

## Selection Process, Teachers' Welfare and Attrition Rate of Teachers in District II, Lagos State

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**Abstract.** Teachers are the wheel upon which the teaching /learning process revolves. The importance of teachers in the school necessitates the high need to recruit them systematically and to retain them for high performance. This study examined the selection process and welfare package of teachers vis a vis their attrition rate in District II, Lagos State. The study used the survey design technique. A multi stage sampling technique was used to select 300 teachers from the 52 Senior Secondary Schools. Five research questions and five hypotheses were raised for the study. A researcher constructed questionnaire "Teachers Selection, welfare package and Attrition level Questionnaire" (TSWPATQ) was used to obtain data. The research questions were answered in mean and standard deviation while the hypotheses were tested with Chi-square, t-test, ANOVA and multiple regression. The findings showed that selection of teachers is based mainly on the informal process; the welfare of teachers in the district is not satisfactory; the attrition rate is on the single digit for the period under review and that unsatisfactory welfare package of teachers contributed more to attrition than the selection process of teachers in the district. It was also found that gender and age relate to attrition. Recommendations such as reviewing the welfare package of teachers, utilising the formal selection process and maintaining the policy of employing trained teachers with emphasis on adequate concession for female and fresh teachers were proffered for favourable teachers retention and job satisfaction.

**Keywords:** Teachers' Selection, Welfare, attrition, retention, resignation, productivity

### 1. Introduction

The whole process of education revolves round the foremost human resources in the school who are the teachers. Teachers are the wheel upon which the teaching /learning process revolves. The importance of teachers in the school necessitates the need to recruit them systematically in order to attract a pool of reliable productive teachers who can achieve high students' performance as stipulated in the National Policy of Education (NPE), (2014). Selection of teachers according to Ejiogu (2001) is a mutual process whereby the civil service or the teaching board, decides whether or not to offer the candidate a job through various techniques. In order to have a fair, credible and objective recruitment or selection process, the right steps should be meticulously adhered to. It has been advocated that sufficient deliberate efforts should be ensured towards having a sound selection policy, as getting the right teachers is the foundation of a good education in Nigeria ( Oke, Ajagbe, Ogbari, & Adeyeye, 2016). All recruitment activities shall be targeted towards attracting the right calibers of teachers through the Civil Service.

There are two major types of teachers' selection-the formal and the informal. The formal selection process as practiced in Lagos State involved advertisement that attracts candidates from all districts in the State. The formal selection process involve written examination coupled with oral interview sessions to assess

how well each candidate matches the requirements outlined in the job description which must include the minimum entry qualification with the right degree in education (Federal Government of Nigeria FGN,2014) The informal selection process on the other hand is a less cumbersome process whereby teachers are selected through a simple procedure that involves internal recruiting, without recourse to advertisement or regimented interview. Of the two major types of selection processes available for teachers, the credible and reliable one as suggested by most researchers is the formal type ( Oke et. al., 2016 and Omisore & OKofu, 2014). The formal selection with strict interviewing is not used regularly due to its administrative constraints but may bring in more experienced teachers with teaching qualifications.

A larger proportion of teachers are selected through the informal process as most school district officers preferred to employ more teachers with less rigorous process through internal posting from the school board and the Parents Teachers Association (PTA) Forum palliative effort. Most of the teachers employed through the less formal means might not have their education requirements but will be made to undergo further training. Some of these teachers are easily susceptible to teachers' attrition as they keep scouting for their preferred jobs in other fields (Miller and Chait, 2008)). The informal selection such as the school board posting and the PTA forum selection cannot be devoid of errors, subjectivity and negative selection indices like mirror image or nepotism ( undeservedly favoring some applicants) may be applied (Ahmad & Schroeder, 2002). On the other hand, the formal selection process has been adjudged to be cumbersome but credible in recruiting the right teachers based on merit and the possession of teachers' qualification (Lagos State, 2013).

Every selection process must aim to get the best set of teachers for effective students' performance but the whole crux of recruiting teachers lie in their retention through adequate staff welfare. The term welfare for teachers or staff refers to the total wellbeing of employees

both at school and at home (Armstrong, 2006). Staff welfare generally is the provision of a minimal level of comfort and social support, it is concerned with the total teachers' health status, happiness, as well as their safety (Dale, 2006). In Nigeria, the welfare package to teachers in terms of remuneration and other benefits has been under serious criticisms. Teachers in Lagos State according to Ubom (2002) cannot boast of good welfare package in terms of health, social security, transportation and accommodation that will guarantee their social and health wellbeing. Teachers in Lagos state might be regularly paid, but the aspects of welfare seemed to be grossly inadequate. This is so piercing as most teachers shun their classes to seek other means to boost their income (Adelabu, 2005). Staff welfare has been linked to teachers' performance according to Ajayi &Oguntoye (2003) since it is one of the motivating factors. People join the teaching profession not only to earn a living but also to attain high achievements in terms of high social status, personal, family and community wellbeing (UNESCO,2004) Young school leavers do not want to pursue teaching today as it is considered a poverty stricken profession (Ayayi & Oguntoye, 2003). The welfare package of teachers is so disparaged resulting in the challenge of losing experienced teachers on grounds of poor welfare provision. Some teachers tend to leave the teaching profession to other jobs leading to what is known as teachers' attrition.

Teachers' attrition according to Miller and Chait (2008) is the process whereby teachers leave the classroom to take up other professional responsibilities, inside or outside of education, or to spend more time with their families. Teacher attrition is a reduction in the teaching force due to resignation from the field to other fields. It could be permanent or temporary due to several reasons like low wages, lack of professional development, teaching workloads, low societal rating of teachers etc (Egu, Wuju & Chionye, 2011& UNESCO, 2006). Teachers should not only be recruited, but should be maintained through adequate welfare to avoid attrition with high retention rate.

Selection process can be termed the best only if the staff especially the teachers in Lagos state are retained to ensure better performance of students. In Lagos state teachers are employed through the formal (strict interview) and informal process (the internal board, the PTA). Teachers' attrition seemed to be more rampant with teachers selected through the unofficial way as most of them with no teaching qualification, quickly jump at better offer of other jobs. This was attested to by most principals in the district that teachers employed without teaching qualification easily chat their own course to other fields (Tescom, 2004). On the other hand the study noted that teachers who have toiled to go through the strict selection process by District Directors seemed not to be in a hurry to leave the profession. This makes teachers' attrition rate seemed to be higher among teachers selected through informal process. There is a dire need to recruit and retain teachers for continuity and better experience over the years. But this seemed not the case as Lagos State often struggle to retain selected teachers who might not be satisfied in terms of welfare and condition of service; they only buy time, hoping to get out or even resign to join other profession like business or politics (Fagbamiye, 2000).

The selection process of teachers and teachers' welfare package are more likely to influence teachers' attrition. When strict regimented procedures are used at getting the right teachers, there is every likelihood of greater efforts aimed at retaining them. In Lagos State, teachers engaged in trade and other jobs to make ends meet. What then is the retaining factors of teachers? How has the selection process and teachers' welfare deterred or spurred teachers' attrition? These questions are paramount considering the fact that the societal rating of teachers might be hinged on the conditions of service and their mode of recruitment. If teachers are to be selected and retained till retirement for better service delivering, the challenge of teacher attrition seemingly resulting from inadequate welfare has to be addressed. This will forestall low societal rating of teachers in Lagos State and Nigeria as a whole in order to revive the pride of the teaching profession.

### 1.1 Statement of the Problem

In every profession, as experienced by the researcher with other fields like Accountancy, Medicine, Engineering, the premium importance rest at the entry point of selection. The teaching profession being a nurturer must strive to attain high esteem through the right process of recruitment. In Lagos state teachers are selected through formal and informal ways. In order for teachers to impact positively on the students through high performance, retaining them is paramount (Ingerson, 2003). The appreciable welfare for teachers and technical process of selection would boost the image and morale of teachers and eliminate attrition which constitutes wastages as often experienced. In Lagos State the primary attrition rate is low while the secondary attrition which entails teachers leaving their jobs temporarily is higher as shown from the Lagos (2013)) data.

Researchers Oke et al .(2016) have shown that the primary attrition might not be the bane but the secondary attrition whereby teachers engage in multi tasks other than teaching. However, the situation is not so different in Nigeria, where the turnover rate is suggested to be above 10%. . In Lagos State, the trained teachers employed formally would not easily abandon their job due to the quest for higher grade Level as seen in the career profile of teachers in the District (Lagos, 2013). Consequently most experienced retired teachers claimed to have been selected through the formal/strict examination interview. The situation of teachers leaving the field is further complicated as a result of poor welfare package to teachers. Staff welfare is one of the most pressing factors that allow for high retention of staff especially teachers. In most countries to which Nigeria and Lagos State belong meager salary, inadequate facilities have necessitated the exit of credible, intelligent teachers (TESCOM, 2013). Employees belong to professional body not only to earn a living but also to improve their personal, family and social status (UNESCO, 2004). How then can the teaching as a profession be well structured to avoid wastages in terms of human and financial resources as experienced in attrition? It is against this background that the study seeks to investigate

the selection process and welfare package of teachers vis a vis their influence on teachers' attrition in Lagos State

### 1.2 Research Questions

The following research questions were raised to guide the study:

- What is the state of teachers' welfare package in Lagos State, District II?
- How are teachers selected in Lagos State, District II?
- To what extent does the selection process of teachers influences teachers attrition?
- To what extent does teacher welfare package influences teacher attrition?
- What is the joint contribution of selection process, welfare package of teachers on teachers' attrition?

### 1.3 Hypotheses

The following hypotheses guided the study:

- Selection process of teachers does not significantly relate to teachers attrition.
- Welfare of teachers does not significantly relate to teachers attrition in Lagos District II.
- There is no significant gender difference on the state of teachers' attrition in District II, Lagos
- There is no significant difference in age in relation to teachers' attrition in District II, Lagos
- There is no significant joint contribution of selection process and welfare package of teachers on teachers' attrition.

## 2. Literature Overview

Several empirical studies have been carried out on teachers' attrition, retention and causes across the globe. In Nigeria and most developing country in Africa, attrition is mainly caused by welfare and condition of service factors as indicated by (Paul & Kwame, 2007). In another study Osei (2006) established that some teachers engage in multiple works to sustain their

livelihood. Egu, Wuju & Chionye (2012) in the study of teacher attrition and the Universal Basic Education (UBE) programme identified temporal and permanent types of attrition, the researchers findings indicated that teachers with specific human capital were less likely to leave the teaching profession in comparison with those with acquired generic human capital. Adamu (2010) in a study of attrition and administrative effectiveness with secondary school teachers in Bauchi State, Nigeria found that teachers cited lack of administrative support from their principal as the main reason for their departure, those who do not indicate support for their principals indicated their interest of leaving the teaching profession. In the same vein, Fati (2010) in the study of teachers' attrition and learning characteristics, established that apart from welfare of teachers poor learning environment was the next major factor initiating attrition among teachers. The study indicated that most secondary schools in Nigeria study in un-conducive learning atmosphere with dilapidated facilities and inadequate laboratories. Faremi (2017) in the study of teacher recruitment, security and attrition found out that the school selection process were mostly conducted by the school managers which easily triggered teachers' attrition.

In another dimension, Borman & Dowling (2008) conducted a meta-analysis and narrative research on teacher attrition and retention and found out that five category of teachers factors-teacher demographic variables, teacher qualifications, school organisational characteristics, student body characteristics influence teachers' attrition. Still on factors necessitating attrition in schools, Engel & Cannata, (2015) and Lankford, Loeb, & Wyckoff (2002) established that differences in teacher retention are attributed to diverse factors of teacher preferences and district hiring practices relating to how teachers are sorted differentially across states, districts and schools. In one of the most cited literature in the field of teacher attrition, Guarino, Santibañez, & Daley (2006), developed a conceptual framework where they found out that certain teachers characteristics like psychological factors, qualification, experience, gender, age,

capability, field or specialization, influence their decisions to leave teaching. Literature established that teachers' attrition is not evenly spread among teachers' factors, Ingersoll, Merili, Stuckey& Collins (2018) found that women are most likely to leave teaching than men due to domestic challenges. Other studies showed that fresh younger teachers have the tendency to attract attrition than experienced ones (Papay; Bacher-Hicks; Page & Maninell., 2017& Goldring;, Taje;, & Riddles, 2014 & Ingersoll, 2003).

The most recent systematic review on employee turnover was conducted by Rubenstein, Eberly, Lee,& Mitchell (2017). In their findings, they classified factors inciting attrition into nine levels as: individual attributes, aspects of the job, job attitudes, newer personal conditions, organisational context, person-context, external job market, attitudinal withdrawal, and employee behaviors. Beteille, Kalogrides,& Loeb (2009) study on management effectiveness found out that effective principal style, can decrease attrition for teachers with high value added scores, this was also found out by Grissom (2011) and Redding & Smith (2016) studies that effectiveness of principals managerial style reduce teachers chances to exit the profession.

### 3. Methodology

The descriptive survey design was used for the study. The participants for the study were

teachers from District 11, Maryland Lagos State. The population of the study consist the 52 senior secondary schools with 1052 teachers. A multi stage sampling technique was used to collect the participants for the study. The schools were stratified based on Local Government bringing the strata to three. Then a random sampling technique was used to sample five schools from each stratum to make the sample schools to be 15. From each of the selected schools 20 teachers were randomly selected. Thus, the total sample of participants were 300 teachers. A researcher constructed questionnaire titled Teachers Selection, welfare package and Attrition level Questionnaire (TSWPATQ) was used to solicit response from the respondent. The TSWPATQ was divided into two parts, section A dealt with the demography information of participants while Section B contained questions on the research questions raised. The questions were in a 4- point likert typed scale, administered to the participants in the schools, a total of 293 copies were retrieved. The questionnaire was validated and went through a test retest pilot study with a reliability coefficient of 0.78. The attrition rate was determined by the employment trend chart for the period of five years. The results of the data to the research questions were presented in tables of frequencies, mean and standard deviation while the hypotheses were tested with Chi-square, t-test, ANOVA and multiple regression. The participants' breakdown is shown in Table 1.

**Table1:** Demographic data

<b>Gender</b>	<b>N</b>	<b>(%)</b>
Male	89	30.4
Female	204	69.6
<b>Total</b>	<b>293</b>	<b>100</b>
<b>Age</b>	<b>N</b>	<b>(%)</b>
25-35	71	24.2
36-46	98	33.4
47-57	60	20.5
58 and above	64	21.8
<b>Total</b>	<b>293</b>	<b>100</b>
<b>Academic Qualification</b>	<b>N</b>	<b>(%)</b>
B.Ed, B.A.Ed, B.sc. Ed.	191	65.2

NCE	102	34.8
<b>Total</b>	<b>293</b>	<b>100</b>
<b>Working Experience</b>	<b>N</b>	<b>(%)</b>
1—10	46	15.7
11—20	64	21.8
21-30	69	23.5
31-40	70	23.9
41 and above	44	15
<b>Total</b>	<b>293</b>	<b>100</b>

Table 1 presents the demographic data of the participants. The female participants were more in number amounting to 204 (69.6%) while the male are 89(30.4%).The age of the participant showed that the younger fresh teachers in the range of 25-46 years were more, 71 (24.2%) were within 25-35 years, 98 (33.4%) were within 36-46 years, 60(20.5%) were within 47-57 years while 64 (21.8%) were from age 58 years and above. Participants with Bachelor degrees were 191 (65.2%) while those without degrees such as Nigerian Certificate in Education NCE were 102 (34.8%). On working experience, participants within 10 years working experience were 46 (15.7%), those within 11-20 working years were 64(21.8%) ,those within 21-30 working years were 69 (23.9%),those within 31-40 working years were 70 (23.9%) while those within 41 working years and above were 44 (15%).

**4. Presentation of Data**

Considering the Likert scale SA = 4, A=3, D= 2, SD=1 as described in the research methodology, the criterion mean was computed as follows:

$$x = (4+3+2+1)/4 = 2.5; \text{ where; } x = 2.5 \text{ forms the criterion mean, the basis for decision.}$$

If the  $G > C$ , it implies that the participants view the variable under consideration to be high but vice versa.  $G < C$  then the variable under consideration is low.

**Research Question 1:** What is the state of teacher welfare package in Lagos State, District II?

**Table2:** Participants’ Perception of State Teachers Welfare package in District II, Lagos State

S/N	Statement	Mean	S.D
1	Teachers regular salary increment	1.64	0.88
2	Teacher furnished office	1.49	0.81
3	Teachers health care services	1.43	0.72
4	Teachers feeding scheme	1.03	0.17
5	Teachers accommodation facility	1.02	0.15
6	Teachers transport services	1.01	0.09
7	Teachers bonuses/ allowance	1.62	0.86
8	Teachers access to loans and credit facility	1.01	0.09
	<b>G</b>	<b>1.29</b>	<b>0.48</b>

*Bench mark mean = 2.50, G= Grand mean and standard deviation..*

The result on Table 2 shows the participants’ opinion of the state of teachers’ Welfare package in District 11, Lagos State. Table 2 shows the values of the mean and standard deviation of the total observation. The table reveals that the grand mean (1.29) is less than the benchmark mean (2.50). This indicates that the participants are of the opinion that there is a low level of teachers’ welfare package

**Research Question 2:** How are teachers selected in Lagos State, District II?

**Table3:** Participants’ Perception on Selection Process in District II Lagos.

S/N	Statement	Mean	S.D
1	Teachers’ selection process is encouraging	1.96	0.75
2	Teachers mode of selection deprives the best candidate for the job	1.89	0.77
3	The informal selection process brings in the best candidate	1.75	0.75
4	Teachers effortlessly get selected	1.91	0.76
5	Selection type of teachers is not objective	1.84	0.77
6	Teachers’ selection process is encouraging	1.92	0.75
<b>G</b>		<b>1.87</b>	<b>0.76</b>

*Bench mark mean = 2.50, G= Grand mean and standard deviation.*

The result on Table 3 shows the participants’ opinion on the Selection Process in District II Lagos. The Table shows the values of the mean, standard deviation of the total observation. The table reveals that the grand mean (1.87) is less than the benchmark mean (2.50). This indicates that the teachers perceive that to a large extent the selection process is more of the informal, internal type as seen in items 1, 4 and 5 with 1.96, 1.91 and 1.84 mean respectively.

**Testing of Hypotheses**

**Hypothesis 1:** Selection process of teachers in Lagos District 11 does not significantly relate to teachers’ attrition.

Research question 3 was tested in Hypothesis 1, the Chi-square statistics was used to test the relationship between selection process and teachers ‘attrition.

**Table 4:** Relationship between Teachers Selection Process and Attrition

Variable	N	Df	X-Cal	X-tab	Alpha	p-value	Remark
Selection process	293						
		15	1033.7	24.996	0.05	0.00	Reject Ho
Teachers Attrition	293						

Table 4 shows the Chi –square statistics to test relationship between selection process and teachers ‘attrition. From the analysis, the X-Cal 1033.7 is greater than the X-tab24.996 at 0.05 Level of significant, necessitating the null hypothesis to be rejected. Therefore the selection process of teachers which is mainly internal in District11 does significantly relate to teachers attrition.

**Hypothesis 2:** Welfare of teachers does not significantly relate to teachers’ attrition in Lagos District II.

Research question 4 was tested in Hypothesis 2, the Chi-square statistics was used to test the relationship between welfare of teachers and teachers ‘attrition.

**Table5:** Relationship between Teachers’ Welfare and Attrition

Variable	N	Df	X-Cal	X-tab	Alpha	Remark
Teachers Welfare	293					
		15	1486.8	24.996	0.05	0.000
Teachers Atrition	293					Reject Ho

Table 5 shows the Chi –square statistics to test relationship between welfare of teachers and teachers ‘attrition. From the analysis, the X-Cal 1486.8 is greater than the X-tab24.996 at 0.05 Level of

significant, requiring the null hypothesis to be rejected and the alternative accepted. Therefore teachers welfare package in District 11 which is not appreciable, significantly relate to teachers attrition.

The demography characteristics of participants were used to further test differences among the participants in Hypotheses 3 and 4.

**Hypothesis 3:** There is no significant gender difference on the state of teachers’ attrition in district II, Lagos

**Table 6:** Gender difference in Perceptions of Teachers on the state of Teachers’ Attrition

Variable	N	Mean	SD	Df	T	A	p-value	Remark
Male	89	2.40	0.31	291	11.82	0.05	0.00	Reject Ho
Female	204	2.99	0.26					

Result significant at 0.05 significant level

Table 6 presents the t-test statistics of male and female teachers’ responses on the state of teachers’ attrition in district II, Lagos. The t-statistic of 11.82 at (p (0.000) is less than < 0.05 at df=291). The result is statistically significant at the 0.05 Level of Significance, thus the null hypothesis is rejected while the alternative is accepted. Therefore there is a significant difference in the male and female responses on the state of teachers’ attrition in district II, Lagos.

**Hypothesis 4:** There is no significant difference in age in relation to teachers’ attrition in District II., Lagos

The Analysis of Variance was used to test the differences in the age of participants.

**Table7:** Age and Attrition in District II Lagos.

	Sum of Squares	Df	Mean Square	F	P-value	Remark
Between Groups	12.93.	3	4.311	64.38	0.000	Reject Ho
Within Groups	19.35	289	0.067			
Total	32.28	292				

Result significant at 0.05 significant level

Table 7 presents the differences in participants perceptions on attrition based on their age differences. The table shows that the F-statistic of 64.38 (p (0.000) is less than <0.05 at df=291). The result is statistically significant at the 0.05 Level of Significance, thus the null hypothesis is rejected and the alternative accepted. Therefore there is a significant difference in the age of participants in relation to attrition in district II, Lagos

**Hypothesis 5:** There is no significant joint contribution of selection process and welfare package of teachers on teachers’ attrition .

The multiple regression analysis was used to test the joint contribution of welfare, selection process on teachers’ attrition

**Table 8:** Joint contribution of welfare package and selection process on teachers attrition

Unstandardized Coefficients	Standardized Coefficients
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	B	Std. Error	B	T	p-value
(Constant)	2.717	0.256		10.593	0
Welfare package	0.429	0.044	0.542	9.724	0
selection process	-0.056	0.082	-0.038	-0.683	0.495

*The result is significant at 5% significant level..  $\beta$  = Parameter estimate,  $t$ = student t statistic,  $p < 0.05$ , S=significant, NS= Not significant.*

Table 8 presents the joint contribution of welfare package and selection process on teachers’ attrition. It reveals that both variables are statistically significant at 0.05 Significant Level. A look at the standardized coefficient shows that welfare package has more significant contribution on attrition at 54% ( $\beta = 0.542$ ,  $p(0.000) < 0.05$ ) while selection process has lesser contribution on attrition at 4% ( $\beta = -0.038$ ,  $p(0.000) < 0.05$ ). Thus welfare of teachers has a higher influence on inducing attrition than selection process.

**Table 9:** Model Summary

R	R Square	Adjusted siSquare	R Std. Error of the Estimate	Durbin-Watson	F	P-value
0.76	0.59	0.48	10.07	2.27	5.40	.007

*The result is significant at 5% significant level.*

Table 9 presents the summary of the regression analysis. It shows that welfare package and selection process explain 59% ( $R^2 = 0.59$ ) of the changes in teacher’s attrition. Furthermore the model is statistically significant at 5% significant level ( $F = 5.40$ ,  $p(0.007) < 0.05$ )

### 5. Discussion of Findings

The results of data collected showed that the state teachers’ welfare in secondary schools District 11, Lagos state is unsatisfactory to the personnel. Responses to the indicators of basic welfare has grand mean of (1.29) which is less than the benchmark mean (2.50). A greater percentage of the teachers agreed that the basic welfare amenities for teachers such as furnished offices, health care services, accommodation, feeding and credit facility were either not in place or inadequate. Teachers’ services is energy intensive as they strive to impact knowledge, but the inadequate welfare could be a demotivator as they scramble to alleviate the harsh conditions caused by the low amenities meant for their wellbeing. This inadequate welfare for teachers was addressed by Dessler (2008), Ilorah (2001) & Paul % Kwame (2007). The authors in their respective study found that teachers’ welfare was grossly inadequate especially in most African countries where Nigeria belong. The unsatisfactory welfare for

teachers could be attributed to the status accorded to teaching in Lagos state. Teaching is yet to assume the status of a profession hence the attractive welfare packages given to other profession seemed to be lacking. This was attested to by Adeoye & Oluwole (2014) as the authors referred to the Teacher Registration Council of Nigeria (TRCN) as more of money making entity than ensuring high professionalism with standardised package.

On the process of selection of teachers in the district the findings showed that the commonly used process of recruiting teachers are the less formal type of internal posting, recommendation by the board and through the PTA, they perceived the selection process to be effortless and not objective. The Grand mean rating of teachers’ responses 1.87 is below the Benchmark mean of 2.5. The use of the less formal selection process might be attributed to the financial burden, stress of recruitment process and resources spent on the formal interview process of selection. This result was

corroborated by Faremi (2017) study where the author found that the mode of recruitment with the highest mean 2.7 was that of the proprietor internal direct employment. Faremi findings is in contrast to the findings of Kokemuller (2019), Ahmad & Schroeder (2002) & Ejiogu (2001) who in their studies indicated that the formal recruitment is more reliable and favourable and would turn in teachers that are tested overtime.

For teachers to be retained, their entry point has to be valuable and encouraging. The findings to Hypothesis 1 showed that the selection process of teachers in District11 significantly relate to teachers attrition. A greater percentage of teachers agreed that the liberal selection process which is mostly informal as shown by the Grand mean of 1.87 triggered attrition. This finding is in line with Borman and Dowling (2008) in their meta-analysis research on teacher attrition and retention where the researchers found that certain variables including organisational characteristics to which selection process belong influenced attrition. This was further corroborated by Engel & Cannata (2015), Lankford,; Loeb & Wyckoff (2002) that variation in teacher retention can be as a result of teacher preferences of district hiring practices and how they were sorted differentially across states, districts and schools. In the same vein , a most recent study on teachers attrition by Rubenstein et al. (2017) found nine category of teachers turnover determinants among which are selection related factors of aspects of the job, external job market and job attitude. The researcher is of the opinion that the internal posting and management selection process that are mainly in use in Lagos State often recruit auxiliary teachers who are ever willing to accept any other job of their choice hence the mass exit resulting in attrition ( Adamu 2010,;Marjan 2011; & Adelabu,2005 ).

The relationship between the teacher welfare package and attrition as tested in Hypothesis 2 indicated that welfare package significantly relate to teachers attrition. The unsatisfactory state of teachers' welfare induced their tendency to leave the teaching field to other profession. This findings is in line with Adamu (2010) that

most schools in Nigeria lacked basic amenities which demoralised the teachers towards exiting the profession. Also, Paul & Kwame (2007) and Davidson (2007) in their study indicated that most teachers lacked basic amenities and tend to do more than one job. The teachers as a result of low salary and inadequate welfare easily leave teaching to another profession whenever opportunity comes their way resulting in attrition (Osunde & Omoruyi, 2005 & Yusuf, 2010). Inadequate or poor welfare package as opined by the researcher often enable teachers to seek greener jobs where most basics welfare amenities like health care services, credit facilities are provided as standards. The poor allowances and absence of other welfare indices have adversely led to the exit of teachers to other jobs in order to boost their ego where such necessities are provided (Naluwemba, Sekiwu & Okwenje, 2016). Ayayi & Oguntoye (2003) in their findings substantiated that people do not want to pursue teaching as a career as it is considered a poverty stricken profession due to inadequate welfare. This was also verified by Maicibi, (2005) that welfare package of teachers is an inciting factor as it takes a centre stage in modern school administration.

The participants' responses on the state of attrition as it relates to gender in Hypothesis 3 showed that male and female differ in their perceptions on attrition in the district. The exit of teachers from schools is not equally spread across gender though female represent the majority of teachers in the schools. This findings is understood considering the fact that women are saddled with marital responsibilities of childbearing and care for the home as corroborated by Borman & Dowling (2008), Goldring et al (2014)& Ingersoll et al (2018). Women teachers are more prone to leave the job because they are more susceptible to job mobility opportunities with brighter chances of being favoured for better jobs (Grissom and Keiser, 2011,; Sohn, 2009 & Fairchild , Tobias,; Corcoran,; Djukic,; Kovner & Noguem, 2012). In another development studies found the direct relationship between gender congruence and teacher attrition (Grissom, 2011; Grissom & Keiser, 2011 & Harris, 2007).

The findings on teachers' attrition based on age in Hypothesis 4 indicated a significant difference in the age of participants in relation to attrition in district II, Lagos. From the demography data of the sampled schools, the younger teachers are the second majority. These are the young graduates fresh from school with high ambition and fantasy. These set of teachers easily exit the teaching field when their high aspirations are not realised. This finding is in line with Borman & Dowling (2008), Goldhaber et al. (2010) & Hanushek, Kain & Rivkin (2004) that attrition rate leads to inequitable distribution of teachers with vacancy at the beginner stage. Turnover in schools often results into fewer qualified and experienced teachers. The researcher is of the opinion that the younger teachers are mostly unmarried with little family attachment which predisposed them for quick exit from the profession. Researches show that beginning teachers have the highest turnover rate in any teacher group with data showing that more than 44% of new teachers exit within five years into their teaching career (Ingersoll et al., 2014, Ingersoll et al., 2018 & Fairchild et al., 2012). Teachers that are younger in age are easier target of attrition who can easily get better jobs, as most employers prefer young energetic workers. This was verified in the studies of Papay et al. (2017), Ingersoll, (2003) & Borman & Dowling (2008) that higher turnover rates exist in urban schools, with early career attrition rates ranging from 46% to 71% depending on the district.

The analysis on Hypothesis 5 on the joint contribution between welfare and selection process of teachers on attrition showed that welfare of teachers has the higher influence on prompting teachers to exit their career. Welfare and selection process has 59% contribution on attrition from which welfare package of teachers has 54% contribution as shown in Table 8 and 9. This finding is understood considering the fact that welfare of teachers entails indices that relate to standard of living such as salary, allowances, health care and loan facilities. The fact that these basic amenities were not satisfactorily provided in the schools can easily trigger early exit to better jobs where such facilities are provided. This finding was

corroborated by Babalola and Ayeni (2009), Grissom (2011) and Fati (2010) that efforts should be made to retain teachers through conditions of service and provision of basic amenities to forestall reduction in their population. In another vein, the welfare package fervently provoke teachers to quit their jobs as it is a means for attaining social recognition, higher economic gain and its adequate inclusion in other jobs would stabilise the total wellbeing of the teachers exiting the field. A number of studies found that teachers with limited capital were more likely to leave the teaching profession than those who had acquired generic capital (Egu et al., 2011, Dale, 2006 & Miller & Chait, 2008). The findings showed that welfare of teachers is one of the basic indices of teacher retention as rated by most studies (Maicibi 2005, Adamu 2010 & Adelabu 2005). It is the opinion of the researcher that human resource management to which welfare of teachers belong must rank higher in prompting exit from the teaching job since the bane of teachers resentments mostly lie on their monetary and societal rating.

## 6. Conclusion

The importance of teachers as a formidable force in ensuring high academic attainment in the school needs special scrutiny on their mode of selection, welfare provision and retention. The findings of the study showed that the district mostly employ the less formal type of selection process. These involve internal posting from the school board and through the PTA that are less strenuous in terms of administration and remuneration for the PTA teachers. Teachers selected must be motivated to give their best through adequate welfare provision. The welfare of teachers in Lagos district 11 is on the lowest level. Teachers are not given satisfactory amenities to work effectively in terms of furnished offices, transportation, lunch, health care insurance and credit facilities.

The retention of teachers is paramount in attaining and garnering experience for proficiency. The study reveal that the attrition rate in the district is not on the high side but it is still alarming as the occurrence was traced to

inadequate welfare package and the less strenuous selection process. The informal posting that was mostly used in the selection process bring in crop of teachers that are not trained and those that might have been forced into the teaching field by their relatives through internal posting (Marjan, 2011). These crops of teachers easily opt out of the teaching field to the career that are more attractive in terms of welfare. The attrition rate though not too high bear on impromptu vacancies leading to inexperienced teachers with low productivity.

Teachers' characteristics such as gender and age significantly relate to attrition. Participants varied in their perceptions on attrition based on gender. The females who are mostly care giver after marriage and childbirth are mostly prone to attrition than the male teachers. Participants also differ in perception on attrition based on age, the fresh younger teachers easily exit the teaching career due to their job mobility opportunity as employees mostly hire the young vibrant workers.

The welfare package of teachers is more of an inducing factor in prompting attrition in the district than selection process. This is so as teachers' welfare bothers on their standard of living and their integrity as workers. Thus we can infer from the study that teachers are not maximally retained in district 11 Lagos state secondary schools leading to attrition that is detrimental to the building up of experience needed by the teachers. The occurrence of attrition is traceable to the inadequate welfare condition of teachers rather than the selection process being the less alluring factor for quitting the teaching field (Alan & Pamela, 2003).

## 7. Recommendations

Based on the findings of the study the following recommendations are suggested for effective administrative policy making and practices in District II Lagos State:

- Teachers' welfare should be given a speedy administrative fiat to facilitate a crop of experienced satisfied teachers in the district. This can be done through

the policy of granting districts in the state the freedom to raise internally generated fund through ventures to meet teachers' welfare needs.

- Though cumbersome, the Educational District II should as a matter of policy select teachers through the comprehensive formal type that involved thorough scrutiny of equipped qualified teachers before they are employed.
- Attrition is of fatal consequences to the teaching labour force in terms of developing pool of experienced productive teachers. This should be curbed through the policy of teachers staying on the job for reasonable years in the field before exiting.
- The teaching field should be made attractive to serving teachers through special motivating factors of awards, recognition and appreciable retirement benefits.
- Female teachers should be given concessional policy as regards their marital status through elongated maternity leave.
- The young fresh graduates should be given frequent seminars on the need to pursue their teaching career to the apex level.

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