



Teachers' Turnover Intention and Leadership Behaviour as Determinant of Academic Productivity of Private Secondary Schools in Lagos State, Nigeria

FLORENCE BOLAJOKO ADENIYI
Federal University, Oye-Ekiti, Nigeria

Abstract. The study examined the effect of teachers' turnover intention and leadership behaviour on academic productivity of private secondary schools in Lagos State, Nigeria. Academic productivity of private secondary schools has been a major source of worry recently. As a result of this, the researcher investigated to see if teachers' turnover intention and leadership behaviour have anything to do with academic productivity. The study was guided by two hypotheses. Descriptive survey research of expose factor type was used. The sample comprised nine hundred and ninety-one (991) respondents from the sampled schools. Three instruments were adopted to collect data from the respondents. Multiple Regression Analysis Pearson Product Moment Correlation Coefficient were used for the hypotheses. The result revealed no significant relationship between teachers' turnover intention and leadership behaviour on academic productivity of private secondary schools in Lagos State. The result also showed no significant relative contributions of teachers' turnover intention and leadership behaviour on academic productivity of private secondary schools in Lagos State. It was suggested that selection of school principals should include a process to identify those who have history of exhibiting inter personal skills. Periodic seminars for school principals should be organised. School owner should promote staff

development as a strategy to retain them. There is need to generate financial and human resources that support novice teachers in meaningful career transition.

1. Introduction

High productivity is the hallmark of growth and development of nations all over the world, therefore, productivity is concerned with the overall effectiveness and efficiency of getting things done. It is essentially a ratio to measure how an organisation converts resources into goods and services. Saari (2005; 2006) says productivity is typically measured as a ration of output to input.

School productivity may be measured in terms of students' performance (Academic, sports and socio-cultural). Private school productivity means the contribution to learning is increasing over time. In private school, teachers' work performance and productivity are determined by effective teaching measured by students' academic performance in examination, punctuality at school and class, giving extra lessons to students through participation in co-curricular activities such as sports, students' discipline, committee assignments as may be given by the principal or Director of the school. However, if teachers fail to measure up in these various assignments they may be perceived

uncooperative and unproductivity. Because principals or proprietors are mainly concerned with achieving results, they want to work with and through teachers who are cooperative, responsible and productive.

Excessive teachers' turnover intention appears to have an impact on students' performance both in academic, sports and socio-cultural activities (Porter-Magee, 2004). Darling- Hammod and Skyes (2003) observe that high teachers' turnover intention rate results in low productivity of schools which in turn affects the low tone and image of the school. The fact remains that for a school organisation to survive, teachers must be able to study and survive maximally.

Interactions with private secondary school teachers records bitter complaints concerning irregularities in the payment of their salaries and allowances. Their offices are ill-equipped. The lack of interest, concentration and continuity in the teaching work reduce their performance and productivity. Other complaints such as heavy workload and absence of conference and trainings to update their knowledge and skills render them ill-motivated, frustrated and unproductive.

It is a known fact that any teacher that is undergoing an unfair treatment, unpleasant feelings, frustration or ill-treatment by a supervisor is bound to have intentions of leaving the school for another, thus bringing about low productivity and consequently affect the performance of the students in external examinations.

Shield & Dockrell (2005) in their study of the effect of teachers stress and teachers' turnover intention on students' academic performance found that both have a detrimental effect upon children learning and performance.

The National Policy on Education (FRN, 2013) identifies certain aims and objectives which are to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important role to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better academic performance among students. How effective the principal is in performing these roles has been a matter of concern to many educationists. In view of these

inconclusive findings and expectations to meet educational demands, it is necessary to carry out further research on the effect of teachers' turnover intention and leadership behaviour on academic productivity of private secondary schools in Lagos State.

2. Literature Review

Turnover is a phenomenon that can be considered from different perspectives depending on the subject in question teachers' turnover refers to the rate of departure among staff engaged in schools for a given time frame or period. The consequences of teacher turnover and attrition are too ghastly to contemplate.

Institute of management (1991) posits that one impact of turnover is by way increased cost to the organization, broadly categorised as separation, replacement, recruitment, selection, induction and training cost as well as loss of productivity while the newly hired teacher comes to speed.

Teacher attrition disrupts schooling. This is specifically so when teachers leave the profession during the academics year or whilst engaged in critical projects in school. Often there is no continuity when they leave. According to Ingersoll (2002) turnover influence the student performance and effectiveness of the school since the school as an organisation has production processes requiring extensive interaction among teachers and is therefore prone to suffer when subjected to high rates of turnover. Consequently, turnover disrupts the quality of school cohesion and students' performance.

Ingersoll (2001) attributes shortage of teachers directly to turnover and posits that about 90% of newly employed teachers are simply replacements for recent departures. To address this situation, the temperature is reportedly the lowering of standard and compromising entry requirement to teaching.

The efforts of turnover intention necessitate the management to take a number of measures to address teachers' turnover intention in various counties. Among others, aggressive recruitment drives, lowering standards for entry into teaching, provision of allowances as incentives

have been employed. However, these measures seem largely to address attracting people into teaching. Therefore, a holistic approach is needed to manage teacher turnover effectively. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nworgu, 1991 cited in Adeyemi, 2009). It could be described as the ability to get things done with the assistance and cooperation of other people within the school system. Implied, the way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise. It is important for school principal to embrace leadership role that affects the level of teacher commitment and school productivity. Besides, principals' leadership behaviour has great influence on students' achievement and teachers' commitment. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise (Obadara, 2005).

The importance of the role of principals in the school organisation cannot therefore be overlooked. Principal are very unique in school organisations. This was confirmed by Amoloye (2004) who called them school managers. The job of managing, according to Idowu (1998) cited in Olaleye (2008) involves among others the provision of leadership for men and women, coordinating both human and material resources to ensure the achievement of organisational goals. In the school system, the principal as an administrator influences teachers to achieve the goals and objectives of the school. The fundamental goal of the school is to enhance the teaching and learning process. Hence, the school administrators should endeavour to influence the behaviour of the teachers in order to achieve the goals of the school.

3. Statement of the problem

Academic productivity of private secondary schools has been a major source of worry in recent years. Parents who opt for fee-paying secondary education as against fee-free public secondary schools are often disappointed by the poor products of schools as indicated perennially in poor results at external examination and general academic performance. The study

therefore investigated the extent which teacher turnout intention and leadership behaviour predicted school productivity with a view to recommending appropriate intervention towards boosting academic productivity of private secondary schools in Lagos State.

4. Hypotheses

The following hypotheses were generated to give direction to this study:

HO₁: Teachers' turnover intention and leadership behaviour will have no joint effect on academic productivity of private school in Lagos state.

HO₂: Teachers' turnover intention and leadership behaviour will not have relative contribution to academic productivity of private secondary school in Lagos state.

5. Methodology

The study adopted a descriptive survey research design of ex post factor type; the target population comprised of all the teachers and principal of approved private secondary school in Lagos state. A sample of nine hundred and ninety (990) respondents was selected using stratified random sampling technique. Three research instruments: Turnover Intention Scale (TIS), Leadership Behaviour Survey Scales (LBSS) and School Productivity Questionnaire (SPQ) were used for the study. The high internal consistency coefficients and the reliability coefficient of the three instruments attest to the validity and reliability of the instrument (0.78, 0.81, 0.89 respectively). The data gathered at the end of administration of the instrument were analyzed using Multiple Regression and Pearson Product Moment Correlation Statistics at 0.05 level of significance.

6. Results

Hypothesis One: Teachers' turnover intention and leadership behaviour will have no joint effect on academic productivity of private school in Lagos state.

Table 1: Model Summary of the Multiple Regression Analysis for the Combined Contributions of Turnover Intention and Leadership Behaviour to the Prediction of Academic Productivity of private Secondary Schools in Lagos State.

| REGRESSION | | ANOVA | | | | |
|--------------------------|------------|----------------|-----|-------------|------|---------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| R = .119 | Regression | 47.612 | 3 | 15.871 | .795 | .498(a) |
| R Square =.014 | Residual | 3332.010 | 167 | 19.952 | | |
| Adjusted R Square =-.004 | Total | 3379.622 | 170 | | | |

a Predictors: (Constant), Leadership Behaviour, Turnover Intention

b Dependent Variable: Academic Productivity

The results in Table 1 indicated that the predictor variables (turnover intention and leadership behaviour) entered into the regression model at once, there was no significant prediction of academic productivity of private secondary schools in Lagos State ($R = .119$; $R^2 = .014$; $Adj R^2 = -.004$; $F_{(3,167)} = .795$; $p > .05$). The null hypothesis, which stated that Teachers’ turnover intention and leadership behaviour will have no joint effect on academic productivity of private school in Lagos state, was accepted by this finding. This implies that there was no significant joint contribution of turnover intention and leadership behaviour to academic productivity of private secondary schools in Lagos State.

Hypothesis Two: Teachers’ turnover intention and leadership behaviour will not have relative contribution to academic productivity of private secondary school in Lagos state.

Table 2: Beta Coefficients and t Ratio for Relative Contributions of Turnover Intention and Leadership Behaviour to the Prediction of Academic Productivity of private Secondary Schools in Lagos State.

| | Unstandardized Coefficients | | Standardized Coefficients | t-Ratio | Sig. |
|----------------------|-----------------------------|------------|---------------------------|---------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 95.770 | 2.445 | | 39.170 | .000 |
| Turnover Intention | -.155 | .122 | -.115 | -1.265 | .208 |
| Leadership Behaviour | .060 | .064 | .080 | .937 | .350 |

a Dependent Variable: Academic Productivity

The results in Table 2 revealed that none of the variables; turnover intention ($\beta = -.115$; $t = -1.265$; $p > .05$), and leadership behaviour ($\beta = .080$; $t = .937$; $p > .05$) were not good predictors of academic productivity of private secondary schools in Lagos State. The null hypothesis, which stated Teachers’ turnover intention and leadership behaviour will not have relative contribution to academic productivity of private secondary school in Lagos state, was accepted by this finding.

7. Discussion of findings

Table 1 showing the correlation matrix of the relationship among turnover intention, leadership behaviour and productivity of private secondary schools in Lagos state. The table revealed that there are significant and positive

relationships between turnover intention and job stress; turnover intention and leadership behaviour but no significant relationship between school productivity and turnover intention, school productivity and job stress and school productivity and leadership behaviour. The finding contradict that of Peter-Mages (2004) who found that excessive teacher turnover appears to have an impact on students’ performance both in academics ,sport and socio-cultural activities. So also Darling-Hammed and Skye (2003) observed that high teacher turnover result in low student performance on the part of school productivity. Also the funding that school productivity has no significant relationship on leadership behaviour contradict the funding of Olaleye (2008) who found that transformational leadership contributes to a range of organisation outcomes including motivation, commitment

and capacity for teachers to develop new approach to education. School principals are expected to exhibit this leadership quality to enhance teaching and learning the school.

Hypothesis two stated that Teachers' turnover intention and leadership behaviour will not have relative contribution to academic productivity of private secondary school in Lagos state. This means the study showed no significant relative contribution of teacher turnover intention on academics productivity. Peter-Magee to have an impact on student academics performance. In the same vein, Darling-Hammed & Skye (2003) observed that high teacher turnover intention rate results in low student academics performance. Findings also confirmed that leadership behaviour has no influence on academics productivity. This study has contradicted the researchers carried out by Lee, Walker & Bodycott (2000) as well as Luo & Naijar (2007) who found that leadership capacities and leadership qualities of principals are strongly and positive correlated. Principal leadership behaviour influence students learning outcomes by the paths of school goals and school organisational structures. On the other hand, school in which students perform highly are led by principal who make significant and measurable contribution to the teaching and learning practices (Fullan, 2002).

8. Conclusion

The study has shown that academics productivity of private secondary schools in Lagos State was moderately high. Base on the findings, the following conclusions were drawn. Teacher's turnover intention and leadership behaviour factors did not jointly contribute to academics productivity. Academics productivity was not related to both teacher turnover intention, job stress and leadership behaviour meaning that the two predictor variables were not found to be the best predictor variables were not found to be the best predictor of academic productivity. The two variables did not jointly, relatively and significantly contribute to academic productivity in private secondary schools in Lagos State.

9. Recommendations

Based on the findings of this study, the following recommendations are made:

- Since school productivity was not found to be significantly and positively related to the teacher turnover intention and leadership behaviour, it is therefore recommended that selection of school principal should include a process to identify those who have history of exhibiting interpersonal skills consistent with individual concerned.
- Periodic seminars for school principals should be organised to assist them in the management of their schools.
- Private school owners should substantially promote staff development as part of school staff retention strategy.
- There is need to generate financial and human resources that support teachers in meaning career transitions rich instructional growth, opportunities and a desire to remain in the profession.

References

- Adeyemi, T.O. (2009). *Enrolment analysis and teacher requirements for the Universal Basic Education programme in Kwara State, Nigeria*. Departments of Educational Foundations and Management, Faculty of Education, University of Ado-Ekiti, Ado-Ekiti, Ekiti State, Nigeria.
- Amoloye, A.(2004). A Key Note Address Delivered by the Honourable Commissioner for Education, Science and Technology at a meeting with the Newly Appointed Principals of Junior Secondary Schools in the State on Monday 9th August 2004 at Lagelu Grammar school hall, Agugu, Ibadan, Oyo state, Nigeria.
- Camman, C., Fishman, M., Jenkins, G.D. & Klesh, j.R. !983. *Assessing the attributes and perceptions of organisational members*. In S.E. Seashore, E.E. Lawler, P.H. Mirvis & C. Camman (Eds). *Assessing organisational change*. New York: Wiley. Pp.71-138.

- Darling-Hammond, L. & Sykes, G. (2003): *A National teacher supply policy for education: The right to meet the 'high qualified' teacher challenge*. Educational Policy Analysis Archives. 11(33) 16-19.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Lagos: Nigeria Educational Research and Development council press.
- Griffith, J. (2001). *Principal leadership of parents involvement*. *Journal of Educational Administration*. 39(2), 162-218.
- Gbadamosi, L. (1999). *A Study of Rural-Urban disparity in resource availability utilization and students' performance in Ogun State Secondary Schools*. Unpublished Ph.D Thesis University of Lagos, Nigeria.
- H0, T.S. (1996). *Stress, health and leisure satisfaction: The case of teachers*. *International Journal of Educational Management*, 10 (1), 41-48.
- Ingersoll, R.M. (2001). *Teacher turnover and teacher shortages: An organisational analysis*. In K.O. Strunk and J.P. Robinson (Eds.) *oh won't you stay: A multi-level analysis of the difficulties in retaining qualified teachers*. Stanford University, Peabody Journal of Education lawrence Erlbaum Association, 81(4) 65-94.
- Johnsons & Cooper, C. (2003). *The Construct Validity of the Asset and Stress Measure*. *Journal of Stress and Health*, 19(1)181-185.
- Kyriacous, C.(2000). *Stress-Busting for Teachers*. Cheltenham, Nelson Homes.
- Lee, J.K; Walker, A & Bodycott, P (2000). *Pre-service primary teachers' perception about principals in Hong-Kong: Implications for teachers and principals education, Asia-Pacific*. *Journal of Teacher Education* 28 (1) 52-67.
- Luo, M. & Najjar, L. (2007). *The Chinese Principal Leadership Capacity as Perceived by Master Teachers*. *Academic Leadership, the Online Journal*, 4(3).
- Luthans, F (2002). *Positive organisational behaviour: developing and managing psychological strengths*. *Acad. Manage. Exec.*16, 57-72.
- McCormick, J. (1996) *Occupational stress of teachers: Biographical differences in a large school system*. *Journal of Educational Administration*, 35 (1) 18-38.
- Obadara, O.E. (2005). *Perceived full-range leadership, teacher factors and the academic performance of secondary schools in Ogun State, Nigeria*. A Ph.D Thesis. University of Ibadan, Ibadan, Oyo State, Nigeria.
- Ojeniyi, F.B.(2015). *Teachers' Turnover Intention and Leadership Behaviour as Determinant of Academic Productivity of Private Secondary Schools in Lagos State, Nigeria*. Unpublished Ph.D Thesis, Olabisi Onabanjo University, Ago-Iwoye, Nigeria.
- Olaleye, F.O.(2008). *Principals' leadership behaviour and school learning culture in Ekiti State secondary schools*. *The Journal of International Social Research*, 1 (3).
- Porter-Magee, K. (2004) *Teacher Quality Controversy and NCLB clearing House*, 78(1). 26-29
- Shield, B. & Dockroll, J. (2008). *The effect of classroom and environmental noise on children's academic performance*. 9th International congress on noise as a public health problem (ICBEN) Foxwood. C.T.
- Van-Dick, R. (2001). *Stress and strain in teaching: A structural equation approach*. *British Journal of Educational Psychology*. 71, 243-259.