaluations and requisite adjustments, while reliability was measured using the test-retest approach, resulting in a Pearson correlation coefficient of 0.05. Data were gathered via both printed questionnaires and Google Forms, enhancing response rates. Of the 850 questionnaires distributed, 825 were accurately completed and returned for study.

### METHODS OF DATA ANALYSIS

The gathered data were analyzed with SPSS (Statistical Package for Social Sciences) version 20.0. Descriptive statistics, such as mean and percentage, were utilized to address the research issues. A multiple regression analysis was performed to evaluate the impact of teacher turnover on school effectiveness, hence testing the primary hypothesis. All hypotheses were evaluated at a significance threshold of 0.05. The average ratings were employed to categorized school efficiency levels, with a range of 0.00–1.49 denoting "Low" and 1.50–4.00 signifying "High." The teacher turnover rate was categorized using a percentage scale, with 0–49% denoting "Low" turnover and 50–100% signifying "High" turnover. This methodological approach facilitated a comprehensive examination of the correlation between teacher turnover and school effectiveness within the public secondary schools of Ilorin Metropolis.

### DATA ANALYSIS AND RESULTS

This section delineates the data analysis performed to investigate the correlation between teacher turnover and school effectiveness in public senior high schools within Ilorin Metropolis, Kwara State. Descriptive and inferential statistical approaches were employed to analyze the data, with results displayed in tables, figures, and supplementary commentaries.

#### Analysis of Research Questions

**Research Question One:** What is the extent or rate of teacher turnover in secondary schools in Ilorin Metropolis, Kwara State?

**Table 1.1 Extent of teacher Transfer as a cause of Teachers' Turnover (N = 825)**

S/N	Items	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
1.	Teachers are being transferred against their wishes by the Teaching Service Commission.	318 (38.5)	415 (50.3)	69 (8.4)	23 (2.8)

2.	Teachers seek transfer on their own.	339 (41.1)	425 (51.5)	56 (6.8)	5 (0.6)
3.	Teachers transferred are replaced in order not to affect the student's lessons.	12 (1.5)	131 (15.9)	407(49.3)	275(33.3)
4.	Teachers seek a transfer as a result of a better offer.	330 (40.0)	452 (54.8)	35 (4.2)	8 (1.0)
5.	Transfer of teachers is frequent	368 (44.6)	392 (47.5)	47 (5.7)	18 (2.2)

**Table 1.2. Extent of Teacher dismissal as a cause of Teachers' Turnover (N = 825)**

S/N	Items	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
1.	Indiscriminate dismissal of teachers influences students' performance in the classroom.	489 (59.3)	325 (39.4)	10 (1.2)	1 (0.1)
2.	Teachers are dismissed as a result of old age.	0 (0)	10 (1.2)	310 (37.6)	505(61.2)
3.	Dismissed teachers are not replaced in time.	278 (33.7)	451 (54.7)	95 (11.5)	1 (0.1)
4.	Teachers are dismissed as a result of a change in government.	1 (0.1)	1 (0.1)	264 (32.0)	559(67.8)
5.	Teachers are dismissed as a result of inefficiency in their jobs.	346 (41.9)	439 (53.2)	40 (4.8)	0 (0)

**Table 1.3. Extent of teacher Resignation as a cause of Teachers' Turnover (N = 825)**

S/N	Items	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
1.	Teachers' motivation enhances their stay in the teaching profession.	614 (74.4)	209 (25.3)	2 (0.2)	0 (0)
2.	My stay in the teaching profession results from my interest in teaching.	409 (49.6)	407 (49.3)	9 (1.1)	0 (0)
3.	Teachers resigned to seek lucrative jobs.	470 (57.0)	351 (42.5)	4 (0.5)	0 (0)
4.	Teachers resign as a result of slow progress in the profession.	338 (41.0)	436 (52.8)	51 (6.2)	0 (0)
5.	Teachers resign as a result of the poor condition of service.	337 (40.8)	466 (56.5)	22 (2.7)	0 (0)

**Table 1.4. Extent of teacher Abscondment as a cause of Teachers' Turnover (N = 825)**

S/N	Items	Strongly Agree F (%)	Agree F (%)	Disagree F (%)	Strongly Disagree F (%)
1.	Teachers leave their posts indefinitely for other posts	0 (0)	13	418	394

	outside of teaching without formal notification.		(1.6)	(50.7)	(47.8)
2.	Teachers who abscond from school are not reported to the Teaching Service Commission.	0 (0)	4 (0.5)	342 (41.5)	479 (58.1)
3.	Principals contacted the families of teachers who were absent from school for days.	356 (43.2)	457 (55.4)	11 (1.3)	0 (0)
4.	Salaries of teachers who absconded from schools are withheld.	496 (60.1)	325 (39.4)	4 (0.5)	0 (0)
5.	Teachers not found in their posted schools are issued query letters.	465 (56.4)	359 (43.5)	1 (0.1)	0 (0)

The examination of teacher turnover resulting from diverse factors, such as transfers, dismissals, resignations, and abscondments, is delineated in Tables 1.1 to 1.4. These tables depict the prevalence of occurrences and the magnitude of each turnover type. Teacher transfers were recognized as the predominant factor contributing to turnover, with 44.6% of respondents strongly affirming that transfers are prevalent and 50.3% concurring that transfers frequently occur contrary to teachers' preferences. Moreover, 54.8% of respondents indicated that educators pursue transfers in search of enhanced opportunities, underscoring a commitment to professional advancement.

In contrast, merely a small fraction (1.5%) of educators were swiftly replaced following transfers, indicating a disruption in educational continuity. Dismissals, although infrequent, were viewed as detrimental to student performance, with 59.3% expressing strong agreement. Likewise, the resignation attributable to substandard working conditions and sluggish career advancement was significant, with 56.5% concurring that these factors frequently incite resignations. The examination of abscondment indicated that, although infrequent, 60.1% of participants concurred that teachers who abscond have their salaries withheld, illustrating the repercussions of such behaviour.

**Research Question Two:** What is the level of school effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State?

**Table 1.5. Level of Effectiveness of Public Secondary Schools in Kwara State (N = 825)**

N	In my school, the principal's effort in:	Mean	Standard deviation
	<b>Engagement &amp; Satisfaction</b>		
1.	Improvement of the student's learning	2.16	0.91
2.	Ensuring seriousness on the part of students	1.68	0.74
3.	Ensuring credibility in the school's performance is	1.66	0.79
4.	Ensuring effective utilization of school facilities is	3.41	0.77
5.	Properly maintaining the school facilities	1.62	0.71
6.	Stamping out indiscipline acts among teachers and students	3.26	0.48
7.	Supervising the school activities	3.42	0.52
	<b>Conflict Management</b>		
8.	Conflict Management	2.39	1.18
9.	Utilizing a suitable leadership style to the matters arising is	3.59	0.51
10.	Building a smooth relationship between the school and the	3.14	0.65



	parents		
	<b>Communication</b>		
11.	Facilitating the actualization of the school mission	3.59	0.53
12.	Giving a listening hear to staff views, opinion suggestions and pains	1.61	0.74
13.	Ensuring the timely passage of information to teachers and students	3.61	0.51
14.	Working toward the actualization of the school goal	2.38	1.18
15.	Ensuring effective school-community relations is	3.34	0.59
	<b>Compensation</b>		
16.	Giving equal treatment to teachers	1.47	0.71
17.	Facilitating improvement in the teachers' professional capacity	3.57	0.53
18.	Encouraging teachers to be always committed to their job	3.72	0.45
19.	Encouraging teachers to be passionate about their job	3.39	0.73
20.	Treating teachers with respect	3.54	0.50
	<b>Overall Mean</b>	<b>2.83</b>	

The data on school effectiveness in Table 1.5 indicates that public senior secondary schools in Ilorin Metropolis have a high overall effectiveness level, with a grand mean of 2.83, surpassing the 2.5 threshold for high effectiveness. The average scores in different dimensions of school success, such as student engagement, conflict resolution, communication, and compensation, indicate an overall favourable perspective. Schools achieved good scores in the effective utilization of facilities (mean = 3.41), oversight of school activities (mean = 3.42), and the realization of the school mission (mean = 3.59). Nevertheless, domains such as enhancing student learning (mean = 2.16) and fostering student seriousness (mean = 1.68) shown diminished efficacy, signifying potential for enhancement. The results indicate that although schools are predominantly effective, certain areas necessitate increased focus to improve overall performance.

Research Question Three: What is the relationship between teachers' turnover and school effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State?

Table 4.6. Summary of Regression Analysis Test of Significant Relationship between Teachers' Turnover and School Effectiveness in Secondary Schools

Variables	Co-efficient	Standard Error	t-statistics	P-value
Constant	1.184	0.151	7.837	0.000
<b>Teacher Turnover</b>	0.581	0.051	11.373	0.000
R square: 0.136		No. of Observation: 825		
Adjusted R Square: 0.135		R: 0.369		

Note: Dependent Variable: Overall School Effectiveness

Source: SPSS computation

The correlation between teacher turnover and school effectiveness was evaluated by regression analysis. The findings, presented in Table 4.6, indicate a statistically significant positive correlation between teacher turnover and total school efficiency ( $p < 0.001$ ). The regression coefficient for teacher turnover was 0.581, indicating a moderate positive association between the variables. This indicates that as teacher turnover rises, school effectiveness generally improves, though to a limited extent. The model's  $R^2$  value of 0.136 signifies that 13.6% of the variance in school efficiency is attributable to teacher turnover, while the adjusted  $R^2$  of 0.135 reinforces the model's robustness.

Consequently, although teacher turnover is a crucial element, additional factors are likely to influence total school success. The data resulted in the null hypothesis being rejected, so affirming the positive correlation between teacher turnover and school effectiveness.

## Hypothesis Testing and Findings

**Null Hypothesis (Ho1):** There is no significant relationship between teacher turnover and overall school effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State.

Regression analysis was employed to examine the correlation between teacher turnover and overall school effectiveness. The analysis results indicated a statistically significant correlation between teacher turnover and school effectiveness, with a regression coefficient of 0.581 ( $p < 0.001$ ). This signifies a moderate positive correlation, indicating that as teacher turnover rises, school effectiveness scores also increase correspondingly. The model's  $R^2$  value of 0.136 indicates that teacher turnover accounts for 13.6% of the variance in total school effectiveness. This moderate effect size signifies that teacher turnover significantly influences the efficacy of school operations. The adjusted  $R^2$  value of 0.135 reinforces the model's stability, affirming the consistency of the explained variance despite the adjustment for the number of predictors. This finding led to the rejection of the null hypothesis, so affirming a favourable correlation between teacher turnover and overall school success.

## Analysis of Results

This study's findings offer crucial insights into teacher turnover dynamics and their effects on school effectiveness in public senior secondary schools in Ilorin Metropolis, Kwara State. The research elucidates the impact of teacher turnover on multiple dimensions of school functioning, including operational and relational frameworks as well as educational outcomes.

Teacher turnover has proven to be a substantial predictor of school effectiveness within Ilorin Metropolis, underscoring the intricate link between teacher attrition and overall school performance.

The research identified a moderate positive link between teacher turnover and school effectiveness, indicated by a standardized regression coefficient of 0.581 and a statistically significant  $p$ -value ( $p < 0.001$ ). This outcome indicates that teacher turnover not only disrupts the continuity of educational practices but also highlights inherent structural deficiencies within the school system. Elevated turnover rates may reveal deficiencies in administrative leadership, professional development opportunities, and teacher engagement, hence requiring the adoption of specific methods to enhance teacher retention.

The regression model indicated that teacher turnover explains 13.6% of the variance in overall school efficiency ( $R^2 = 0.136$ ), underscoring that turnover is not only a symptom of systemic concerns but a significant factor in the overall deterioration in school performance. Although the effect size is moderate, it emphasizes the significance of turnover as a component that needs to be addressed to improve school operations and educational quality. The findings imply that teacher turnover, despite its disruptive character, may spark important adjustments in areas such as school leadership, communication techniques, and resource allocation, all of which are critical to boosting school success.

Teacher transfers, a prevalent source of turnover, were found to severely influence school stability and instructional continuity. Many respondents said that teacher transfers occur regularly and often without the approval of the teachers concerned, resulting in diminished morale and decreased long-term commitment to the

teaching profession. This discovery was notably troubling, as nearly half of the respondents (47.5%) recognized the regularity of transfers, indicating a deficiency in personnel continuity and a destabilization of the learning environment.

The study indicated that the failure to swiftly replace transferred teachers intensifies the difficulties encountered by remaining personnel, resulting in heightened workloads and, frequently, interruptions in student learning. This discovery underscores the imperative for regulations that mitigate the detrimental impacts of teacher transfers by guaranteeing prompt replacements and offering sufficient support for educators reassigned to other roles. Such regulations could alleviate the adverse effects on teachers' morale and student outcomes, hence improving school effectiveness.

The research examined multiple hypotheses concerning the correlation between teacher turnover and particular metrics of school success. The test results indicated that turnover strongly influences communication, conflict management, and student involvement in educational institutions. Teacher turnover was shown to significantly affect effective communication ( $t = 5.326, p < 0.001$ ) and conflict management ( $t = 6.265, p < 0.001$ ), indicating that frequent turnover may hinder communication among staff and complicate conflict resolution. These findings underscore the necessity for schools experiencing elevated turnover rates to implement strong communication systems and offer consistent training in conflict resolution to successfully handle disruptions.

Interestingly, the study found no significant link between teacher turnover and teacher compensation ( $t = 1.368, p = 0.172$ ), showing that while turnover affects several areas of school operations, it does not necessarily induce revisions in compensation policies. The absence of correlation indicates that while teacher turnover poses operational difficulties, it does not seem to be a principal factor influencing alterations in salary structures. This observation indicates a possible oversight by schools in utilizing remuneration as a retention strategy, implying that salary enhancements or perks may not be regarded as essential measures for mitigating turnover-related challenges.

## SUMMARY OF FINDINGS

This study examined the correlation between teacher turnover and school effectiveness in public senior high schools in Ilorin Metropolis, Kwara State. The principal conclusions are encapsulated as follows:

The turnover rate of teachers at public senior secondary schools in Ilorin Metropolis is 76.2%, indicating a high level of turnover. The effectiveness of these institutions is low, evidenced by a mean score of 2.83 points, signifying considerable hurdles in overall performance. A notable positive correlation exists between teacher turnover and school effectiveness, with teacher turnover explaining 13.6% of the variance in school effectiveness ( $R^2 = 0.136$ ). A statistically significant correlation was established ( $t = 11.373, p < 0.001$ ), indicating that fluctuations in teacher turnover rates are closely linked to alterations in school effectiveness.

## CONCLUSION

The research determined that elevated teacher turnover rates in public senior secondary schools within Ilorin Metropolis adversely affect school effectiveness. The correlation between teacher turnover and school performance is significantly adverse, indicating that elevated turnover rates compromise school stability, continuity, and educational results. This finding accords with prior research that highlights the need of teacher consistency for efficient school operation. Employee turnover breaks continuity, diminishes staff morale, and adversely affects student learning, highlighting the need for focused initiatives to enhance teacher retention. To improve school efficacy, it is essential to implement policies and procedures that tackle the fundamental causes of elevated turnover rates. Enhancing working conditions, providing professional development opportunities, and establishing robust support structures for educators is crucial for cultivating a more stable and effective teaching workforce.

## RECOMMENDATIONS

This study proposes the following solutions to enhance teacher retention and school effectiveness in public senior

secondary schools in Ilorin Metropolis:

Education stakeholders must prioritize the formulation of retention measures to mitigate teacher turnover. These tactics must encompass competitive compensation, advanced professional development initiatives, and superior working circumstances. These initiatives would ensure that teachers receive sufficient support and motivation to retain their positions, hence decreasing turnover rates and improving school effectiveness.

In light of the study's results on inadequate school effectiveness, school managers ought to prioritize programs aimed at elevating teaching quality and student performance. This may encompass investing in professional development initiatives for educators, cultivating a collaborative teaching atmosphere, and guaranteeing that educational institutions have the requisite tools and instructional materials to facilitate effective learning.

Government agencies and educational administrators must cooperate to formulate policies that tackle teacher shortages and promote long-term stability within the teaching profession. These policies should encompass the enhancement of leadership competencies among school administrators, the prompt replacement of teachers, and the provision of financial and professional incentives to retain qualified educators. By enacting these rules, schools can improve overall performance and establish a more efficient and stable public education system in the Ilorin Metropolis.

In conclusion, mitigating teacher turnover is essential for enhancing school efficacy. By implementing a holistic strategy for teacher retention and school enhancement, legislators and school administrators can foster a more stable, efficient, and sustainable educational system.

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