

MANAGING TEACHER ATTRITION RATE FOR QUALITY EDUCATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

CHINYEREM U. MADUMERE-OBIKE

University of Port Harcourt, Nigeria

CHINYERE C. UKALA

University Of Port Harcourt, Nigeria

AKACHUKWU I. NWABUEZE

University Of Nigeria

ABSTRACT

This study examined the management of teacher attrition rate for quality education delivery in public senior secondary schools in Rivers State, Nigeria. Three research questions and two hypotheses were formulated to guide the study. Analytical survey design was adopted. Population of the study consisted of two hundred and forty-seven (247) public secondary schools with 247 male and female principals and 7,713 teachers in Rivers State. The sample size consisted of 1,104 respondents (both Principals and Teachers) of public senior secondary schools in Rivers State representing 14% of the study population. A self-constructed instrument questionnaire tagged “Managing Teacher Attrition Rate for Quality Education Delivery Questionnaire” (MTARQEDQ) was used for data collection. The instrument was validated and its reliability co-efficient was established at 0.83. The mean and standard deviation were used in answering the research questions while z-test statistical tool were used in testing the hypotheses at a .05 level of significance. The findings revealed that there was no significant difference between the mean scores of principals and teachers on the causes of teacher attrition rate for quality educational delivery in Rivers State public senior secondary schools. Also there was a significant difference between the mean score of principals and teachers on the challenges posed by teacher attrition rate. Significant difference also exists in between the mean scores of male and female teachers on the ways effective management of teacher attrition rate can enhance quality teaching. The study concluded that better services and good welfare packages for teachers can reduce teacher attrition rate. Paying attention to teachers by giving them equal regards with other professions will increase teachers’ retention.

INTRODUCTION

Teachers are the key inputs in educational production process. Their source and stability in the system are the most important keys to improving learning outcome. Teachers are in a service organization that is geared towards human development and character molding. That is why the National Policy on Education declared that, no educational system can rise above the quality of its teachers (Federal Republic of Nigeria, 2013). The success of any educational organization depends on the teaching staff since the teacher is central to the learning process; hence, the teacher’s position is sacred in relation to the students and the society. However, over the years, the teaching profession has been relegated to the background as a result of the so-called ‘greener pastures’. This is the clamour for oil companies and other occupation that offer higher pay and greater prestige. Thus, the teaching force began to lose its best workforce. The qualified teachers are constantly lost to other

institutions such as: custom service, banks, oil companies and other federal government parastatals. It, therefore, followed that only those who could not get better job stayed on while new entrants to the profession use it as a stepping stone to get better jobs.

According to the Merriam-Webster Learner's Dictionary (2015), attrition is a reduction in number of employees as a result of resignation, retirement or death. Borman and Dowling (2014) defined teacher attrition as the process of leaving the teaching profession for other career endeavour. From the following definitions, the researchers consider teacher attrition as the loss of teachers from the teaching profession. Teachers' attrition in Rivers State, Nigeria, manifests in different forms such as retirement, resignation, transfer, acquisition of higher certificate, dismissal and death. From year to year, teachers have retired without replacement. Some leave the profession entirely as they acquire higher certificate, while some of them resign for reason best known to them. Others are sometimes transferred from the class to become administrative staff in the ministry of education or the school board. All these reasons will definitely hamper the quality of school output. Successful management of teacher attrition is therefore, necessary and essential because it will attract new teachers into the educational system as well as increase the retention rate of teachers. Thus, teachers' retention enhances quality education.

THEORETICAL FRAMEWORK

The theoretical Framework of this study was based on the human capital theory of occupational choice propounded by Kuby and Grissimerin (1993). This theory posits that individuals make systematic assessment of the net monetary and non-monetary benefit from occupations and make systematic decisions on how to enter careers, stay or leave an occupation.

Teacher Attrition Rate

Teacher attrition rate is the percentage of teachers exiting the educational profession in a given school year. In calculating this, the number of leavers is estimated by subtracting the number of teachers in year t from those in year t-1 and adding the number of new entrants to the teaching force in year t. Attrition rate is the number of leavers expressed as percentage of the total number of teachers in year t. According to Schreiner (2017):

No matter how one makes his workers happy, from time to time employees will leave, be it to retire, resign, death, re-locate or just in response to changing circumstances in their lives. Sometimes, they leave as a result of attraction of new job or the prospect of a period outside the work force which 'pulls' them. On other occasions they are "pushed" (due to dissatisfaction in their present jobs) to seek attractive employment. Hence it can be as a result of the combination of pull and push factors (p.4).

A high value indicates high levels of teacher turnover which can be disruptive for learning among students (Oragwu & Nwabueze, 2017). Oragwu and Nwabueze (2017) were of the opinion that, where teachers teach for 30-40 years, the attrition rate will be below 5%; attrition rate above 10% indicate that the average teaching career lasts only 10 years. When it comes to turning over employees, the fewer you lose the better as each new hire presents associated challenges for the company. Teachers' shortage is a significant contributing factor that widens equity gaps in education access and learning. Assessing and monitoring teacher attrition is essential to a sufficient supply of qualified and well-trained teachers as well as to their effective development, support and management (UNESCO report, 2012).

Concept of Educational Quality Service Delivery

Service is a product or activity that meets the needs of a user or can be applied by a user. Service delivery is a continuous cyclic process for developing and delivering user-focused services. Quality service delivery is about providing efficient and effective products and services that bring utility to users and customers. The effectiveness of education is contingent on what happens in classrooms (Enebeli, 2016).

Quality service delivery is focused on issues of standards and quality assurance. It is the degree of the effectiveness of the product with a view to increase productivity. This emphasizes the need for the attainment of excellence in educational activities. Igwe (2012) identified some major constraints to quality of teachers' service delivery as lack of retention among teachers, inadequate teaching facilities/aids and, most importantly, teachers' general condition of service.

UNESCO (2012) report as cited in Agih (2015) highlighted the indices of quality education to include but not limited to:

- i. **Quality learners:** Are learners healthy, well-nourished and ready to participate and learn, supported in learning by their families and communities?
- ii. **Quality learning environment:** Is the environment healthy and safe, protective and gender sensitive and provides adequate resources and facilities?
- iii. **Quality content:** Is the content reflected in the relevant curriculum and materials for the acquisition of basic skills and knowledge?
- iv. **Quality process:** The processes through which trained teachers use child-centered teaching approaches in well managed classrooms and schools and skill assessment to facilitate learning,
- v. **Quality outcome:** The outcome that encompasses knowledge, skills and attitudes and is linked to national goals for education.

Causes of Teacher Attrition

The attrition of teachers is a challenge for schools and school administrators in both developed and developing countries like Nigeria. Research findings in the area revealed that several factors cause teachers attrition. These include inadequate salary, poor condition of service, low prestige, low social status, poor work environment, lack of job satisfaction, standard of human capital accumulated, and leadership style among others (Fati, 2010; Ojong, 2009).

Strategies for Managing Attrition in Public Senior Secondary Schools

In order to entice exceptional individuals into the teaching profession and to retain these gifted teaching staff to accord their loss into other profession, the following measures among others have to be put in place (Babalola & Ayeni, 2015; Pistoe, 2013).

- Teachers' salary should be increased to be comparable to the national average and should be paid when due.
- The government should make favourable condition of working environment and facilities that will make teachers' function effective and efficient.
- Teaching should be accorded its social recognition and prestige. There should be propagation of teachers' importance through TV, radio, newspapers and other appropriate media for moral encouragement because teachers are likely to stay if they receive gratitude and respect from students, parents and general public.
- Mentoring as a strategy that improves teachers' retention and enhances teaching quality.

Managing Teacher Attrition Rate for Quality Education Delivery

Managing teacher attrition rate involves using management principles to reduce the rate at which teachers leave the school system for other lucrative jobs. Uwaifo (2010) saw managing teacher attrition or teachers' retention therefore as the process of ensuring that teachers are kept in jobs for stability and long term use through proper maintenance. In agreement with this definition, Steffet et al as cited in Duze and Ogbah, (2013) maintained that, teachers' retention initiatives are often based on the recognition of certain needs to keep in classrooms those teachers who are qualified and utilize effective teaching strategies demonstrated to increase students' achievement.

Challenges of Teacher Attrition

Teacher attrition has been associated with different negative impact in the education sector. The attrition of teachers is wastage because the secondary education system is losing employees whose performance, skills and qualifications are valuable resources, hence attrition causes drainage to school and the whole education system. It reduces the quality of teachers since the most competent teachers are most likely to leave. The Alliance for Excellent Education (2005) reported that, high teacher attrition rates have negative effects on students' achievement. It further stated that, a major challenge of teacher attrition is that students are taught by less experienced, less qualified teachers who do not stay long enough to become experts.

STATEMENT OF THE PROBLEM

The teaching profession in secondary school seems to envisage the highest form of attrition compared to any other profession. This could be attributed to the lack of satisfaction inherent in the public secondary school system of Nigeria. Teacher attrition brings about shortage of teachers in most subject areas which in turn hampers the improvement of quality education. Presently, teacher attrition rate in public senior secondary schools in Rivers State is not easily noticed because of lack of accurate data. Teachers seem to be retired without immediate replacement and some who left the job for other jobs were still on the payroll receiving monthly salary if not for the help of the biometrics conducted recently to fish them out. This exodus of teachers has left some schools without teachers in some core subjects leading to severe disruptions to learning process. It therefore becomes necessary to map out ways to managing teacher attrition rate so as to enable teachers to settle down for better job performance and productivity. Although theoretical study of teacher attrition in Rivers State secondary school is viewed by some writers, yet no empirical study has been carried out on how to manage teacher attrition rate for quality education delivery in the State. Hence, the researcher deemed it fit to cover this gap. Thus the problem of this study is how to manage teacher attrition rate for quality education delivery in public senior secondary schools in Rivers State, Nigeria.

AIM AND OBJECTIVES OF THE STUDY

The aim of this study was to investigate the management of teacher attrition rate for quality education delivery in public senior secondary schools in Rivers State, Nigeria.

Specifically the objectives of the study were:

1. To find out the causes of teacher attrition rate in public senior secondary schools in Rivers State;
2. To determine the strategies for managing teacher attrition rate for quality teaching delivery in public senior secondary schools in Rivers State;
3. To investigate the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State.

RESEARCH QUESTIONS

The following research questions were raised to guide this study:

1. What are the causes of teacher attrition rate in public senior secondary schools in Rivers State?
2. What are the strategies for managing teacher attrition rate for quality teaching delivery in public senior secondary schools in Rivers State?
3. What are the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State?

HYPOTHESES

The following hypotheses were used to guide the study:

HO₁: There is no significant difference between the mean scores of principal and teachers on their perceptions of causes of teacher attrition rate in Rivers State Public senior secondary schools.

HO₂: There is no significant difference between the mean scores of principals and teachers on their perceptions of the challenges posed by teacher attrition rate in Rivers State public senior secondary schools.

METHODOLOGY

This study adopted an analytical survey design with a population of two hundred and forty-seven (247) public senior secondary schools with 247 male and 7,713 female teachers in public senior secondary schools in Rivers State. The sample size consisted of 1,104 respondents (Principals and Teachers) of public senior secondary schools in Rivers State representing 14% of the study population. A self-constructed instrument questionnaire tagged “Managing Teacher Attrition Rate for Quality Education Delivery Questionnaire (MTARQEDQ)” was used for the data collection. The instrument was validated and its reliability co-efficient was established at 0.83. The mean scores and standard deviations were used in answering the research questions while z-test statistical tool was used in testing the hypothesis at 0.05 level of significance.

RESULTS

Research Question 1: what are the causes of teacher attrition rate in public senior secondary schools in Rivers State?

Data on Table 1 (See Appendices) showed that, all the items (1-10) had weighted mean scores above the mean criterion of 2.50 and were determined to be the causes of teacher attrition rate in public senior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.96 which is above the criterion mean of 2.50, the respondents agreed that the tested variables are the causes of teacher attrition rate in public senior secondary schools in Rivers State. Therefore, the causes of teacher attrition rate in public senior secondary schools in Rivers State include: inadequate teaching salary, delays in career structure and promotion, inadequate instructional materials in school, poor classroom conditions, lack of better physical facilities in school, low level of recognition for secondary school teachers by government officials/parents/students, low socio-economic status compared to other non-teaching employees with similar qualification, insufficient support of teachers by school management, students’ disciplinary problems frustrating teachers in school, and lack of provision for teachers’ professional development.

Research Question 2: What are the strategies for managing teacher attrition rate for quality teaching delivery in public senior secondary schools in Rivers State?

Data on Table 2 (See Appendices) showed that, all the items (1-15) had weighted mean scores above the criterion mean of 2.50 and were determined to be the strategies for managing teacher attrition for quality teaching delivery in public secondary School in Rivers State. In sum-

mary, with an aggregate weighted mean of 2.97 which is above the criterion mean of 2.50, the respondents agreed that strategies for managing teacher attrition for quality teaching delivery based on the tested variables include: implementation of new salary structure for teachers, maintaining well-furnished and attractive offices and classroom in schools, regular promotion of teachers when due, adequate remuneration such as car loans/housing loans/ health loans, enlistment of teachers for staff professional development programmes such as in-service trainings/study leave, social recognition/prestige accorded to teaching, recruitment of the best brains and those who love teaching, modernizing schools to meet the 21st century standard, saving money to support teachers, granting favourable retirement/pension policy, establishing Special ways for honoring and awarding teachers to appreciate teachers' effort, protection of teachers against hazards in the school (i.e. insult from students and protection from kidnappers), granting special allowances to rural teachers, providing staff with ICT skills for quality service delivery, and mentoring of teachers to retain and enhance their teaching quality.

Research Question 3: What are the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State?

Data on Table 3 (See Appendices) showed that, all the items (1-10) had weighted mean scores above the criterion mean of 2.50 and were determined to be the challenges posed by teacher attrition in public senior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.94 which is above the criterion mean of 2.50, the respondents agreed that all the variables tested are the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State. Therefore, the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State include: laissez-faire attitude among students, student lack of discipline, lack of commitment by students, lack of full coverage of school work, too much workload for the remaining teachers, low morale among the remaining teachers, employment of unqualified teachers, disorderliness in school leading to low productivity, poor school environment, and lack of government attention to the affairs of the school.

Hypotheses Testing

H₀: There is no significant difference between the mean scores of principals and teachers on the causes of teacher attrition rate in Rivers State public senior secondary schools.

Table 4: Summary of z-test Analysis on the mean scores of principals and teachers on the causes of teacher attrition rate in Rivers State public senior secondary schools.

Respondents	N	Mean	St.D	Level of Sig.	df	z-calculated	z-critical	Decision
Principals	98	3.07	0.73	0.05	1076	0.98	±1.961	Not significant (accept H ₀)
Teachers	980	2.82	0.48					

Data on Table 4 revealed the summaries of subject, mean, standard deviation and z-test of difference between the mean scores of principals and teachers on the causes of teacher attrition rate in Rivers State public senior secondary schools. The calculated z-test value used in testing hypothesis stood at 0.98, while z-critical value stood at ±1.961 using 1076 degree of freedom at 0.05 level of significance. At 0.05 level of

significance and 1076 degrees of freedom, the calculated z-value of 0.98 is less than the z-critical value of ± 1.961 . Hence there is no significant difference between the responses of the two groups of respondents. Consequently, the researchers accepted the null hypothesis, and concluded that there is no significant difference between the mean scores of principals and teachers on the causes of teacher attrition rate in Rivers State public senior secondary schools.

HO₂: There were no significant difference between the mean scores of principals and teachers on the challenges posed by teacher attrition rate in Rivers State public senior secondary schools.

Table 5: Summary of z-test Analysis on the mean scores of principals and teachers on the challenges posed by teacher attrition rate in Rivers State public senior secondary schools.

Respondents	N	Mean	St.D	Level of Sig.	df	z-calculated	z-critical	Decision
Principals	98	3.09	0.72	0.05	1076	2.20	± 1.961	Significant
Teachers	980	2.80	0.49					(Reject HO ₂)

Data on Table 5 revealed the summaries of subject, mean, standard deviation and z-test of difference between the mean scores of principals and teachers on the challenges posed by teacher attrition rate in Rivers State public senior secondary schools. The calculated z-test value used in testing hypothesis stood at 2.20, while z-critical value stood at ± 1.96 using 1076 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 1076 degrees of freedom, the calculated z-value of 2.20 is greater than the z-critical value of ± 1.96 , Hence there is a significant difference between the responses of the two groups of respondents. Consequently, the researcher rejected the null hypothesis, and concluded that there is a significant difference between the mean scores of principals and teachers on the challenges posed by teacher attrition rate in Rivers State public senior secondary schools.

DISCUSSION OF FINDINGS

Causes of Teacher Attrition in Public Senior Secondary Schools

From the study, the respondents agreed that inadequate salary, delays in career structure and promotion, inadequate instructional materials in school, poor classroom conditions, lack of better physical facilities in school, low level of recognition for secondary school teachers by government officials, parents and student, low socio-economic status of secondary school teachers compared to other non-teaching employees with similar qualification, insufficient support of teachers by school management, frustration of teachers in school as a result of students disciplinary problems and no provision for teachers' professional development are the causes of teacher attrition in public senior secondary schools in Rivers State. The test of Hypothesis One showed that, there is no significant difference between the mean scores of principals and teachers on the causes of teacher attrition rate in Rivers State public senior secondary schools. In line with the findings, Fati (2010) revealed that, the several factors which cause teacher attrition include inadequate salary, poor condition of service, low prestige, low social status, poor work environment, lack of job satisfaction, poor standard of human capital, and bad leadership styles.

Strategies for Managing Teacher Attrition for Quality Teaching Delivery

The finding also, revealed that, the strategies for managing teacher attrition for quality teaching delivery in public secondary School in Rivers State include: implementation of new salary structure for teachers, maintaining well-furnished and attractive offices and classroom in schools, regular promotion of teachers as at when due, adequate remuneration such as car loans/housing loans/ health loans, enlistment of teachers for staff professional development programmes such as in-service trainings/study leave, social recognition/prestige accorded to teaching, recruitment of the best brains and those who love teaching, modernizing schools to meet the 21st century standard, saving money to support teachers, granting favourable retirement/pension policy, establishing Special ways for honoring and awarding teachers to appreciate teachers' effort, protection of teachers against hazards in the school (i.e. insult from students and protection from kidnappers), granting special allowances to rural teachers, providing staff with ICT skills for quality service delivery, and mentoring of teachers to retain and enhance their teaching quality. This finding agrees with that of Duze and Ogbah, (2013) who maintained that teachers' retention initiatives are often based on the recognition of certain needs to keep in classrooms those teachers who are qualified and utilize effective teaching strategies demonstrated to increase students' achievement.

Challenges Posed by Teacher Attrition in Public Senior Secondary Schools

From this study, the respondents agreed that, the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State include: laissez-faire attitude among students, student lack of discipline, lack of commitment by students, lack of full coverage of school work, too much workload for the remaining teachers, low morale among the remaining teachers, employment of unqualified teachers, disorderliness in school leading to low productivity, porous school environment, and lack of government attention to the affairs of the school. The test of hypothesis two showed that, there is a significant difference between the mean scores of principals and teachers on the challenges posed by teacher attrition rate in Rivers State public senior secondary schools. According to Gordon (2014), teacher attrition rate has led to increased operational costs broadly categorized as training and recruitment. He asserted that attrition rate has threatened the objectives of education as stipulated in vision 2030 and thwarted the Education for All (EFA) initiative due to its ripple effect on student's enrolment.

CONCLUSION

Based on the findings of the study, it was concluded that, better services and good welfare packages for teachers can reduce teacher attrition rate. Paying attention to teachers by giving them equal regards like other professions would increase their retention. Continuous increase in teacher attrition rate brings about a collapse in secondary education. This is evidenced by the fact that the available teachers in public schools may not have the needed experience and skills to handle students. Furthermore, when teachers' needs are met, as well as motivated, they will always want to retain their jobs.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the researchers also recommended that among others that social recognition/prestige should be accorded to teaching, as this will give teachers a sense of dignity, thereby making them feel as important as other profession and qualified and dedicated teachers should be employed to handle different subject areas in order to reduce work load on them. This will encourage them to remain as well as enhance quality delivery in schools.

REFERENCES

- Agih, A. A. (2015). Effective School management and supervision: Imperative of quality educational service delivery. *Africa Research Review. An International Multidisciplinary Journal Ethiopia*, 9(3) 62-74.
- Babalola, J. B., & Ayeni, A. O. (2015). *Educational management: Theories and task*. Lagos: Macmillan Nigeria Publishers Ltd.
- Borman, G., & Dowling, N. (2014). Teacher attrition and retention: A meta-analytical and narrative review of the research. *Review of Educational Research*, 78(3), 367-409.
- Duze, O., & Ogbah, R. (2013). Retaining and developing quality teachers: Critical issues for administrators in Nigeria secondary schools. *Journal of Sociological Research*, 4(1), 145-161
- Enebeli, S. N. (2016). *Management of educational facilities for quality service delivery in senior secondary schools in Obio/Akpor Local Government Area of Rivers State*. Master's degree Thesis, University of Port Harcourt, Port Harcourt, Nigeria.
- Fati, A. A. (2010). *Teacher retention in secondary school: A strategy for effective planning in Mina Metropolis*. Unpublished Master Thesis, Usnan Danfodio University, Sokoto, Nigeria.
- Federal Republic of Nigeria (2013). *National Policy on Education* (6th ed.). Abuja: NERDC Press.
- Gordon, O. M. (2014). *Influence of teacher turnover related factors on student environment in private middle level colleges in Kisumu City, Kenya*. Unpublished Master Thesis, University of Nairobi, Nairobi, Kenya.
- Igwe, R. O. (2012). An evaluation of teachers' service delivery in Nigeria. *Social Science Journal*, 7(2), 21-27.
- Kuby, S. & Grissner, D. (1993). *Teacher attrition: Theory, evidence and suggested policy options*. 1700 man street. Retrieved June 15, 2018 from <http://www.rand-org/pubs/papers/2009>
- Merriam-Webster Learner's Dictionary (2015). Meaning of attrition. Retrieved June 17 20, 2018 from <https://www.iaarian-websterxom/dictionary/attributionMerriam Webster Inc>.
- Ojong, T. T. (2009). Problems of teacher retention in secondary schools in rural areas and strategies for solution. *Journal of Arts and Education*, 3(2), 96-107.
- Oragwu, A. A., & Nwabueze, A. I. (2017). Perceived impact of teacher attrition on teaching and learning in secondary schools. *International Journal of Educational Research and Policy Making*, 1(1), 43-51.
- Pitsoe, V. J. (2013). Teacher attrition in South Africa: Trends, challenges and prospects. *Journal of Social Sciences*.36 (3), 309 - 318
- Schreiner, E. (2017). *What's a healthy employee turnover rate?* Retrieved on May 13 2018 from www.smallbusinesschrou.com/healthyemployeeturnover-rate. 12145. html.
- The Alliance for Excellent Education (2004). *Tapping the potential: Retaining and developing high quality new teachers* (Report). Washington, DC. Retrieved from <http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf>
- UNESCO (2012). *Teacher Education in Africa, past, present and future*. Dakar: UNESCO Report.
- Uwaifo, O. R. (2010). *Technical education and its usage in Nigeria in the 21st century*. Retrieved on May 3rd 2018 from www.academicjournals.org/ingoi/pdf2014.

Table 1: Mean (\bar{X}) and standard deviation (SD) on the responses of Principals and Teachers on the causes of teacher attrition rate in public senior secondary schools in Rivers State.

S/N	Items	Principals		Teachers		Mean Set	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Inadequate teaching salary.	3.12	1.28	2.73	1.14	2.93	Agreed
2	Delays in career structure and promotion	2.98	1.22	2.80	1.16	2.89	Agreed
3	Inadequate instructional materials in school	3.04	1.24	2.89	1.18	2.97	Agreed
4	Poor classroom conditions	3.08	1.26	2.88	1.18	2.98	Agreed
5	Lack of better physical facilities in school	3.13	1.28	2.79	1.16	2.96	Agreed
6	There is low level of recognition for secondary school teachers by government officials, parents and student	3.12	1.28	2.71	1.14	2.92	Agreed
7	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification	2.98	1.22	2.86	1.17	2.92	Agreed
8	Insufficient support of teachers by school management	3.04	1.24	2.80	1.16	2.92	Agreed
9	Students' disciplinary problems frustrate teachers in school	2.08	1.26	2.89	1.18	2.99	Agreed
10	There is no provision for teachers' professional development	3.13	1.28	2.88	1.18	3.01	Agreed
	Average	3.07	1.26	2.82	1.17	2.96	Agreed

APPENDICES

Table 2: mean (\bar{X}) and standard deviation (SD), on the responses of Principals and Teachers on the strategies for managing teacher attrition rate for quality teaching delivery in public senior secondary schools in Rivers State.

S/N	Items	Principals		Teachers		Mean Set	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Implementation of new salary structure for teachers.	3.13	1.28	2.79	1.16	2.96	Agreed
2	Maintaining well-furnished and attractive offices and classroom in schools.	3.12	1.28	2.71	1.14	2.92	Agreed
3	Regular promotion of teachers as at when due.	3.09	1.26	2.86	1.17	2.98	Agreed
4	Adequate remuneration such as car loans; housing loans and health	3.04	1.24	2.80	1.16	2.92	Agreed
5	Enlistment of teachers for staff professional development programmes such as in-service trainings, study leave etc	3.08	1.26	2.80	1.16	2.94	Agreed
6	Social recognition/prestige accorded to teaching	3.12	1.28	2.86	1.17	2.99	Agreed
7	Recruitment of the best brains and those who love teaching.	2.98	1.22	2.88	1.18	2.91	Agreed
8	Schools should be modernize to meet the 21 st century standard	3.04	1.24	2.79	1.16	2.92	Agreed
9	School management should save money to invest in the long run to support teachers	3.08	1.26	2.71	1.14	2.90	Agreed
10	Grant of favourable retirement/pension policy	2.92	1.19	3.04	1.24	2.98	Agreed
11	Special ways for honoring and awarding teachers should be given to appreciate teachers' effort	2.97	1.21	3.04	1.24	3.01	Agreed
12	Protection of teachers against hazards in the school i.e. insult from students and protection from kidnappers	2.97	1.21	3.13	1.28	3.05	Agreed
13	Grant of special allowances to rural teachers	3.04	1.24	3.04	1.24	3.04	Agreed
14	Provide staff with ICT skills for quality service delivery	3.14	1.29	3.03	1.24	3.09	Agreed
15	Mentoring of teachers to retain and enhance their teaching quality.	3.06	1.25	2.71	1.14	2.89	Agreed
	Average	3.05	1.25	2.88	1.19	2.97	Agreed

Table 3: Mean and Standard Deviation (SD), on the Responses of Principals and Teachers on the challenges posed by teacher attrition rate in public senior secondary schools in Rivers State.

S/N	Items	Principals		Teachers		Mean Set	Remark
		\bar{X}	SD	\bar{X}	SD		
1	Laissez-faire attitude among students	3.18	1.31	2.71	1.14	2.95	Agreed
2	Student lack of discipline	2.96	1.21	2.75	1.15	2.86	Agreed
3	Lack of commitment by students	3.04	1.24	2.89	1.18	2.97	Agreed
4	Lack of full coverage of school work	3.08	1.26	2.70	1.14	2.89	Agreed
5	Too much workload for the remaining teachers	3.13	1.28	2.79	1.16	2.96	Agreed
6	Low morale among the remaining teachers	3.12	1.28	2.71	1.14	2.92	Agreed
7	Employment of unqualified teachers	3.09	1.26	2.86	1.17	2.98	Agreed
8	Disorderliness in school leading to low productivity	3.04	1.24	2.80	1.16	2.92	Agreed
9	Porous school environment	3.08	1.26	2.86	1.17	2.97	Agreed
10	Lack of government attention to the affairs of the school	3.13	1.28	2.88	1.18	3.01	Agreed
	Average	3.09	1.26	2.80	1.16	2.94	Agreed