

**ACADEMIC STAFF ATTRITION IN TARABA STATE TERTIARY
INSTITUTIONS**

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DECLARATION

I declare that the work described in this thesis represents my original work and has not previously been submitted in part or in full to any University of similar institution for any degree or certificate.

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DEDICATION

To my father, Mr. Andrew Agbu, and my late mother Mrs. Naomi Agbu, who initiated my academic journey.

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ABSTRACT

The study determined academic staff attrition in Taraba state tertiary institutions. Five research questions and one null hypothesis were posted. The findings was formulated within the theoretical framework of Hirschman (1970) EVLN theory In Ndagana (2007). Among others was supported by the human motivation theory of Maslow's Hierarchy of Needs (1954). Survey research design was adopted for the study. A sample size of 470 academic and senior non-academic staff out of the total population of 1,568 staff that were randomly and purposively drawn from the various Institutions, professional qualification, status and rank. The researcher developed questionnaire that was constructed with a four point scale and a (Proforma) were the instruments used for data collection.. Simple percentages, Descriptive statistics such as mean and standard deviation were used to analyse the research questions while Z-test of difference were used to analyse the null hypothesis at 0.05 level of significance. The reliability coefficient obtained was 0.82 and 0.80 respectively. The questionnaire and proforma were administered by the researcher and two research assistants. The decision rule was that any mean value from 2.50 and above was agreed otherwise, disagreed. Results on academic staff and senior non-academic staff perception on factors responsible for academic staff attrition indicated that, academic staff had different perception from senior non-academic staff because the result showed remarkable difference at 0.05 level of significant. Based on these findings, it was recommended among others that in order to retain academic staff, the Taraba State Government should ensure that an academic staff condition of service is improved without delay.

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Education refers to the process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills (formal education). It is the principal instrument for generating and transmitting appropriate value system both in the life of an individual and the nation. The demand for it therefore becomes very popular because of the desire of the common man to give their children a better chance in life. (Akpa, 2002 & Baikie, 2002).

According to Federal Government of Nigeria; National Policy on Education (NPE) (2004) tertiary education covers the post-secondary section of the national education system, which is given in universities, polytechnics, Monotechnics and colleges of technology including such courses as are given by the Colleges of Education, Correspondence Colleges and such institutions as may be allied to them. One of the main purposes of the tertiary institutions is to produce high and middle manpower for national development and for the growth of the nation's economy. Students spend a minimum of three years in these institutions to secure Nigeria Certificate in Education (NCE) and National Diploma (ND) in various fields of academic programmes from studies in the physical sciences, social sciences, education, building and construction, mechanics and other allied programmes (Ambrose, 1986).

However, academic staff needs, such as good salary to commensurate work load, allowances and fringe benefits, material reward for hard work, promotion

prospects are very crucial in the attainment of the above educational purposes at the tertiary level. More to it are good working conditions, opportunity for re-training to meet up challenges in the work place, availability of infrastructural facilities and instructional materials to mention but a few affect working relationship in many different ways. According to Dirkx and Jha (1998), academic staff includes professors, senior lecturers, lecturers, librarian and his assistant who may or may not be involved in teaching. They are also called teachers (Adesina, 1980 and Ibi, 2002). In the same vein, the motivation of teachers to have job satisfaction is indispensable in the accomplishment of teachers retention in work place and maximum production for students academic achievement.

Some authorities have observed academic staff attrition especially at the tertiary level. For instance, Tettey (2004) asserted, "African Universities continue to contend with a shortage of academic staff and so do not seem capable of mobilizing the intellectual strength needed to drive capacity-building efforts on the continent". Another observation was made by Nwachukwu (1998) when he said, "The teachers in our tertiary institutions are said to have a poor attitude to work resulting in low productivity" that is low students academic achievement. Piwuna and Enoh, (2000), Adesina (1980) and Bukar (2004), maintained that, teachers remuneration, inadequate instructional materials and infrastructural facilities, promotion prospects, professional qualification, indiscipline cases among students to mention but a few are to a large extent determinants of attrition in an organization of schools. This was due to lack of job satisfaction through personal comfort hence the effect of low students' academic achievement.

Research work had shown that the academic staff attrition was as a result of poor support between management and workers or inter-personal relation in the tertiary institutions which tends to result to job dissatisfaction and withdrawal (Adesina, 1980).

Garrison (2006) also opined that, “Poor working facilities and poor economic status have caused academic staff to leave teaching profession”. This disagreement regarding goals value between management and academic staff of tertiary institutions caused many staff to withdraw their services to other organizations that they feel have better conditions of service, adequate salaries and welfare, equal promotions opportunities, gain respect from larger community, are encouraged by the government and the like. Therefore, it is against this background that, the researcher investigated the academic staff attrition in Taraba state tertiary institutions.

From a pure performance standpoint, good salary, adherence to recruitment and promotion guidelines, conducive working environment promote high productivity and retention in service. People working together towards the best interest of the workers are those who support one another and together can accomplish their tasks and achieve their goals because they are more inclined to helping themselves. It has been noted that, poor support between management and workers or inter-personal relation in an organization tends to result to excessive competition and conflict (Adesina, 1980).

1.2 Statement of the Problem

Research work has shown that there is academic staff attrition in African Universities, (Tettey, 2004). Similar had been made in Taraba state tertiary

institutions, by Yavala as cited in Okonkwo (2008) that, there was a falling standard of education in Taraba state due to low teachers productivity because they had job dissatisfaction. This was in consonance with Okonkwo (2001) who said, the teachers low productivity in Taraba state at the tertiary level had ranked Taraba state among the educationally under developed state when placed side by side with Adamawa state, Kano state, Enugu state, Lagos state, Abuja etc.

The researcher who is working in one of the of the tertiary institutions for the past ten years has recently observed that for about five years now, academic staff withdrew their services from the institutions due to lack of motivation and job satisfaction which can be said to have affected students academic achievement. This is because some of the academic staff hardly attend classes as expected but hope the situation would improve in no time while others become demoralized, resign to fate and consequently lower effort put to work. Some of the academic staff most often do not cover the semester content and even when they do, it is always a crash programme.

The National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) have their minimum standards in terms of number and quality of academic staff that are available for each subject, specialized area, teacher students ratio, or in a department a minimum of three or five lecturers in a double major course before academic programme can be accredited. In fact, all institutions owned by the federal or state governments have the same curricula and are assessed using the same yardstick or (standard for students' academic achievement) in terms of fulfilment of the minimum standards set by NCCE and NBTE (NCCE, 2002).

The attitude of management is not helping matters either. The management has recruited Higher National Diploma (HND) among the academic staff. It was also observed that unequal chance of promotion was faced by staff professional qualification is gradually becoming a thing of the past, large class size without accommodating classrooms, libraries, inadequate materials and laboratories etc. Sometimes, academic staff salaries were cut for no just cause, other staff experience weak support of study fellowship while on course. These issues became academic staff grievances in Taraba state tertiary institutions. So, the question at hand is, were there factors responsible for academic staff attrition? What was the effect of attrition on students' academic achievement? How would the perennial academic staff attrition be curtailed? Based on these, the problem of this study was to investigate academic staff attrition in Taraba state tertiary institutions between 2002 and 2006 academic sessions.

1.3 Purpose of the Study

The main purpose of this study was to determine the academic staff attrition in Taraba State Tertiary Institutions. The study was carried out with the following specific objectives:

To determine the factors responsible for academic staff attrition.

To determine the annual average number of academic staff that left their jobs with Taraba state tertiary institution, from 2002 to 2006.

To determine the reasons for their leaving,

To determine the influence of professional qualification on academic staff attrition.

To determine the rate of academic staff attrition by sex.

1.4 Research Questions

This study attempted to answer the following questions:

What are the factors responsible for academic staff attrition in Taraba state tertiary Institutions?

What is the annual average number of academic staff attrition?

What are the reasons for academic staff attrition between 2002 and 2006?

What is the influence of academic staff professional qualification on academic staff attrition?

What is the annual rate of academic staff attrition by sex? (2002-2006)

1.5 Hypotheses

The below null hypothesis was formulated and tested at 0.05 level of significance for this study:

Ho1: There is no significant difference in the perception of academic staff and senior non academic staff on factors responsible for academic staff attrition.

1.6 Significance of the Study

This study on academic staff attrition in Taraba state tertiary institutions is paramount, bearing in mind the role lecturers play in training manpower for nation building. This study will therefore, be of great importance in diverse ways as can be seen

It will benefit Taraba state government by helping them to provide better conditions of service thereby identifying the factors responsible for academic staff attrition. That is the government will now identify more clearly the importance of providing adequate salaries and welfare, and school facilities, as the basis for staff job

satisfaction as well as a motivating factor for their productivity. This means that this may influence the attitude of the state government towards improving academic staff economic factor, staff qualification factor, school facilities factor and staff other factors.

This finding will benefit Taraba State government to discover the rate of academic staff from Taraba state tertiary institution. And the implication of attrition on the standard of education on students and Taraba state in general.

The findings will also benefit the Taraba state government to address academic staff grievances since the result of academic staff attrition between 2002 to 2006 and the respondents' responses of academic staff on ground had no significant difference on reasons for attrition.

The result will also benefit Taraba state government. That is, it will help them through the governing councils in the recruitment of personnel's with professional qualifications and the promotion of academic staff by strictly observing NCCE and NBTE guidelines on staff policies rather than politicization.

These findings will be of benefit to the policy makers and management of Taraba state tertiary institutions to understand the implication of not addressing the problem of staff retention. This means that, policy makers should ensure that when all necessary staff policies and conditions of service are made, staff retention should be taken care of.

This result will also benefit the academic staff of Taraba state tertiary institutions that is, more academic staff will be recruited to reduce their work load, because of teacher-student ratio that is different from what the NCCE and NBTE

recommended or extra-pay for excessive work load be made available.

Finally the research community is not left out from the findings of this study. That is when academic staff are motivated they will work hard and the students on the other hand will receive effective and efficient teaching and training needed, hence the right manpower will be produced in high number for the development of the community and society at large.

1.7 Scope of the Study

This study covered both academic and senior non-academic staff of Taraba State tertiary institutions. These institutions are; College of Education Jalingo, College of Agriculture, Jalingo and Taraba State Polytechnic, Wukari.

1.8 Operational Definition of Terms

For the purpose of this study, the following terms were operationally defined:-

Academic Staff: Refers to the entire lecturers who impart knowledge and train manpower in both physical and intellectual skills. They include professors, doctors, senior lecturers, and junior lecturers and chief librarians.

Academic Staff Attrition: Refers to lecturers who voluntarily withdraw from their jobs or progressive mobility for more lucrative jobs due to job dissatisfaction.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature to the study. It is based on the following sub-topics:

- 2.1 Theoretical framework.
- 2.2 Concepts of attrition and academic staff turnover.
- 2.3 Role of job satisfaction.
- 2.4 Significance of teacher/academic staff.
- 2.5 Importance of instructional material to academic staff.
- 2.6 Role of infrastructural facilities to academic staff.
- 2.7 Related empirical studies on staff attrition..
- 2.8 Summary of reviewed of related literature.

2.1 Theoretical Framework

Job satisfaction among workers (employees) is positively related to high productivity, hence attainment of organizational goals and values. Human behaviours can be caused, directed or motivated. On the other hand, workers job dissatisfaction will either cause them to be absent or withdraw from their responsibilities (work) hence low productivity to the detriment of the organization.

In the ‘exit-voice model of the social system’ (Hirschman, 1970-1976), individuals (workers) react to discrepancies between desired and actual social phenomena either by ‘exiting’ (withdrawing) from undesirable situations or by directly expressing or negotiating their discomfort to decision makers (management)

through ‘voice’ from their union leaders.

‘Voice’ in this theory means workers (employees) expressing or negotiating discomfort while ‘exit’ is withdrawal or quit from the job as a result of discomfort or grievances not managed effectively by the employer. In this theory, when workers have the ‘voice institution’ (individual or union leaders) in expressing his or their discomfort, ‘exit option’ (withdrawal) is therefore less frequently used. The quit option hereby exhibit lower quit rate (attrition rate) and longer job tenure (retention) with organization (Freeman, 1980).

The study is formulated within the theoretical framework set out by EVLN (Hirschman, 1970) in Ndagana (2007). This theory propounds that, when workers are faced with strong feelings of job dissatisfaction, they will react in one of four ways; attempt to quit (exit), negotiate (voice), hope the situation will improve in no time (loyalty) or become demoralized, resign to fate and consequently lower effort (neglect). Ndagana in Ndagana (2007) indicated that, when workers of an organization feel dissatisfied and threatened by an existing work situation, reaction can be in many withdrawal ways e.g. Absenteeism and turnover. This is a high incidence to indicate that, the organization is indeed having problems with its workforce. These problems may include, worker who is not satisfied with his pay, when worker’s qualification and experience are not matched with his position, when worker is not satisfied with his work environment, or when worker is not satisfied with original policy and administration and interpersonal relationships. This situation reduces worker’s morale, lower performance and commitment induces absenteeism and ultimately leads to quitting and attrition.

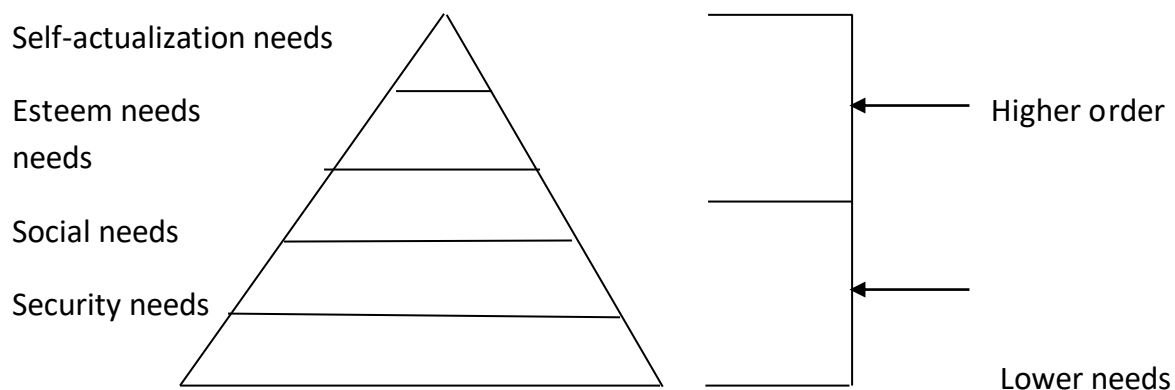
Uyanga (1995) and Robbins (2001) elaborated on “Maslow’s Hierarchy of Needs theory” which is probably the best known explanations for employee motivation. According to them, Maslow (1954) identified five levels of human needs which he presented hierarchically:

1. Physiological needs borders on the satisfaction of hunger, thirst, shelter, sex, clothing and other bodily needs.
2. Security needs is concerned about those needs for safety, protection and security from threat and harm.
3. Social needs take into cognisance the need for acceptance, friendship and interaction with others.
4. Esteem needs comprises the need for self-respect, ego and status and esteem for others.
5. Self-actualization boards on the importance of self-fulfilment in a society or in a work environment.

Maslow went on to hypothesize that there are two levels of needs:

- i. The lower order needs comprising: physiological, security and social needs, and
- ii. The higher order needs comprising: esteem and self-actualization needs.

These are represented in his needs hierarchy as in figure 2.1 below.



Physiological
needs

Figure 2.1 Maslow's need hierarchy

Source: Uyanga, (1995:196)

Maslow based his conceptualization on the ideas that all individuals have identifiable needs and their motivation stem from a desire to fulfil them. He classified the needs in specific order, starting from the basic or physiological (physical) ones to those of higher order as presented above. Maslow's hierarchy of needs could be discussed as follows:

1. Physiological needs:

These needs direct the person's attention to the basic requirements of the individual's survival, such as food, drink, shelter, love and clothing. This need constitutes the basic preoccupation of individual workers and thus important motivator, since every employee aspires to its fulfilment. As such school organizations, to attract and retain required personnel, have to make provisions for adequate satisfaction of this need.

2. Security need

According to Maslow, these needs appear as soon as the physical ones are satisfied. They include those needs for safety or freedom from danger, deprivation and threat. They also include need for personal security, health insurance, income protection, retirement plans and a secured working environment (Obi, 2003). Employees aspire for this need and it constitutes important determinants of their attraction, retention and encourages high productivity. Therefore, the provision of this need motivate teachers hence job satisfaction.

3. Social needs

These needs are usually referred to as acceptance needs. They are fulfilled through personal friendship and interaction with co-workers. At this stage the individual worker values a sense of belongingness and team work.

4. Esteem needs

These needs relate to one's self-esteem and reputation. At this stage the worker expresses need for recognition, achievement and need for status. He/she wants to take responsibilities and prove himself. He also wants the recognition and appreciation of his contributions by supervisors and co-workers. There is that feeling of self-confidence, adequacy of being useful and the feeling of capability as a result of satisfaction of this need.

5. Self-actualization

This is the last aspired need in Maslow's hierarchy. An employee is said to be self-actualized when he/she has reached his highest potential in an organization. This is a fulfilment need, when an individual attains, it gives him the feelings of competence and personal development.

The theories of motivation revealed that, the motivation of employees should be the primary concern to all managements, as this is what will spur them to higher productivity. Maslow (1954), in Robbins (2001) opined that, the differentiation between the two orders was made on the premise that lower order needs are satisfied externally (physiological and safety needs) by salaries, union contracts tenure while higher order needs are satisfied internally (social, esteem and self-actualization needs).

Maslow's hierarchy of Needs theory has been and probably is still the best-known explanation for employee motivation; in spite its criticisms which include lack

of support for its validation by several studies. Even then, Maslow's theory portrays the salient individual needs whose satisfaction motivates workers to join organizations and contribute to retention and affective performance. Therefore, if management can tap into employees "need areas" and provide means for them to satisfy motivational climate, it can lead to job satisfaction hence attainment of academic goal.

In the same line of thought, Herzberg (1968) with engineers and Accountant Sergiovanni (1967) with teachers hypothesized that two-factors are particularly critical determinants of job satisfaction also called the motivation- Hygiene theory. The theory suggested that those factors associated with or those produced job satisfactions are different from those linked with dissatisfaction. In other word, the factors giving rise to teachers' satisfaction and teacher dissatisfaction are considered differently. These two-factors are not a single dimension desirable as Maslow's Hierarchy of needs theory but arranged at opposite ends of the same continuum. In this theory, intrinsic factors are related to job satisfaction, while extrinsic factors are associated with dissatisfaction. Motivators (satisfiers) are intrinsic factors while Hygiene factors (dissatisfiers) are extrinsic factors. These factors are responsible for employee work behaviour towards attainment of organizational goal. Both factors are responsible for eliciting either positive or negative attitude to work by employees. Herzberg noted that dissatisfaction was primarily caused by extrinsic or external (Hygiene factors) such as working conditions, organizational policies, supervision and control, employee wages salary and fringe benefit, security, protection interpersonal relations and other lower needs as are classified by Maslow's hierarchy of needs.

The removal of aversive factors is not in itself satisfying, it merely eliminates

dissatisfaction for instance while low pay or bad supervision could both lead to dissatisfaction, good pay or good supervision may not necessarily lead to satisfaction. This is because satisfaction is closely knitted to different set of factors called motivators. Internal, or intrinsic or motivator factors include recognition needs professional advancement, achievement, responsibility and other components of self actualization lead to satisfaction and positive attitude by workers. If these conditions are not present, workers may not be satisfied, but they will probably not be dissatisfied either unless the extrinsic factors are also lacking. Hygiene factors are located not within the school but within the broader societal context and environment of which school is a part, for instance within the working conditions.

According to Herzberg (1968) motivators (Satisfiers) induce positive behaviour (satisfaction) among workers which could motivate them to remain on the job and towards the realization of organization goals where as their absence leads to dissatisfaction, apathy and laissez-faire attitude to work. On the other hand hygiene factors (dissatisfiers) ensure that there is less dissatisfaction among workers who do not motivate them towards high productivity if they are present at acceptable levels, there is no dissatisfaction otherwise, and dissatisfaction causes frustration among workers.

The implication of this theory and its relevance to this study is that frustration and despair, apathy, poor job commitment and general dissatisfaction among workers because of the absence of motivators and acceptance levels of hygiene factors could cause a worker turnover his job. Academic staff for instance like all other employees have goals which they are expected to achieve through the teaching profession. They

have certain expectations on the job. Once these goals and expectations are not met, they are likely to leave the profession and seek for the jobs that they can achieve their goals or expectations.

The researcher believes that an individual's relation to work is basic and one's attitude towards work can very well determine success and failure of organizational goals. It is therefore observed that, when academic staff members are not satisfied with the organizational socio-economic factors, recognition by the large society and encouragement by government they may possibly turnover from teaching job or move within the profession to greener pastures. This will actually affect the quality of manpower trained and produced by the tertiary institutions.

Another approach to the study of motivation is Vroom (1964) Expectancy theory. It is concerned with how workers are motivated. The Expectancy theory propounded that, the strength of a tendency to act in a certain way depends on the strength of expectation that the act will be followed by a given outcome, and so on the attractiveness of that outcome to the individual. In practical terms, an employee tends to work harder in anticipation of reward in future. The outcome motivates the worker to exert a high level of effort, when he/she believes that effort will lead to a good performance appraisal, such as a bonus, a salary increase, or a promotion, and that the reward will satisfy the employee's personal goals. The theory therefore focuses on three relationships as viewed by Robbins (2001).

1. Effort-performance relationship. The probability perceived by the individual that exerting a given amount of effort will lead to performance.
2. Performance-reward relationship. The degree to which the individual believes

that performing at a particular level will lead to the attainment of a desired outcome.

3. Rewards-personal goals relationship. The degree to which organizational rewards satisfy an individual's personal goals for the individual.

The idea is that, there is a relationship between effort, performance and reward. The strength of the effort and performance that an employee will put in an organization will depend on whether the employee is looking for extrinsic or intrinsic reward. For example, two workers performing the same type of job have differential preference. One may want money; the other may do the same job for recognition. So academic staff in tertiary Institutions should be motivated on individual desires and what will satisfy him/her better. The researcher therefore, observes that, Expectancy theory helps to explain why a lot of academic staff merely do the minimum necessary to get by or turnover because they are not motivated on their job. The problem with this theory is that, it requires mathematical calculation to determine attitudinal behaviour of human beings, which is complex. Behaviour of workers varies from organization to organization, individual to individual.

McGregor's theory X and theory Y. McGregor's (1960) theories postulated dichotomous views of the attitude of managers toward employees.

The two theoretical assumption which are separately known as theory X and theory Y present diverse perception of the relationship between managers and subordinates. Theory X managers portends a pessimistic view of the relationship between some managers and subordinates. This traditional and negative view is anchored on the principle of direction and control as a strategy for eliciting co-

operation and productively from employees; an opposing view known as theory Y, carries optimism and positively about the relationship between the managers and subordinates. The assumptions are based on the integration of the individual employee with organizational goals.

Theory X and theory Y mark another milestone in the development of understanding about organizational management that brings about high productivity and as a result efficiency and effectiveness.

The assumption of theory X include that:	The assumption of theory Y include that:
<ol style="list-style-type: none"> 1. An average worker has an inherent dislike for working if he can. 2. Because of this characteristics, most workers must be coerced, controlled directed and threatened with punishment, so that they will work towards the goals of the organization. 3. The average worker prefers to be directed, prefers severity and avoid taking responsibility for his action. 4. Most workers place security above all other factors associated with work and will display little ambition. 	<ol style="list-style-type: none"> 1. Physical and mental works are at natural as play if they are satisfying. 2. Man will exercise self direction and control towards an organizational goals if he is committed to them. 3. Commitment is a function of satisfactory of ego and self-actualization. 4. The average man can learn to accept and seek responsibility. Avoidance of it and emphasis on security are not inherent characteristics. 5. Creativity, ingenuity and imagination are widespread among people and do not occur only in a select few.

Sources: Obi (2003) and Robbins (2001)

The motivational implication of this theory is best expressed in the frame work presented by Maslow. Theory X assumes that lower-order needs dominate individuals as well as higher-order needs. McGregor also believed that theory Y assumptions were more valid than theory X. Therefore, ideas as participative decision making, responsible challenging job, and good group relations as approaches that would

maximize an employee's job motivation.

Educational Administrators of tertiary institutions who accept the assumption of theory X and theory y should utilize its essential ideas in their policy making, in making decisions and in carrying out other facts of their administrative functions.

In order to attain academic standards in Taraba State tertiary institutions, educational managers who view their academic staff under theory Y assumption will bring about high productivity due to efficiency and effectiveness

Implication and relevance of the theories of motivation can be described as instruments of change towards increase productivity that leads to goal attainment of organization. For goal of an organization or industry to achieve maximum productivity that can claim standard attainment to satisfy customers' demands and needs, the stake-holders/managers, must use motivation as good instrument that can re-direct workers behaviour towards achieving the goals (Uyanga, 1995).

2.2 Concepts of Attrition and Academic Staff Turn-over

2.2.1 Concept of Attrition

The concern of every manager is to recruit and retain competent personnel that will work toward the attainment of organizational goals. To do this, different forms of personnel policies are put in place in order to attract the right calibre of employees to the organization. Such policies/structure include salary and wages, fringe benefits, job enrichment in service training, pleasant condition of service, encouragement by the government/management, this is basically a system of motivation for job satisfaction that appeal to employees. However, a most serious dilemma facing the Nigeria education system is recruiting and retaining those in service.

Tettey (2004) in his study, conducted on “Academic staff Attrition at African university” views attrition “as the situation of a declining professorate” or a situation where by “African Universities continue to contend with a shortage of academic staff and so do not seem capable of mobilizing the intellectual strength needed to drive capacity – building efforts on the continent.”

Gabb, Milne, and Cao (2006) in their finding on “ understanding attrition and improving transition” are of the view that, attrition “refers to the loss of student from a unit, a module, a subject, a year of a multi – year course or a whole course of a tertiary education system. Also New-York city Council Investigation Division (CID) (2004) defines attrition as “brain drain in our city’s schools”.

Similarly the concept attrition has been defined as “the loss of experienced teachers, which is seen as a threat to instructional quality”. It is also viewed as “a waste of scarce resources as replacement teachers have to be recruited and trained” (Chapman, 1994; Fadipe, 2000). The concept attrition seems to have a universal definition, as such all the definitions above can be referred to as, a situation of making somebody weaker by repeatedly attacking them or creating problem for them so that, they do not achieve their target, aim or goal.

Attrition in school system can be loss of both human and material resources. The human resource here refers to both staff and students. The view above are the fact that attrition of teachers has been regarded as a serious problem mainly because students are denied direct instructional time. Attrition also leads to inadequacy of teachers in terms of quality and quantity; since teachers who are once trained leave teaching prematurely for greener pastures (Tettey, 2004).

Balogun (1991) cited in Fadipe (2000) identifies four types of shortages of teachers. These are:-

Overt shortages: A situation whereby the actual vacancies of teachers to be filled with specific consideration with their specialization needed and the quantity desired to fill up the gap.

Hidden shortages: refers to vacancies filled by teachers who are not professionally qualified.

Suppressed shortages: which relate to post required to satisfactorily man teaching in the school system.

Modernization shortages: are qualified teachers but are already out of touch with current developments in their fields. They need a sort of orientation through seminars, workshops, conferences etc to update them.

Dalton, Krackhardt and Porter (1981) in Gwama (1999) categorized turnover into two, functional and dysfunctional turnovers. Functional turnover is where organization has a lot of redundant, unskilled, sick and aged people among its workers but where turnovers is among the reverse category of workers, i e. the hardworking, skilled, healthy and the young, it is dysfunctional. Based on this description, therefore, one could say that turnovers among tertiary institutions in Nigeria and Taraba State in particular, may be dysfunctional.

Employee turnover may result from problems associated with the teacher's environment or problems that are associated with the teaching task. Based on studies conducted at the University of Illinois, turnover can be caused by either of the

following:-

Reasons associated with family life, Desire for better opportunities, Desire for a different work, Low wages, Dissatisfaction with supervisors or colleagues and Poor working conditions.

In a similar study conducted by Porter, Crampton and Smith (1973) on organizational commitment and managerial turnover, it was discovered that, if the degree of personnel job commitment becomes very low, such an employee will eventually leave the organization. According to Pigers & Myers (1983) four types of employee turnover or separation can be identified. These are: -

Voluntary quit, Lay-off for lack of work, Disciplinary lay-off or discharge, permanent or partial disability, retirement or death.

According to Jacobson, Logsdon and Wiegman, (1973) “no school system can be effective unless the remuneration structure is such that good teachers can be recruited and maintained by the system”, this therefore points out that retention of teachers rate of turnover must consider their remuneration for organizational goal attainment. The researcher is therefore, of the views that, a keen and observant manager can observe several signs that could lead to employee attrition. These signs include absenteeism, apathy, irritation, frustration, lowered productivity, official complaints and grievances.

The New York city (NYC) public school faces high rate of a “brain drain” through teachers retirement or withdrawal from the school system. From the telephone survey conducted 30,000 out of 80,000 were likely to leave the city’s classrooms for other jobs. Among New teachers (1-5 years experience), mid-career teachers (6-24

years experience) and eligible Retirees (25+ years experience) gave four work conditions that caused their greatest dissatisfaction. These were: “Salary and benefits, School safety and discipline, Availability of instructional materials and supplies, Class size.”

In support, Buckley, Schneider & Shang (2004) discovered that attrition of both “new and experience teachers is a great challenge for schools and school administrators throughout the United States, particularly in the large urban districts”. The scholars investigated “the importance of facility quality using data from a survey of K-12 teachers in Washington, D.C. It was discovered from their sample that facility quality is an important predictor of the teachers to leave their current position. Buckley et al (2004) revealed that there are general and primary reasons for teacher attrition as stated thus:

In general, teacher list family or personal reasons, such as pregnancy, the demands of child-bearing, and health problems Job dissatisfaction, primarily due to poor salary, poor administrative support, and students discipline problems

In addition some more general factors include, “government policies, portrayal of teachers in the mass media, and community attitudes towards teachers,” general esteem and status in society, which features largely in their professional commitment and morale. Similarly National Centre for Education Statistics (NCES) Issue Brief (1992) and Smithers and Robinson (2003) discovered that Teacher Attrition and Migration “means an even larger proportional loss of teachers for the private sector in comparison with the public sector”. Reasons why teachers left teaching were mainly:

For better salary or benefits, to pursue another career outside education, dissatisfied with teaching as a career, family or personal move, or health, or pregnancy/child

rearing, to retire.

From the study on why teacher attrition and migration between private schools and public sectors, by NCES's 1987-1988, school and staffing survey (SASS) and 1988-1989 Teacher Follow up survey (TFS), it was discovered that, most (82 %) of private school teachers moved to the public sector "for better salary or benefits".

Ingersoll (2001) conducted a research on "Teacher Turnover, Teacher shortages and organization of schools" which has a similar discovery with NCES (2005) research on private school Teacher Turnover and Teacher perceptions of school organizational characteristics". These studies have shown that teacher turnover is associated with teacher perceptions of school organizational characteristics, including: Low levels of administrative support, little input into school decisions, student disciplinary problems and insufficient salary.

It has also been noted that, increasing teacher attrition places the education system at risk for lower teacher quality, greater inequity in student opportunities and increased inefficiency as more funds are diverted to recruiting and training new teachers (Utah Foundation Report, 2007).

2.2.2 Concept of Academic Staff Turnover.

According to Dirkx & Jha (1998) "academic staff includes professors, Senior Lecturers, Lecturers and Librarian". They also view Academic Staff as "staff whose salaries are determined by the Industrial Relations Tribunal or the Remuneration commission in respect of academic related staff." They may or may not be involved in teaching. They are therefore called teachers (Dirkx & Jha, 1998).

Academic staff turnover according to Piwuna and Enoh (2000) 'Teacher turnover is where the professionally trained ones veer off into greener pastures at the

slights opportunity.’’ To them, the rate of teachers’ turnover in contemporary terms is due to their stigmatization with perpetual neglects and irregular payment of salaries and other deprivations.

On the part of Ingersoll (2001), teacher turnover is ‘where large numbers of teachers depart their jobs for reasons other than retirement.’’ In his findings of ‘Teachers Turnover, Teacher Shortages and the Organization of Schools,’ it was reported that turnover rate was moderately higher in public, urban and even in small private schools. It is therefore, observed that academic attrition in this study refers to the voluntary withdrawal of academic staff from teaching/lecturing in Taraba State tertiary Institutions due job dissatisfaction. This job dissatisfaction could be in the areas of teachers’ characteristics, organizational condition or community factor.

Reasons for Attrition

There is no doubt that the current socio-economic, staff professional qualifications, school facilities factor and staff other reasons result to high rate of attrition among academic staff in Nigeria.

The major cause of teacher attrition is that of low morale (Fadipe, 2000). This problem has been attributed to lack of financial and other incentive; inappropriate recruitment and promotion policies; weak administrative support for teachers; lack of recognition by the society, poor conditions of service, adequate school facilities, lack of encouragement by the government ecetera (Adesina, 1981; Fadipe, 2000 ;Piwuna, & Enoh, 2000).

Adesina, (1981) further revealed that serious problem of secondary school teachers in Lagos was due to high rate of turnover. It was discovered that the young

qualified teachers' turnover rate is more than those who have many years of service and qualified staff who are of age. Similarly, Aghenta (1977) (as cited in Adesina, 1980) found a turnover rate of 73.3% over a period of five (5) years (1970-1975) and he lamented that this figure was too big for any school system anywhere in the world. He attributes this high turnover rate to: poor conditions of service, lack of promotion prospects, delay in giving loans, poor salaries, very low public image, lack of interest in the job, lack of power or influence in the society. Too much work, very low public image, lack of co-operation from students and principals, and poor treatment of teachers by Ministry officials.

Musa (2007) reported his view on teachers qualification and quality of instructional materials as factors influencing withdrawal from vocational institutions in Jos metropolitan that most of the vocational institutions whether owned by the government or individuals, experienced shortage of instructional facilities and workshops were poorly equipped and when teachers qualification improve, their withdrawal rate increases. Teachers in all levels of education face these problems. However, politics within and outside the system and the above are some of the grievance for teacher turnover as observed by the researcher.

Dirkx and Jha (1998) categorized the reasons according to patterns based on (a) Psychosocial variable like goal-setting, motivation, personality, resistance interaction patterns life change and commitment (b) Socio-economic and demographic variables such as gender, race, employment, age, family members, income/poverty level. (c) Situational variables that include factors of drop-out or number of hours enrolled such as children and transportation needs, (d) Academic variables like last

grade attended, educational status, placement level, ability, and testing scores; and (e) Institutional variables such as class time, format, numbers, location, instructor and recruitment procedures.

Tettey (2004) reported that, respondents indicated that they have thought of leaving their institutions over the past five years, but the number that had actually sought other jobs or received offers, was very negligible. This means that most academic staff who think that they have chosen the right profession remain in it, unless conditions become unbearable. These findings also show that, academic staffs at the junior ranks (i. e. Assistant Lecturers and Lecturers) are more likely to leave than their more senior counterparts.

Piwuna & Enoh (2000) expressing their views on their study on “Turnover rate of teachers in Plateau State” discovered that, between 1995 and 1997, the general turnover rate of teachers for the years under review was on the high rate, 47.6% in 1995, 45.9% in 1996 and 11.9% in 1997 which was the lowest. The fact that there is a serious attrition in the teaching profession is a serious cause for concern. The researcher also observed that graduates with high qualification turnover their jobs as compared with unqualified graduates.

Gwama (1999) maintained in his study on “Personnel Remuneration and Turnover of secondary school teachers” that, where employee remuneration is low their turnover will be high, due to managerial less focus on employees lower needs and employee with a minimum of first degree turnover their job while NCE holders remain for in the service purpose. Similarly Litt and Turk, (1985) observed that, there is no predominant reason that teachers cite for leaving teaching. Among the reasons

are salary, limited opportunities for advancement and too much to do in too little time, lack of support from the principal. Principals may frequently reduce or eliminate a teacher's opportunities for intrinsic rewards. However, the intention to leave teaching was more related to their coping resources. This is supported by Marlow, Inmar and Betancourt-Smith (1996) who indicated that common reasons for leaving included problems with student discipline, lack of student motivation, and lack of respect from community, parents, administrators, and students.

According to Buckley et al., (2004) revealed that large percentage of new teachers said they did not have access to adequate supplies to equipped their classrooms, rather buy textbooks or have rely on family, friends or other private resources to photocopy materials for their lessons. Other school facilities such as inadequate classrooms and classroom furniture may create unconducive teaching and learning difficulty especially in coping with the class size (Ebi, 2002). The problem of equipped school library and computer for studies and research purposes. Furthermore, the laboratories are available but inadequately equipped with chemical and animate objects for students practical in courses chemistry, physics and biology. This situation was observed to be the case of Taraba State Institutions for the period under review 2002 to 2006.

The danger caused by teachers leaving the profession are too great to allow the situation to continue like that for long, if the gap between the myth of what education could ideally achieve (producing qualitative teachers to meet the demands in schools), and the reality of what is actually happening (the attrition/short fall in teachers supply) becomes too great that the confidence of both the society and government will be

seriously reduced (Piwuna & Enoh, 2000).

2.2.3 Conflict and Conflict Management as it affects Teachers Turn-over

In today's complex society conflict is dealt with in our daily lives- at home, workplace, and school in personal and business relations. Edem (2006) view conflict as a common provision within an administrative set-up. Conflict to him is also, an expression of hostility, negative attitudes, antagonism, aggression, rivalry and misunderstanding where there is formal interaction or job requirements of individual groups and department within an organization. Chandan (1988) in Opeloye (2006) consider the major causes of conflict to be, lack of proper knowledge and facts about the way other people think and act, lack of opportunities for promotion, lack of opportunities for further training, inadequate instructional resources, poor remuneration, lack of effective leadership style and lack of participation in decision-making.

Tertiary institutions comprise of a hierarchy of subordinates-super ordinates relationships. The school as a social system has two dimensions: Institutional/nomothetic and the personal/idiographic aspects. The nomothetic dimension constitutes roles and expectations that fulfil the goals of the organization (school). Whereas, the idiographic dimension is influenced by the personality and needs disposition of the employee. When the manager fails or is found wanting in satisfying both nomothetic and idiographic dimensions of any organizations, then conflict can occur (Edem, 2006).

2.3 Role of Job Satisfaction

Tertiary institutions seem to be dependent on the way the academic staff feel about their Job of teaching/lecturing and how satisfied they are with the job. Thus researchers have since recognized the importance of job satisfaction in an organization. Extensive literature also supports the claim that the role of job satisfaction is positively related to organizational productivity (Kundu, 1998).

There are various definitions of job satisfaction with none to be a universally acceptable one. Vroom (1964) defines job satisfaction as “the positive orientation of an individual towards the work role which he is presently occupying”. Similarly Kundu (1998) defines job satisfaction as “the pleasurable emotional state resulting from the approval of one’s job as achieving or facilitating the achievement of one’s job values” Koontz and Weirich (1983) refer to job satisfaction as the “contentment experienced when a want is satisfied”. Job satisfaction and dissatisfaction could then be described to be a function of the perceived relationship between what an individual wants from his job and what the job is perceived to be offering. Determinants of job satisfaction include variety, complexity, autonomy and responsibility. A combination of extrinsic and intrinsic reward gives the individual employee some degree of satisfaction on the job. The researcher is also of the view that job satisfaction occurs as a result of employees estimation of the extent to which a job is favourable or unfavourable in relation to his expectations and values. However, in order to understand an employee’s job satisfaction one needs to understand the individual’s total personality and value system (that is, emotion, affection and personal responses)

Manager’s interest in job satisfaction tends to centre on its effects on

employees performance (Robbins, 1999). Many researchers have recognized this interest hence a number of studies have been conducted to assess the impact of job satisfaction on employee productivity and performance. Obviously, arguments could be made for including still other roles of job satisfaction, and so this list does not claim to be exhaustive. They include the following: ‘Job importance, Remuneration, External reward and incentive, adequate supportive working conditions, Leadership style’

i. Job Importance

The perceived importance of the tasks performed in a job is expected to correlate positively with overall satisfaction. Robbins, (1999) stated that job importance refers to “satisfaction and high productivity. “ He further revealed that, employees tend to prefer jobs that give them “opportunities to use their skills and abilities and offer a variety of tasks, freedom and how they are doing”. Katz and Kahn in Gwama (1999) also indicated that the more skilled a job is, the more its members enjoy their jobs. In the words of Ikeotuonye (2000), “there was job satisfaction written boldly on the faces of the teachers, hence female teachers were in very high demand as wives”. He revealed that teachers actually ranked among the top echelon of society up to the end of the Nigeria – Biafra war. He furthermore revealed that, on the whole, it was very attractive to go for training as a teacher. Similarly Robbins, (1999) summarizes satisfaction and performance relationship in a statement thus: “a happy worker is a productive worker”.

In Nigeria, employees especially teachers have lost their glory hence most of them do not value and enjoy their jobs. For instance the university teachers, like his

primary and secondary counterpart, has been reduced to living at subsistence level, he now views himself and his future with a great deal of fear and anxiety and feelings of insecurity engulf him. Much goodness has left for greener pastures living the misfits who regard professional development as poisons to their ears (Adesina. 1981 Mohammed, 1994 & Ikeotuonye, 2000).

The researcher observed that, teachers nowadays hardly compare themselves with other categories of workers unlike in the good old days when the teacher was either the only government worker in his community and perhaps the best trained and paid. This condition is a fertile ground for grievances and dissatisfaction on which could result in attrition as a result of less importance hence less productivity.

(ii). Remuneration

The concern of every manager is to recruit and retain competent personnel that will work towards the attainment of organizational goal. To do this, different forms of personnel policies are put in place in order to attract the right calibre of employees to the organizations.

Kundu (1998) advanced that, the recruitment of well qualified and skilled personnel does not imply excellent performance, rather management needs to be continually motivated and compensated adequately for the effort they put in discharging their responsibility”. Similarly Adesina (1981) realized that teachers turnover their jobs because of under payment and disagreement with administrative policies and personnel. This is supported by Miskel, (1982) who opined that administrative policies and structures include salary, wages, fringe benefits, job enrichment, in service training and promotion. This is basically a system of

remuneration that appeals to employees. If the structure is quite appealing or acceptable, the employees are likely to perceive their individual goals as congruent with that of the organization and thus they will be motivated to work efficiently towards these goals. However, where the organization fails to put in place what the workers perceive as acceptable remuneration for their worth, problems of shortage of qualified staff, labour disputes, low morale and low productivity, job dissatisfaction and turnover become apparent (Gwama, 1999).

Similarly, a study conducted by Emmanuel, (1994), on the “high labour turnover in Nigeria post primary schools” revealed that most of the teachers serving in post primary schools in Nigeria who withdrew completely from the teaching job for other jobs do so because they feel that they are not adequately remunerated to commensurate their training and experience. He is also of the view that, government has not yet given the post – primary school teachers the attention they deserved. Hence most teachers results to turnover their jobs. Despite the fact that, teachers’ salaries in Taraba state tertiary institutions are now regularly paid, salary alone is not enough to motivate and satisfy the teachers for high productivity in the attainment of academic standards. Ajibola, (2005) observed that salaries alone does not determine proper working conditions. He therefore opined that, such factors as management, able professional assignment such as class size, nature of class, numbers of work load, equipment and extra duties and responsibilities all add up to determine teachers job satisfaction.

(iii) External rewards and incentives

The task of motivating and rewarding employees for production is one of the roles of the school management that require great attention (Gwama, 1999). An employee for instance, whatever his status deserves to be paid a living salary. Another instance also is an employee whatever his status deserves an extra pay for any extra service that he renders. Fringe benefits for example have become very important to teachers as they do to other workers because of the advantage that accrue from them.

This advantage according to Kundu (1998) include:-

- Fringe benefits motivate workers towards efficiency and maximum productivity.

- Fringe benefits provide some needed personal benefits and they are not subject to government tax deductions.

- Fringe benefits help to increase employees' job satisfaction.

Rewards, especially extrinsic ones however have to satisfy some principles before they can be effective. First reward has to meet the expectations of the recipient. Secondly, it has to be connected immediately to the desired behaviours and thirdly, the amount of rewarding has to be equal to the effort expend (Kundu, 1998; Olumide, 2005). The importance of rewarding employees for desirable behaviour is not just meant to sustain such behaviour but such rewards could lead to increased productivity and workers retention.

Teachers in Nigeria for instance often perceive themselves as being more productive than some professional public employees, who receive much more attention and remuneration from the government as observed by the researcher. Money is an important motivator and reward or incentive to workers in third world countries. Money to many people is instrumental to the satisfaction of several needs. In a review of 49 research studies on the relative importance of money, Katz and Kahn

(1973:343) in Gwama (1999) found that pay ranked third on the list of those things that workers need most. This is supported by Piwuna and Enoh (2000) who stated that “pay of the teachers were and is still a cause for anxiety and the main reason for attrition”.

One way of boosting personnel morale is by promoting competent persons to positions of responsibility. It is a strong motivator of employees towards increased productivity (Hacket, 1979); it gives satisfaction, increased responsibility and task complexity as well as higher pay. Nwachukwu (1988) revealed that organizations that have poor promotion policies or limited promotion opportunities create, such dysfunctional factors as low morale, anxiety, and frustration in employees’ performance and the employees must see it as significant if it is aimed at or intended to serve as a motivator. The researcher is also of the view that employees’ outstanding performances should attract rewards and incentives in an organization.

(iv). Supportive working conditions

Piwuna and Enoh (2000) in their study on Turnover rates of teachers in Plateau state, are of the views that, “the condition of work of teachers had reach an intolerably low point”. It has been revealed that, teachers working conditions have been drastically eroded, producing an exodus of qualified and experienced teachers. Similarly Robbins, (1999) is of the view that adequate facilities tools and equipment determine job satisfaction through personal comfort. He is also of the view that friendly and supportive colleagues are also determinants for conducive working environment.

(v) Leadership style

According to Adesina (1981), leadership connotes the ability to get things done with the assistance and cooperation of other people within the institution, organization or system. He maintained that the achievement of the whole educational goals is essential to the fulfillment of the whole economic plan, which rests on the quality of the leadership of that school. Hence, the academic achievement of institutions of learning in Nigeria is highly correlated with the leadership style of their leaders. Blake (1964) supported the concept of managerial competence by saying that “without it, the organization will become a victim of status quo” and bureau critic decay but with necessary managerial competence managers will adapt to changes in the environment. National Center for Education Statistic (NCES) (2005) in a study on private school teacher turnover and teacher perceptions of school organizations declared that organization is most effective and efficient if leader of such an organization adopts an open system, that is he engages in exchange and competitive relationship with the environment to its own advantage. Similarly, Adesina (1984) in a study of leadership styles in selected schools in Nigeria found out that, an appropriate leadership style will lead to positive climate in the institutions, He is of the view that adequate qualification relevant to the post and working experience are essential, and he recommended a democratic style of leadership which will allow members of staff to be involved in the decision making process of the schools.

2.4 Significance of Academic Staff in Tertiary Institutions.

The success or otherwise of any education ultimately depend on the quality, quantity, competence and commitment of teachers as the life – wire of any educational institutions (Ibi, 2002). He also revealed that teacher’s characteristics (experience,

content acknowledgement, qualification and personality traits) contributed significantly to the variance in student cognitive achievement, attitudes and acquisition of process skills.

The National Policy on Education, FRN (2004) reveals that no educational systems can rise above the quality of its teachers. Emmanuel (1994) opined that, the potential of an educational system is directly related to the ability of its teachers, therefore the more qualified and better trained the teachers are, the easier it is to effect curriculum development. The teacher is an instrument of change because he is one whom the student perceives as having an important influence on him/his behaviour. This brings to bear the relationship that is expected to exist between the teachers and students. The students always perceives teacher as a model (Tartes, 1998 in Ibi, 2002).

Teachers are classroom instructors, innovators, modernizers of the society in which they operate. Thus for nations educational system to attain its goals depend on its teachers. Isa (2005) discovered that the capacity building of the teacher is effective in improving pupils' performance because teacher's mastery of the subject-matter and the ability to teach effectively relays on the needs-based workshop. He revealed that teacher's qualification is an important ingredient "for a teacher of mathematic to teach mathematics better he must know mathematics better" since it is not possible for one to give what one does not have.

In order to increase the quality of teaching, the teachers need to know the methods to use in teaching which can make the learner understand what is being taught. Omwirhiren (2004) in her study on "the relative effects of individualized instruction and the traditional method of teaching on gender achievement in SSCE

chemistry” revealed that, the use of inappropriate teaching methods have been proffered for the low achievement in science subjects. This is because some educators seem to dwell on the “traditional method” which has been found to be “teacher-centred and authoritarian in nature resulting in passive learning outcome”. Similarly, Ibi (2002) in his survey on relationship between educational resources and student’s academic achievement revealed that “quantity of teacher is irrelevant as determinant to students’ academic achievement provided they are not competent or qualified to impact the desired knowledge”. The study also discovered that “crowd cannot become teachers unless trained; qualified and certified to teach”. Indeed those who lack knowledge also lack the basic skills to impart the expected learning outcome for goal attainment as observed by the researcher.

Teacher education and Technology education “was to enhance teacher’s commitment to the teaching profession” And this “give exposure on professional studies in the technology” (NPE, 2004). The provision made it of a policy that all academic staff in Colleges of Education, Polytechnics and Monotechnics will be professionally trained. In fact, it recommends Bachelor degree as the minimum teaching qualification. The falling standard of education and politicization in Nigeria continue to harbour untrained and unqualified academic staff in our tertiary institutions. Ibi (2002) and Okwudire (2000) revealed that for our teachers to perform their professional and legitimate role of enhancing effective teaching and learning for academic standard attainment, teachers must be well trained and they must be proportional to the required students as provided in the National Policy on Education, FRN (2004) teacher pupil ratio. The reward (promotion) for professional growth at

each level must also commensurate to their labour. A non motivated teacher may not perform even if there is an adequate instructional material and updated facilities that can enhance teaching/learning environment (Ibi, 2002).

Thus, it is in the opinion of the Federal Government of Nigeria as provided in section 8 sub-sections 68: b that “it is imperative that teachers in professional fields have relevant industrial and professional experience”. This is because, the quality of the future citizens of our country depends largely upon, the quality, competence and character of her teacher preparation and people who can apply scientific knowledge to solve environmental problems for the convenience of man i.e. the technicians, technologists and other skilled personnel who shall be enterprising and self-reliant.

Apart from the parent/guardian, the teacher is the most influential factor in moulding the personality and life pattern of an individual (Okwudire, 2000). The teacher must therefore, by virtue of his role be intelligent, well adjusted, emotionally stable, adventurous, self-controlled, imaginative, have thinking capacity. It is in line with the above qualities that the NPE (2004:39) stipulates the aims of teacher education as:

- to produce highly motivated conscientious and efficient classroom teachers for all levels of our education system.
- to encourage further the spirit of enquiry and creativity in teachers.
- to help teachers to fit into social life of the community and the society at large and enhance their commitment to national objectives.
- to provide teachers with the intellectual and professional

background adequate for their assignment and make them adaptable to changing situations.

to enhance teachers' commitment to the teaching profession.

It is evident from the above aims that any teacher that wants to discharge these primary objectives, a cadre of staff is required in adequate number and quality at the different educational levels in local, state and federal institutions. Despite the significance of teacher in academic goal attainment, some flaws found as impediments, include in the opinion of Okwudire, (2000) and Fedeiyi (1995) as:

Lack of uniformity in curriculum contents

Abolition of home visit programmed

Lack of adequate finance

Lack of opportunity to acquire vocational and Rehabilitation skills.

Lack of unified body to control the activities of each institution.

These problems have been observed to be faced by the tertiary institutions under study by the researcher.

2.5 Importance of Instructional Material in Goal Attainment

It is obvious to know that any resource other than human beings could be material resources in any school setting. There is no doubt, that teaching and learning process would be effective in a situation where material resources are adequate and available. The instructional materials here are textbooks, laboratory equipment and audio visual aids. Philips (1968) in Ajibola (2005) see teaching aids as the teaching material devised for teaching a particular course or subject.

Ibi (2002) revealed that, instructional materials could be “audio, visual or

audio-visual “, and they play “significant role in enhancing and influencing the effectiveness of teaching and learning” in all levels of education. Olumide (2005) also supported that, instructional materials are “material resources that are consumable and equipment commonly used in science lessons.” These include laboratory equipment chemical, animals, (rats, ants, fish) computers etc. He discovered that “the lower level of the primary classes require a specialized learning environment” especially with colourful models and dolls for playing and learning.

Aliyu (2005) in his study on “information in Nigeria” opined that, “computers can facilitate teaching and learning” because it enable students to “experiment, collaborate, inquire and construct knowledge and understanding” with the guidance of the teachers. In support of this, the National Policy on Education, FRN (2004) was reviewed to accommodate the acquisition and application of the computer education in the curriculum right from the primary education up to the tertiary levels. NCCE (2002), has added compulsory computer studies to the Nigeria certificate in Education (NCE) minimum standard as a way of promoting computer education among colleges of education students, since they are trained to train in the future and it is an audio – visual aids. Similarly Computer literacy was made mandatory for all teacher educators by the National commission for colleges of education (NCCE, 2003).

Indeed, “the world is dynamic, so also is education and its process and approach. With these changing processes and approaches, the traditional method of teaching where the teacher dominates the lessons (teacher-centred method) is generally replaced by child-centred method; a situation where the learner learns at his or her pace with the guidance of the classroom teacher and available material resource at his disposal Ibi

(2002). Onyegebu, (2001) supported that,” computers, video disc/tapes, television, cassettes, C.D- ROMs etc present great possibilities for the solution of many educational tasks in biology”. This will in turn result in the development of creative thinking, highlighting of the true value of knowledge, skills and abilities and the acquisition of positive attitude to life by the students.

The use of interactive computers/ video disc with laser disc players and colour T.V monitors have been found to be very helpful in forms of drills and practice for learning biology concepts (Leonard, 1992 in Onyegebu, 2001). The computer also provides the means for “interaction between the learner and the instructional content” and the life - like images in which learners can respond and are of great resolution to their tasks.

The classroom collection consist of a variety of educational resource materials, that is books and non – books materials with the aim of bringing the materials nearer the pupils with the classroom. The books materials consist of fiction books, non – fiction books, picture books, reference books while the non – books materials are popularly referred to as audio – visual materials. They are also very “important information carriers that are used for programmes and information dissemination. They include charts, models, regalia, television programme and computers. Some of these resources are “found in the classroom, others are borrowed or consulted by teachers and students in school media centres, university loan libraries or commercial rental sources.” The instructional materials are therefore either provided by the management or improvised in order to facilitate the teaching-learning process and bringing out the realities of the subject to the students so as to obtain a more effective

and functional form of education in a fast changing world of today(UBEP, 2003).

Instructional materials are very important in teaching a particular course of study as reviewed above. In the words of Ellis (1984), justifications given for the use of audio – visual instructional materials are:-

- Ability of the screen to provide more concrete representations of abstract concepts.
- The ability to interact with phenomena normally not accessible in regular classroom.
- Individualization of students work.
- More efficient use of instructional time.
- More economic use of laboratory facilities and materials
- Making learning memorable and permanent.
- Offering reality of experience which stimulate.
- Self activity on the part of the students.
- Ability to update textbooks offerings.

Mc Farland (1973) in Ajibola (2005) opined that teaching aids are indispensable in the sense that they give variety and vividness to learning. This is because materials like “flash cards maps stimulate the learners intellectually.” To the teachers it is a “stimulus that refreshes his own knowledge by chastening him to source materials of interest” and not relies on second hand textbook summaries. Similarly Isa (2005) discovered that “the use of adequate teaching aids enhanced pupils performance and aids teaching.” It is therefore of great importance that, teachers who make use of instructional materials in their lessons find the greatest

success in achieving the instructional objectives because the use of variety of resources which stimulates pupils interest towards goals attainment as has been observed by the researcher.

It has also been observed that adequate and availability of instructional material which becomes vital enterprise of the development of tomorrow's leaders faces a lot of challenges hence effective teaching and learning cannot take place due to lack of understanding, comprehension and application. Some of the challenges are:-

- i. Basic facilities and equipments like textbooks; laboratory equipment and computers have almost been inadequate for effective learning and teaching process. Mbiti (1984), supported this by pointing out that, "men work better when they are happy with their work environment." This includes materials both in libraries and laboratory. This means that teachers find "difficulties preparing their lesson notes as a result, poor lessons can be conducted" and students would not understand the lesson as required and consequently fail their examinations.
- ii. Financial constraint: money is an important part of material resources, for it is the purchasing power. "Good schools are not likely to be provided unless financial support is adequate." Since generous financial support alone would not ensure satisfactory supplies to schools. Money is therefore needed to obtain/ purchase equipment, instructional supplies, payment of teachers' salaries and other infrastructural materials, "it is an absolute crucial input" for any education system (Emmanuel, 1994; Fadipe, 2000).
- iii. Large – class size: in the market are ready – made package video disc/ tape CD ROMs, cassette tapes on various topics of subjects like biology. There is for example

a CD – ROM that allows students conduct science investigations on various topics in biology (Onyegegbu, 2001). Teachers may find it difficult to use such devices in large classes as has been observed with Taraba state Tertiary Institutions.

iv. Some teachers of the tertiary institutions, under study are technologically unskilled and lack the knowledge of using new devices like computers. They should be trained and should be allowed to go for in – service training, seminar and workshop, so as to gain knowledge on current issues and such new technological devices. Since investment in training is costly, both state and federal governments must play the leading roles in their sponsoring teachers to workshops/ seminars or establishing various training programmes at different levels that will develop the teacher’s skills in this area.

v. Politics of constructing instructional materials to schools by unknowledgeable contractors. The school authorities, principals and subject teachers should have the responsibilities of deciding the right equipment needed by students and the school.

2.6 Role of infrastructural Facilities to Academic Staff.

It is obvious to know that any resource other than human beings could be regarded as material resources in any school setting. Indeed teaching and learning process would be effective in a situation where material resources are available and adequate. The infrastructural facilities for goal attainment under review are the institutional classrooms and libraries.

Infrastructural facilities in the words of Olumide (2005) are “physical resources.” The school buildings and the environment within and without the school make up the physical resources. Adeniyi (2000) also agrees with this assertion that,

places like a farmland, a saw mill, a wood land or forest near the school could go along way in enhancing teaching and learning of primary science for they are physical environment with physical resources. Therefore, in an effort to meet any organizational goal which school cannot be an exceptional, there must be physical materials. These facilities are to provide conducive environment or accommodation for both the teachers and pupils to be comfortable for their work and their activities. The conducive atmosphere enhances teaching and learning to be effective hence academic achievement and attainment of academic standard. Mbiti (1984) pointed out that, men work better when they are happy with their work environment.

Mbanefoh (2001) revealed that “the classroom is the learning environment which imparts quality education and in turn impacts on outcomes”. Isa (2005) supported that, basic facilities and equipment like textbooks, classroom, furniture, laboratories and laboratories equipment, have aided effective teaching and learning process for students academic achievement.

It is therefore, considered that, the quality of education that students received bears direct relevance to the availability and adequacy of conducive classroom environment. But when materials resources are irrelevant or though relevant as required but inadequate the learners would be handicapped. (Njoku, 1979; Adesina, 1980).

Mbanefoh (2001) and Ezeudu (2001) discovered that “classrooms are inadequate and not conducive for learning across the nation”. A survey of facilities by the National Primary Education Commission indicates an average of 30% adequacy of classrooms in the Primary School. Similarly Taraba State Primary Education Board (2000) had its

statistics on infrastructural facilities whereby the number of classrooms are two thousand, six hundred and forty seven (2,647) eight hundred and sixty five thousand, nine hundred and thirty three pupils (865,933) with six thousand, five hundred and seventy seven (6,577) qualified staff; indeed classrooms are inadequate in the state.

It has been discovered that “there are schools without buildings as well as buildings without pupils” (NPEC, 1993 in Oyegegbu, 2001). It is therefore observed that in schools without building, pupils brought their makeshift chairs and benches while others sat on hard cement blocks or bare floor. Inadequacy of classrooms also means that the available spaces are often congested compared to the state or quality of the existing facilities. The condition especially in the urban centre becomes uninviting to pupils, hence contributing to their reluctance to forego schooling. Other opportunities to pursue education, while in cases where classrooms are so crowded and become unmanageable, the quality of teaching and learning is affected adversely. All these situations may also lead students to be routinely absent due to the “school factors to learning hence achievement are compromised” and attainment of academic goal will not be attained (Oyegegbu, 2001).

Library is said to be the store house of knowledge and the life wire of any educational institution. Ohayagha (2005) opined that library is a physical material or infrastructural facility when equipped for direct service like “Selective dissemination of information, current awareness service, reference service, indexing and abstracting as well as indirect service like selection of material to add to stock, acquisition, cataloguing and classifying and bibliography. She also suggested that, the services of academic library are indispensable entity to the academic community. And this could

be enhanced through information technology. Types of library materials are printed and non-printed materials. The former could mean text books, Journals etc while the later could mean computer etc. The National Policy on Education, FRN (2004:10) states that:

The library is at the heart of the education enterprise. The virtual library as a platform for sharing knowledge is aimed at rejuvenating Nigerian schools through the provision of current books, Journals and other information resources using digital technology.

Thus, library is one of the basic requirements of any educational institution especially the higher institution through the enhancement of scholarship, research and lifelong learning through the establishment of permanent access to share digital archival collections. Considering this great and important educational services, every state Ministry of Education needs to provide adequate fund for the establishment of libraries in our tertiary institutions and to train library staff for their services (NPE, 2004).

Ibi (2002) revealed that, there is need for adequate storage and retrieval of information since students refer to books and journals frequently to update their knowledge. Library is concerned with the development of reading skills, literacy tastes, discrimination in choice of material institution in the use of books and intellectual development of the clientele. She discovered that teaching and learning are based on study and reading from the library. In order to teach, one must learn and that learning process must surely have the assistance of book and non-book materials,

which are the wares in a library. Equally, people are expected to advance educationally hence research essays, thesis and dissertations for the award of degree and promotions are essential, and the library becomes the sanctuary that provides necessary materials of such accomplishment. This is supported by Olorunyomi and Ojo (1990) who perceived library as a place to refill and update our knowledge, to reassure us of even what we know, to learn new facts and ideas and to fulfil particular needs.

Onifade and Olajire (1990) have revealed that libraries today are no more a mere form of recreation but are considered to be vital living force in any educational systems. Libraries exist to implement, compliment and supplement the total educational programme of the country at large and the institution in particular. Hence access to information that is contained in the library promotes the process of learning and the development of education generally. The library is an indispensable tool if any meaningful progress is to be made in the area of education and training. It makes research possible in every department of intellectual life while aiding solitary students in their investigation.

Buttressing this fact, the National Policy on Education, FGN (2004: 52) accorded the library a place of pride by saying:

Since libraries constitute one of the most important educational services, proprietors of schools shall also provide functional libraries in all their educational institutions in accordance with the establishment standards. They shall also provide for training of libraries

and library assistants for these services.

The researcher observed that, no institution of learning can attain its academic goals without an equipped library and trained library assistant.

Challenges

Effective learning can be possible when the school has adequate and appropriate resources in terms of infrastructural facilities and instructional materials that would facilitate good teaching and learning through proper provision and management.

However, Hussain (2005) revealed that “classrooms, libraries and laboratories are mostly in poor condition and over-crowded, thus the learning environment is not conducive for effective skill acquisition”. Moreover, in cases where the resources are available, they are of little assistance, some are outdated and not relevant to existing situations. It was also observed that, resource materials are no longer affordable, as they are too expensive for the common teacher and students. Inadequate funding and payment of lip services to library development by the authority concerned, Odusanya (1980) lamented on this by saying that,

“it seems that all levels of Government and the generality of the people in Nigeria have not recognized the central role of library and information services in national development and this led to the stagnation in the growth of library services, especially in colleges”.

Inadequacy of libraries in various tertiary institutions: Neither students nor

teachers seem to appreciate the role of library in the educational system for they are yet to show concern for the lack or inadequacy of libraries in their various colleges. Njoku (1979) noted that, falling standard of education major contributors are student and teachers in their non-challant attitude towards insufficient reading materials in the library.

2.7 Proposal for Academic Staff Retention

It is desirable to retain qualified teachers in the tertiary institutions in order to promote quality education for students' academic achievement. It is very common to find many academic staff/teachers with the intention of leaving for a better job later. An important strategy to plan for the promotion of quality education for attainment of academic standards in our tertiary institutions is the retention of highly qualified teachers who are good in both content and pedagogy. They should be encouraged to take teaching as a life-long profession (Fadipe, 2000 and Akpa 2000).

The staff standard shall be reviewed as follows:-

Teachers' personal characteristics

High strengthening/maintenance of trained teachers

Improve on fair reward and remuneration of teachers

Good quality of teachers working conditions or lack of
adequate supportive environment.

Good leadership qualities and styles.

Re-instate teacher's autonomy.

i. Teachers personal characteristics

National development has a direct link with attainment of educational standard

because teachers translate educational policies in to practice (Buba, 2005). Teachers are agents of transferring knowledge or social culture to the learners or younger generation. A nation's future depends upon the quality of education it provides for its citizens and the quality of that education is the handiwork of inspired, certified and dedicated teachers. The teacher's personality, Tarter (1998) in Ibbi (2002) observed that a teacher is one whom the pupil perceives as having an important influence. There should exist therefore a cordial relationship like confidence, friendliness, effective communication, in-loco-parent between the teacher and the student. This will enhance readiness in the student to learn, thereby aiding the attainment of academic standard. For the students always perceive the teacher as both social model and vocational model (Isa, 2005). Unfortunately, most teachers lack such personal characteristic since most of them use teaching only as a stepping stone for more lucrative jobs, hence inadequate attainment of institutional goal.

ii. High strengthening/maintenance of trained teachers.

Thus, for a nation's educational system to be successful the teachers therefore must be effective and their methods of teaching must also be effective. An effective teacher is a person who can transfer such knowledge and experience to learners with minimum boredom (Denga, 1987). This is because no real expansion of educational programme can take place without a corresponding increase in the number of well – trained teachers (Denga, 1987; Ibi, 2002). Unfortunately trained/qualified practicing teachers are not properly motivated and paid for the service they render as at when due. Even those who are qualified are not strengthened and maintained by properly evaluating their qualities and this also depend on the kind of training they receive both

at academic and professional levels. This reveals that one of the problems that slow down the desirable development of the tertiary institutions is the serious shortage of competent teaching-staffs as also opined by (Fafunwa, 1991). This factor has caused many academic staff especially science subject teachers to turnover and students are taught these subjects only for examinations, largely due to lack of well – qualified teachers in the subjects hence lack of attainment of academic standard. To remedy this there should be adequate pre – service and in-service teachers training.

iii. Improve on reward and remuneration for teachers:

Employees are more satisfied when they are rewarded fairly for the work they do. Considering teacher's responsibilities, the effort they have put forth, the work they have done well and the demand of their jobs. Managers who stand to see that employees rewards are for genuine contributions to the organization have more or high productively from them. The reward should be consistent in the reward policies. (Buba, 2005). If wages are competitive make sure employee know this. Reward can include a variety of benefits and perk other than money. Employees who are rewarded fairly and adequately paid their salaries tend to have job satisfaction and high productivity and retains he/her job. Teacher's present salary and fringe benefits should be reviewed up ward with the present realities. The poor salaries of teachers led to students being exploited by way of sales of hand – outs, receipts of gift. This situation does not give room for proper assessment of students, as teachers may be tempted to be influenced by such gifts from students. This may lead the teachers to leave teaching job as well as poor attainment of academic standard (Isa, 2005).

Iv Good quality of teachers working conditions or inadequate supportive

environment

Fadipe (2000) pointed out that the environment in which people are employed has an obvious effect on the amount of the work that can be done. Environment here includes the school/ area, its cleanliness, temperament, ventilation, humidity and tidiness of the classrooms and descent furniture. Standard conditions – each workers task must be a full day's work and each worker should be given such standardized conditions and appliances to enable him accomplish his tasks. Improving the quality of their work-life through job security can also retain teachers (Fadipe, 2000).

It is alleged that the availability of teaching resources like textbooks, computers, and other infrastructural facilities can influence teacher retention. This is because instructional material make job easier. It also leads to higher level of students' achievement (Ukeagbu, 2000). It is the teacher that takes much of the credit. This leads to higher teacher morale and a greater recognition especially by the parents/ society.

Academic staff attrition also discourages increased professional integration and involvement where teachers' inputs are recognized. In order to retain teachers, they should be involved more activity in the development of curriculum and instructional materials which keep the teachers engaged and interested in their work.

Involving teachers in decisions that directly affect their work like formulation of curriculum, preparation of instructional materials and the design of experiments among others give them a professional challenge and make them willing to stay in teaching (Fadipe, 2000, and Obi, 2003).

iv. Good leadership qualities and styles.

Employees are more satisfied when their managers are good leaders. This includes motivating employer to do a good job, striving for excellence or just taking action. Managers should be well trained with all the necessary qualities; “writing, reading, arithmetic, caring, confidence, courage, calmness, contentment, commitment, creativity and communication (Uyanga, 1995). Leadership also combines attitudes and behaviour and it can be learned. People respond to managers that can be trusted and who inspire them to achieve meaningful goals. No leadership style can suffice in any organization, whether, educational, or business. There are times the leader needs to use the autocratic methods to get work done. This could be when the staff proves difficult. There are also times he needs to over look a few things they do to allow them freedom and self confidence, this means leadership style should be authoritarian/Autocratic leadership, Democratic leadership and laissez-faire leadership (Uyanga, 1995). Poor administrative and management environment of the educational system especially by chief executive contribute a lot to the low motivation resulting to staff attrition and poor academic standard (Ukaegbu, 2000).

Uyanga, (1989) in Uyanga (1995) noted that, many teachers do not put in their best at work because of in appropriate motivational strategies employed by the government. In her study on “Relative Deprivation as Negation to Technical Teachers productivity” she states;

Relative deprivation culminates in dysfunctionality. It affects productivity by causing depreciation from expected standards. This seems to be the problem that Nigeria is experiencing in implementation of the 6 – 3 –

3 – 4 educational system, which utilizes a great percentage of our technical teachers.

The study found out that technical teachers in Kaduna metropolis are least motivated in the area of salaries, fringe benefits prestige and status, appointment to posts of responsibilities, educational advancement and the non – availability of facilities to work with compared with their counter parts that are purely in the administrative line. Based on this reason many of the teachers' turnover from teaching to become administrators.

vi. Re-instate teacher's autonomy:

Teachers are more satisfied when they have adequate freedom and authority to do their jobs, when reasonable, let employee make decision and be allowed to have input on decisions that will affect them. Managers establish work goals but let employees determine how they will achieve these goals. Manager needs to know what is important and where problem lies. This may produce more result (Buba, 2005; and Obi, 2003).

In order to retain academic staff for attainment of academic standard in Taraba State Tertiary Institutions, the following suggestions are provided:

- (i) If the quality of education is to be raised and maintained in order to ensure efficiency and effectiveness the quality and quantity of teacher must also be maintained.
- (ii) Teachers should put into practice ingredients of human relation in an organization.
- (iii) Government should reconsider the remuneration, promotion, fringe benefit, in

short teacher welfare for conducive work life replacing the rampant strike actions with its negative effect on education.

(iv) Government at all levels should genuinely and practically make provision for physical infrastructure for educational institutions a priority. Half measures, haphazard measures and lip service should be avoided in revamping the educational sector (Ukaegbu, 2000).

(v) Government and indeed chief executives and administrators of school should stop the idea of seeing teachers' union as opponents in the battle front, who must be fought with all might to submission. They should be seen as partners in progress who are making demands that will make the educational system better.

Poor administrative styles based on ethnicity, nepotism and excessive politicization of educational issues should be avoided by both the leaders and the led so as to forestall the souring of interpersonal relationships, ran court and divisiveness that have pervaded almost educational institutions low attainment of academic standard.

2.8 Related Empirical studies on staff Attrition

Some related empirical studies include; Adesina (1981) conducted two researches on "Teacher Turnover" and "the supply and demand of secondary school Teachers" in Lagos. The findings opined that, mobility of teachers in Lagos was so high that such could simply be regarded as terribly bad and there was a tendency to believe that this will be a national situation. Simple percentage was used to analyse the data collected. The sample size of 105 respondents, only 21 out of the total respondents representing 20 percent agreed to remain in the field of teaching in the next five years, 45 percent disagreed while 35 percent answered probably, not sure. The studies revealed that,

underpayment compared with private sector, no promotion prospects, poor conditions of service and lack of encouragement by government were some of the grievances of teachers that made them to change their jobs. He also discovered that, teachers' length of service decreased consistently with their standard of certificate and age.

Piwuna and Enoh (2000) in their study on "Turnover Rate of teachers in Plateau state." This study also reported that "in contemporary times, parents refuse their girls marrying teachers, and parents who are teachers themselves beat their children for wanting to be teachers." This is because, it is presently a thing of shame and pity to be a teacher, since the profession has been stigmatized with perpetual neglect and spite due to irregular payment of salaries and other deprivations. The study also reported that, in the years 1996, 1997 and 1998 4,945, 3,552, 4,328 and 4,178 teachers were recruited but the baffling question is where are the old ones going?. And even some of the new recruits stay for only a year or two and quit.

The study lamented thus: To make a bad case worse in the department of science and technology education of a faculty of education, university of Jos, only three UME students applied to be trained as science teachers for 1994/95 academic session, while for the 1995/1996, 1996/1997, 1997/1998, 1998/1999 no single student applied through UME to be trained as a science teacher.

This finding revealed that, while enrolments into secondary schools have sharply risen and many new schools have surfaced, there has been a notable decline in the number of teachers to effectively man in these schools. The reasons are due to; the declining salaries, lack of infrastructural equipment coupled with the incessant closures of schools linked to student unrest, repressive government intervention, and

repressive administrative posture of school heads had prompted numerous teachers to put down their chalk for good.

The population of study comprised of the total numbers of teachers between 1995 to 1999 which was 22,185, from the 311 schools in the whole state. Data was collected from the statistics office of the state ministry of education where appointment and resignation data including desertions between 1995 to 1999 were analyzed to find out the percentage of turnover.

The result revealed that out of 22,185 teachers employed between 1995 to 1999, 17,098 have turnover their appointments remaining only 5,087 teachers. It was found out that people with city and guild certificates and secondary school leavers were teaching in some secondary schools. This is therefore a worrisome development that should be effectively checked.

Their findings gave sufficient reasons for one to believe that, teachers have turnover their jobs due to lack adequate salaries, poor conditions of service of governmental and societal recognition. while Ibi (2002) on the other hand discovered that, lack of instructional and infrastructural facilities cause teachers to be unhappy with their teaching job and as a result, students' academic achievement is poor or negative.

Another related empirical study was of Tetey (2004) in his study on 'Academic staff Attrition at African universities.' The research institutions were the universities of Botswana, Ghana, Ibadan, Kwa-Zulu Natal and Makerere in the fields of health science, engineering, business, economics and computer/information science.

Self-administered survey questionnaires were distributed to all academic staff

in the targeted disciplines at each of the selected universities who did not hold administrative positions. Interviews were conducted with department heads, deans and provost in charge of the units representing the targeted fields of expertise, as well as with pro/deputy vice chancellors, vice-chancellors and presidents of faculty associations. The response rates were: Botswana (12.2%), Ghana (20.14%), Kwa-ZuluNatal (19%), and Ibadan (62%),

The results of the findings were revealed as follows:

All the target units and disciplines have difficulty in recruiting staff at the same time as some of them are losing existing as was the case of ten numbers of staff attrition of economics department of the university of Ghana most of whom were of the rank of senior Lecturers to take up jobs with local and international organizations outside academia.

Secondly, the results of the respondents from all the universities under study revealed that “lecturers cannot compete with other institutions because of relatively poorer condition of service.” For instance, “what lecturers receive as salaries are peanuts.” More to this is that “what happen to people when they retire has not been a good testimony to people whom may wants to stay longer in this university.”

Further results revealed that the university of Botswana’s Staff Development Fellowships, Makere University’s Staff development fund and other universities around the world internally generate income that have helped staff to obtain advanced training like doctoral degrees of about four hundred (400) staffs since inception.

The result of the findings further revealed that “the load drove me to depression and I was booked of off work.” This means that there is expanded enrollment without a

commensurate increase in capacity of universities to handle them as well as disenchantment in some institutions about inadequate facilities for teaching and research which have resulted in an atmosphere that is not conducive to learning.

Furthermore, the result of this finding showed that academic staff, ‘put a high premium on good health care coverage, car and housing loan schemes, support for children education and a reasonable pension.

Furthermore, empirical related study of Usman (2007), in his study on ‘Teachers Qualification and Quality of Instructional Materials as factors influencing withdrawals from Vocational Institutions in Jos Metropolitan. The result of the finding revealed that, inspite of heavy investment of educational sector by the Plateau State Government, the rate at which students withdrew from government and non government vocational institutions was high. It was also revealed that some of these institutions have been closed down, some have changed to formal schools while others have changed their course content and preparing students for external examinations due to inadequate and quality instructional materials.

The author used a survey correlation design with the sample of 308 students that withdrew. The instruments used for the study were questionnaire, interview and checklist. The data collected were analyse systematically by the use of descriptive statistics, percentages, and Spearman Coefficient at 0.05 level of significance.

It was revealed that the average weighted mean score of the instructional facilities from the institutions was 21.6 where as the mean scores of students withdrawal was 9.60. the results showed that there was a positive and significant relation between students withdrawal and the influence of instructional facilities (0.77,

$P < 0.05$).

Also the result on the relationship between teachers/trainers qualification and students' withdrawal from government and non government vocational institutions showed that, the average mean score of the teachers/trainers weighted qualification index from the institutions was 10.8 and the average mean scores of the students withdrawal was 9.60. this results therefore showed that there is a positive significant correlation between teachers qualifications and students withdrawal (0.89, $P < 0.05$).

Mohammed (1994) in his study on "An Evaluation study of conditions of service and teacher Mobility in Borno state Ministry of Education" had a similar discovery with Uyanga in Uyanga (1995), in her study on "Relative Deprivation as Negation to Technical Teachers productivity" where they both found out that, teachers in Borno state and Kaduna state Metropolis were least motivated in the areas of salaries, fringe benefits, prestige and status, appointment to post of responsibilities, educational advancement and the non-availability of facilities to work compared with their colleagues who were administrators. They both reported that these factors above caused most teachers to turnover their jobs to administrators.

Kundu (1998) expressing his view on "Motivation as a tool for productivity: a case study of Taraba Television Corporation," revealed that, recruitment of well qualified and skilled staff does not imply excellent performance when the staff is not continually motivated by the employer. In the same line of thought, Gwama (1999) revealed that, where employee's remuneration is low, their turnover rate will be high, due to managerial less focus on workers lower needs. They further revealed that, employees with first degree turnover their teaching job while NCE and ND holders

remain in the service.

This research on academic staff attrition in Taraba state tertiary institutions adopted the methodology used by Piwuna and Enoh (2000) in their study on ‘‘Turnover Rates of Teachers in Plateau state’’ because of its similarities.

2.9 Summary of Reviewed of Related Literature

Reviewed of related literature was carried out under seven sub-topics: theoretical frame-work, the concepts of attrition and academic staff turn-over, the role of job satisfaction, the significance of teacher/academic staff, the importance of instructional materials in goal attainment, the role of infrastructural facilities in goal attainment, the relationship between academic staff attrition and attainment of academic standards.

The theoretical frame-work was based on EVLN (1970) in Ndagana (2007) supported by theories of human motivation of Maslow’s hierarchy of needs theory (1954) supported by Mc Gregor (1960) theory X and theory Y, Vroom’s Expectancy theory of (1964) and Herzberg (1968) two-factor theory. These theories considered human motivation as determinant of job satisfaction. They can be summarized thus: Human behaviours can be caused, directed or motivated which provide us with the energy to attain institutional goals or at least to move in the direction of institutional goals. These theorists opined that, the motivation of employees should be the primary concern of employees as this will spur them to higher productivity. Employees intrinsic and extrinsic needs when motivated are determinants of job satisfaction, high productivity (performance equal to ability and reward) hence, attainment of organizational goals.

Academic staff attrition is therefore, associated with teacher perception of

school organizational characteristics, including low level of administrative support, too much work load, poor salaries, very low public image, and student's disciplinary problem, lack of adequate and qualitative facilities. Academic staff attrition is on the high rate as a result of possible factors related to lecturers' factors (salaries and benefits), school facilities factors (better working conditions) and the community factors (lack of clear and accurate government and staff policies).

Academic staffs are classroom instructors, innovators and modernizers of the society in which they operate. Thus for nations educational system to attain its goals, depend on its teachers. In order to train the manpower of this nation "crowd cannot become teachers unless trained, qualified and certified to teach" as noted by Ibi (2002). It is therefore, observed that, those who lack knowledge also lack the basic skills to impart the expected learning outcome for students to achieve in the academics.

Teaching and learning process would not be effective in situation whereby material resources like textbooks, laboratory equipment and audio visual aids are inadequate and a time not available. It is also observed that, classrooms, libraries and laboratories are mostly in poor condition and overcrowded, thus the learning environment becomes un-conducive for learning thereby resulting to low attainment of academic achievement.

It has been observed that many academic staff have the intention of leaving for better jobs later instead of taking teaching as a life-long profession because of reasons which include: poor teachers personal characteristics, poor maintenance of trained teachers, lack of improved fair reward and remuneration, poor quality of working

conditions, promotion prospects, inadequate instructional materials and infrastructural facilities, poor leadership qualities and styles and poor teacher's autonomy.

Academic staffs grievances have not been resolved hence academic staff have lost their personality and value system towards lecturing. Therefore the unfavourable conditions results to low productivity (low attainment of students academic achievement) in Taraba state tertiary institutions.

CHAPTER THREE

METHODOLOGY

This chapter is fundamentally concerned with procedures employed in conducting this study. It is discussed under the followings:

Research design

Area of the study

Population of the study

Sample and sampling techniques

Research instrument

Method of data collection

Method of data analysis

3.1 Research Design

The research design used for this study was a survey design. Survey research is one in which a group of people or items are studied by collecting and analyzing data from few people or items (sample) considered to be representative of the entire group and findings from the sample are expected to be generalized to the entire population. (Obadoeze, 1996, Yalams and Ndomi, 2000 and Sambo, 2005).

Furthermore, this research work was both descriptive and analytical survey. The reason for this was based on the fact that, it was oriented towards ascertaining and establishing the status quo, facts and pieces of information at the time of the research and presenting such facts as they are as well as going further to analyze.

The research was said to be a descriptive survey because the pieces of data collected were presented as they were without drawing inferences from further analysis. It was also said to be an analytical research survey because the treatment of the data went beyond the descriptive statistics into inferential statistics (use of test statistics) in comparing and extrapolating from the sample statistics (Obodoeze, 1996).

3.2 Area of the Study

This study covered Taraba State tertiary institutions. These tertiary institutions are; College of Education, Jalingo, College of Agriculture Jalingo and Taraba State Polytechnic, Wukari. The study also covered academic and Senior non-academic staff on ground and those who left between 2002 and 2006.

3.3 Population

The target population of the study was one thousand, five hundred and sixty eight (1,568) of the three tertiary institutions. It consisted of the entire academic staff numbering 601 and all senior non-academic staff of a total number of 967. The senior non-academic staff include all the Provosts/Rectors, Deputy Provosts/Deputy Rectors, Registrars, Bursars, Director of work, and Academic Secretaries of the three (3) tertiary institutions because of the sensitivity of their respective offices to this study.

Table 1 below shows the three (3) tertiary institutions and the number of academic and senior non-academic staff used for the study.

Table 1: Number of respondents for the study

Institution	No. of Academic staff	No. of Senior Non-Academic staff
College of Education , Jalingo	300	420
College of Agriculture, Jalingo	197	232
State Polytechnic, Wukari	104	315
Total	601	967

3.4 Sample and Sampling Techniques

The stratified random sampling and purposive sampling techniques were used in the study. Stratified random sampling takes into cognisance identified characteristics to exhibit a degree of heterogeneity. Therefore the stratification parameters identified in this study include: College of Education, College of Agriculture, Taraba state Polytechnic, academic staff, senior non-academic staff, educational qualifications and staff status in line with the principle of random selection (Borg & Gall, 1979, Obodoeze, 1996, Ozoagulu 1998 & Jen, 2002).

According to Uzoagulu (1998) purposeful sampling is a situation where the

characteristics or special feature of a subject grants him the qualification to be included in the sample. In this study all Heads of Departments (HODs) of the three tertiary institutions were sampled for this sampling technique. Also the number of staff that have left were also served as sample for purposeful sampling technique. Borg and Gall in Uzoagulu (1998) suggested that, for population up to 1000 use 20%, for 5000 use 10%, for up to 10,000 use 5%. While Nwana cited in Uzoagulu (1998) wrote that no fixed number and no fixed percentage is ideal, rather it is the circumstance of the study situation that determines what percentage of the population should be studied in this case the percentage used for this study was 30%. Therefore, since, this study has a target population of one thousand, five hundred and sixty eight (1,568) academic and senior non-academic staff, thirty percent (30%) was used to draw the sample size, and this brought sample size to be 470 respondents.

Table 2 below showed the thirty percent (30%) sample size drawn from the target population of academic and senior non-academic staff of each of the tertiary institutions.

Table 2: Sample size for academic and senior non-academic staff

Institution	No. of Academic staff	30 %	No. of Non-Academic staff	30 %	Total Sample size
College of Education , Jalingo	300	90	420	126	116
College of Agriculture, Jalingo	197	59	232	70	129
State Polytechnic, Wukari	104	31	315	94	125
Total	601	180	967	290	470

3.5 Research Instrument

Two sets of instruments were used in this study, and they were a researcher-developed questionnaire and proforma. The questionnaire was grouped into sections A, B and C. Section A. sought essential information (demographic data) on the respondents. Section B sought information on factors responsible for Academic staff attrition of the three tertiary institutions and section C sought information on effects of academic staff attrition on attainment of academic standards in Taraba state tertiary institutions. The academic staff questionnaire had 40 statements in all. Respondents were asked to indicate their opinion to each statement by ticking (✓) one of the alternative categories of responses, on a 4-point scale where Uzoagulu (1998) opined that, the five level should be reduced to four, deleting undecided or no opinion and query the rationale behind assigning 3 or 0 for it . Four response patterns were given and weighted.

3.5.1 Rating scale:

The key of the response pattern was provided aid the respondents' responses to statements provided on a 4-point scale by Uzoagulu (1998). This includes:

Strongly Agree	-	SA	4 Points
Agree	-	A	3 Points
Disagree	-	DA	2 Points
Strongly Disagree	-	SD	1 Point

The total score of each respondent was determined by summing up all his/ her scores for each statement on the questionnaire.

A proforma was also designed as the second instrument for data collection

which required official information from records of the registry department heads of departments in relation to the number and percentage of trained academic staff that left, reason for leaving, number and sex of those that left, annual withdrawal and staff replacement statistics of academic staff in all the tertiary institutions under study from 2002 - 2006.

3.5.2 Validation of the Instrument

This study used both content and face validity. The self-prepared research instruments (questionnaire and proforma) were given to three experts in the department of science Education, Federal University of Technology Yola (including the supervisor of the work) who vetted the items in terms of relevance to the subject matter, coverage of the content areas, appropriateness of language usage and clarity of purpose, as well as the quality of the work done (Osuala, 2005). The comments and recommendations of the validators were adhered to and put to use in the final draft of the instruments.

3.5.3 Reliability of the Instrument

Reliability provides consistency that makes validation possible and indicates how much confidence a researcher can place in the study results (Sambo, 2005). To test the reliability of the research instruments, the researcher tested its consistency through a pilot test, using split-half method. In this method, the instrument which the researcher wished to determine its split-half reliability coefficient was first splitted into two equal halves (odd numbered and even numbered items). Each half was administered separately to a group of respondents. The split-half coefficient was then determined by correlating the scores on the odd items of the questionnaire (1, 3, 5, 7, 9

etc) against the even numbered items (2, 4, 6, 8, etc) using Pearson Product Moment Correlation Coefficient to obtain the reliability, and was denoted by r .

The formula adopted was Spearman – Brown set-up (or prophecy) formula, which was

$$r_w = \frac{nr}{1+r}$$

$$1+r$$

where r_w = reliability of the whole test

r = reliability coefficient of the two split halves.

n = number of the test (which is 2).

The reliability coefficient obtained for pilot -test was 0.80.

This coefficient means that whether one uses an odd or even split, a first half or second half split, or some other methods of dividing them into two equal halves, one can still obtain the same reliability estimates (Akuezuilo, in Okonkwo, 2008)

3.6 Method of Data Collection

The instruments (questionnaire and proforma) were administered by the researcher and two research assistants. Retrieval was done the following day.

3.7 Method of Data Analysis

Descriptive statistics such as mean, standard deviation and percentages were used to analyze all the research questions while Z-test of difference was used to analyze the hypothesis. Z-test is used when the sample size is large. A sample size is considered large when the size is equal to or greater than 30. (Uzoagulu, 1998).

3.7.1 Decision Rule

In answering the research question, any mean value above 2.50 is accepted

otherwise rejected (Ozoagulu 1998) for Z-test analysis, the null hypothesis (H_0) is rejected if $T_{\text{calculated}} > t_{\text{critical}}$ and accepted if $t_{\text{calculated}} < t_{\text{critical}}$. Also the significance of Z-test of difference was determined at 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

This chapter presents the analyses of the data collected for the study, the interpretation of the results and discussion. The analysed data were in consonance with the research questions and hypotheses raised at the beginning of the research for proper guidance.

4.1 Data Analysis

Research Question 1: What are the factors responsible for academic staff attrition in Taraba State Tertiary Institutions?

Table 3: Mean and standard deviation values for academic staff and senior non-academic staff on factors responsible for academic staff attrition

S/N	Item	Respondent	N	\bar{X}	SD	Remark
7	Salaries paid to lecturers in relation to the work they do is inadequate	AS	178	3.26	0.82	Agree
		SNAS	222	2.81	0.98	Agree
8	Lecturers' salaries and entitlements are not regularly paid.	AS	178	2.28	0.89	Disagree
		SNAS	222	2.22	0.96	Disagree
9	Lecturers' incentives packages, allowances and fringe benefits e.g. medical care, rent, responsibility allowance are not adequately paid.	AS	178	3.02	0.92	Agree
		SNAS	222	2.27	0.94	Disagree
10	Lecturer's salary is incomparable to those obtained in other organization like NNPC, Banks etc.	AS	178	3.38	0.88	Agree
		SNAS	222	3.41	0.85	Agree
11	Absence of material rewards (e.g money) for hard work	AS	178	3.32	0.76	Agree
		SNAS	222	2.95	1.00	Agree
12	Inadequate loan facilities (car/furniture/housing)	AS	178	3.39	0.71	Agree
		SNAS	222	2.92	1.05	Agree
13	Delay in promotion and annual increment in salaries	AS	178	2.82	0.95	Agree
		SNAS	222	2.68	0.93	Agree
14	Politicization is gradually replacing professional	AS	178	3.50	0.72	Agree

	qualification in staff policies (Recruitment/Promotion).	SNAS	222	2.68	0.93	Agree
15	Appointments of Deans/HODs are mostly done on the basis of merit.	AS	178	2.46	0.88	Disagree
		SNAS	222	2.04	1.04	Disagree
16	Unequal chance of being promoted is faced by staff.	AS	178	2.57	0.91	Agree
		SNAS	222	2.29	1.04	Disagree
17	Guideline for staff promotion is unsatisfactory (e.g. Seminar papers/publications).	AS	178	2.63	0.98	Agree
		SNAS	222	2.53	1.00	Agree
18	Difficulty in coping with class size may lead to attrition.	AS	178	3.28	0.91	Agree
		SNAS	222	3.06	1.05	Agree
19	Higher qualifications generate the desire to search for greener pasture jobs.	AS	178	3.08	0.96	Agree
		SNAS	222	2.87	1.01	Agree
20	Inadequate classrooms and classroom furniture may create un-conducive teaching and learning environment.	AS	178	3.52	0.68	Agree
		SNAS	222	3.35	0.88	Agree
21	Difficulty in coping with class size may lead to attrition	AS	178	3.37	0.86	Agree
		SNAS	222	3.15	0.91	Agree
22	Lack of sufficient textbooks in the school library for research purposes	AS	178	3.42	0.89	Agree
		SNAS	222	3.35	0.91	Agree
23	Inadequately equipped laboratories, especially chemical and animate objects for students' practical.	AS	178	3.43	0.72	Agree
		SNAS	222	3.22	0.89	Agree
24	Staff offices lack adequate furnishing facilities for conducive working environment.	AS	178	3.20	0.97	Agree
		SNAS	222	3.21	0.90	Agree
25	Inadequate computers for effective teaching and learning process.	AS	178	3.40	0.77	Agree
		SNAS	222	3.22	0.95	Agree
26	Lack of effective conflict management.	AS	178	3.40	0.77	Agree
		SNAS	222	3.41	0.83	Agree
27	Lack of respect and recognition by the large society.	AS	178	3.37	0.82	Agree
		SNAS	222	3.24	0.98	Agree
28	Lack of job satisfaction due to cases of indiscipline among students.	AS	178	3.16	0.91	Agree
		SNAS	222	3.00	0.90	Agree
29	Lack of participation in decision making and implementation of the institution.	AS	178	2.63	1.00	Agree
		SNAS	221	2.68	1.02	Agree
30	Lack of confidence in the leadership of institution.	AS	178	2.68	0.87	Agree
		SNAS	222	2.65	0.84	Agree

Where, X = the mean value, SD = the standard deviation.

Table 3 shows that the mean opinion of Academic staff respondents were in agreement with items 7,9,10,11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 and 30 while item 8 and 15 were disagreed with, on what are the factors responsible for academic staff attrition. On the other hand, the senior non-academic staff respondents were in agreement with all the questionnaire items except of numbers 8, 9, 15 and 16 which they disagreed with. Similarly, this table indicates that the values of mean ranges from 2.28 to 3.52 for academic

staff and 2.04 to 3.41 for non-academic staff. The standard deviation values also range from 0.68 to 1.00 for academic staff and 0.83 to 1.05 for the non-academic staff.

This result therefore, shows that, the academic staff and senior non-academic staff showed some significant differences in their perceptions on Economic factor, staff qualification factor, school facilities factor and other factors as factors responsible for academic staff attrition in Taraba state tertiary Institutions.

Research Question 2

What is the annual average number of academic staff attrition?

To answer this question, a Proforma was administered to all H.O.Ds on reasons for academic staff attrition in their departments was used for data collection. The annual average of academic staff that left their services with Taraba state tertiary Institutions between 2002 and 2006 were presented as indicated in Table 4.

Table 4: Annual average number of academic staff that left their services with Taraba state

Year	Total No. of Academic staff on ground	No. of Academic staff that left	Average percentage
2002	680	12	1.99
2003	668	19	3.16
2004	649	28	4.66
2005	621	12	1.99
2006	609	8	1.33
TOTAL ON GROUND	601	79	13.13

Source: Heads of Departments of the three Institutions (October, 2007).

Table 4 shows that, the total number of academic staff on ground in 2002 were 680 while 12 of the academic staff left their services with Taraba state tertiary Institutions for other jobs. In the year 2003, nineteen (19) academic staff out of 668 left and by 2004, twenty eight (28) academic staff also turnover their jobs leaving a total of 649 academic staff. 2005 and 2006 recorded less average turnover with 12 and 8 academic staff members respectively. It was discovered that, the total number of academic staff on ground during the period of data

collection, was 601 while the number of attrition was 79.

Research Question 3

What are the reasons for academic staff attrition between 2002 and 2006?

The average percentage of reasons for academic staff attrition, number of attrition for each reason and percentage of each reason of attrition between 2002 and 2006 was obtained from the proforma collected from HODs on reasons for academic staff attrition.

Table 5: Average percentage of reasons for academic staff attrition between 2002 and 2006.

S/N	Reasons for academic staff attrition	No. of academic staff that left	Percentage
1	School facilities factor	24	30.4
2.	Staff qualification factor	21	26.6
3.	Staff economic factor	19	24.1
4.	Other factors	15	19
	Total	79	100%

Source: Proforma for HODs (2007).

The data collected from all heads of departments of the three tertiary institutions revealed that, out of 79 academic staff that left their services, 24 of them representing percent (30.4%) were of the view that, they left on inadequate school facilities reason. The record of 21 of the staff shows that, they withdrew because of qualification (promotions) reason, while 19 representing (24.1%) percent left as a result of inadequate salaries allowances compared to other organizations like NNPC, Banks etc. In the same vein 15 academic staff representing (19) percent left as a result of their grievances on staff other factors such as cases of indiscipline among students, and lack of confidence in the leadership of the institutions. Lack of participation in decision making, retirement, and death. The data collected is in agreement with the perception of staff on factors responsible for academic staff attrition. The staff

perception on items 20,21,22,23,24 and 25 shows that instructional material and infrastructural facilities are inadequate and the major reason for attrition. The result indicates that the mean value ranges from 3.16 to 3.52 and the standard deviation values ranges from 0.91 to 0.68 for all the respondents. This result is in consonance with the data collected from HODs that showed 24 academic staff out of 79 left for the same reason. Therefore the two results showed that inadequacy of school facilities is one of the major causes of academic staff attrition and the effect leads to low students academic achievement in Taraba state tertiary institutions.

Research Question 4

What is the influence of staff qualification on academic staff attrition?

To answer this question, academic staff qualification was obtained from the proforma collected from HODs on qualification of those who left their jobs between 2002 and 2006.

Table 6: Academic staff by Qualification in Taraba state tertiary Institutions between 2002-2006 period?

S/N	Academic staff Qualification	Total	Percentage
1.	First Degree	39	49.4
2.	Master Degree	18	22.8
3.	Others	15	19
4.	Ph.D	4	5.1
	Total	79	100

Source: Heads of Departments from the three Institutions (October, 2007).

The study revealed that, among academic staff that left their period between 2002 and 2006 with Taraba tertiary institutions were 4 Ph.D holders representing 5.1 percent, 18 masters degree holders that is 22.8 percent and 39 representing 49.4 percent. Others were two HND holders, 8 postgraduate, diploma in education holders and 5 B.Sc and B.A in different fields representing nineteen percent (19 %). The data collected agrees with the situation on ground concerning academic staff qualification by respondents under section A of the research questionnaire. The result showed that out of one hundred and seventy eight (178)

respondents that were academic staff, twenty nine (29) were HND holders which represents 16.3 percent. This recruited category of academic staff do not meet the stipulated National Policy on Education (F.G.N., 2004) staff qualification requirements. The provisions made it of a policy that all academic staff in Colleges of Education, Polytechnics and Monotechnics should be professionally trained and should obtained Bachelors degree that is relevant to the course employed to teach as the minimum teaching qualification. The NCCE (2002) and NBTE also hold strictly to this issue of staff qualification. This study therefore, shows that, the HND holders category of academic staff may lack exposure on first degree professional training but rather adds up to quantity of lecturers that have their services needed in other organizations. The result also shows that staff with professional qualification but junior rank have high rate of turnover than their senior counterparts. The result also revealed that staff with HND lack NCCE and NBTE staff policies requirement rarely turnover.

Research Question 5:

What is the annual rate of academic staff attrition by sex?

Table 7: Annual rate of academic staff attrition by sex in Taraba state Tertiary Institutions between 2002 to 2006.

Year	Total No. of Attrition	Annual rate of Male staff Attrition	Percentage	Annual rate of Female staff Attrition	Percentage
2002	12	12	15.8	0	0
2003	19	18	22.78	1	1.27
2004	28	25	31.64	3	3.80
2005	12	11	13.92	1	1.27
2006	8	8	10.12	0	0
Total	79	74	93.34	5	6.38

Source: Heads of Departments of the three Institutions (October, 2007).

Table 7 shows that, the total number of academic staff attrition in 2002 were 12 academic staff representing 15.18% and all were male. By 2002/2003 session recorded 19 number of academic staff attrition where 18 representing 22.78% were male while 1 representing 1.27% was a female. Another annual rate of attrition was the year 2004 where a

total number of 28 academic staff left their services with Taraba state tertiary institutions. Among these staff, 25 representing 31.64% were male staff while 3 representing 3.80% were female staff.

The result further revealed that, by the year 2005 a total number of 12 academic staff also left whereby 11 of them representing 13.92% were male while one of them representing 1.27% was a female. Finally, the year 2006 of this finding revealed that 8 academic staff representing 10.12% left their services with the Taraba state tertiary institutions and they were all male staff.

The result of this finding therefore shows that a total number of 74 academic staff representing 93.54% of the male academic staff left while 5 representing 6.3% of their female colleagues also left within the same period. This result revealed that the rate of annual attrition by sex was higher among the male staff than that of their female colleagues.

Testing the Hypothesis

The Z-test of difference was used to test the first hypothesis formulated for this study at 0.05 level of significance while Pearson Product Moment Correlation coefficient was used for the analysis of the second hypothesis.

The hypothesis as follows:

There is no significant difference in the mean perception of academic staff and senior non-academic staff on factors responsible for academic staff attrition.

H01: There is no significant difference in the mean perception of academic staff and senior non-academic staff on the factors responsible for academic staff attrition. In order to test this hypothesis, Z-test of difference between mean scores of both the academic and senior non-academic staff were analysed at 0.05 level of significance.

Table 8: Z-test of difference between mean perception of academic staff and senior non academic staff on factors responsible for academic staff attrition

Respondents	N	\bar{X}	SD	Df	P	α	Remark
Academic staff	178	3.10	0.14	398	0.00	0.05	Accepted
Non-academic staff	222	2.90	0.15				

Source: SPSS (Version 13).

Table 8 shows that, the p value (0.00) is less than the alpha (\pm value (0.05), this therefore means that, the null hypothesis was rejected with the conclusion that, there is a significant difference between the mean perception of academic staff and senior non-academic staff on factors responsible for academic staff attrition. (SPSS version, 13).

4.3 Summary of Major Findings

The following are the major findings from the study:-

- i. The study discovered the following as some of the factors responsible for Academic staff attrition in Taraba state tertiary institutions. The factors are: school facilities factor (Instructional materials and infrastructural facilities), staff qualification factor, staff economic factor, and staff other factors in Taraba state tertiary institutions.
- ii. The findings discovered that between 2002 and 2006, 79 academic staff representing 13.13% left their jobs with Taraba State Tertiary Institution.
- iii. Among the reasons discovered for academic staff attrition between 2002 and 2006, school facilities factor had 30.4% (24 Academic staff), Staff qualification factor had 26.6% with 21 academic staff. Those that left because of staff economic factor represented 24.1% (19 staff), while those who left on staff other factors was 19% (15 staff).
- iv. Academic staff attrition rate is higher among junior staff with high staff professional qualifications than their senior colleagues.

v. The rate of academic staff attrition by sex is higher among male staff (93.54%) than the female staff (6.38%) between 2002 to 2006.

vi. The study therefore revealed that, there is significant difference between the mean perception of academic staff and senior non-academic staff or factors responsible for academic staff attrition.

4.4 Discussion

The purpose of the study was to determine academic staff attrition in Taraba state tertiary institutions. The discussion is therefore, based on the analysis of research questions and hypothesis.

The result of the academic staff responses was discussed according to the importance they attached to their provision at work. This was to determine the factors with the greatest potency in evoking feelings of satisfaction or dissatisfaction. The responses given in table 3 showed that; inadequate classrooms and classroom furniture may create un-conducive teaching and learning environment ($X = 3.52$) was considered the most critical in academic staff attrition, followed closely by politicization is gradually replacing professional qualification in staff policies (Recruitment/promotion) ($X = 3.50$), inadequately equipped laboratories especially chemical and animate objects for students practical ($X = 3.43$), lack of sufficient textbooks in the school library for research purposes ($X = 3.42$), inadequate computers for effective teaching and learning ($X = 3.40$) and such like factors followed as the table shows.

Table 3 also shows the perception of senior non-academic staff results whereby their responses were different. The table shows that, the greatest importance academic staff attached to their provision at work that shows their feelings of satisfaction or dissatisfaction were; lecturers salary is incomparable to those obtained in other organizations like NNPC, Banks etc. ($X = 3.41$), inadequate classrooms and classroom furniture may create un-

conducive teaching and learning environment ($X = 3.35$), lack of sufficient textbooks in the school library ($X = 3.35$), lack of respect and recognition by the larger society ($X = 3.24$), lack of conflict management ($X = 3.23$) and other factors followed as the table shows.

The findings of this study in Table 3 revealed that, factors responsible for academic staff attrition are: school facilities, staff qualification, staff Economic factor and staff other factors. From the table, any value of mean perception rated below 2.50 was considered Disagreed, while the value of 2.50 and above were considered Agreed. The findings in this Table was used for the analysis of null hypothesis one, with Z-test statistics at 0.05 level of significance where the result on Table 6 was obtained.

The result on Table 3 also indicated that, out of 24 items on factors responsible for academic staff attrition, the total mean perceptions for 178 academic staff was 3.10 while the mean perceptions for 222 senior non-academic staff was 2.90. Similarly the findings relating to null hypothesis one (H_{01}) in Table 6 shows that, the Z-test at P value (0.00) was less than the Alpha (α) value (0.05) at 398 Degree of freedom. This means that the null hypothesis which stated that. "There is no significant difference in the mean perception of academic and senior non-academic staff attrition was rejected. The results therefore, revealed remarkable difference in the mean perception of academic staff and senior non-academic staff. The result of Z-test of difference confirmed that there is significant difference in the mean perception between academic staff and senior non-academic staff on factors responsible for academic staff attrition.

The result of the analysis indicated that, respondents have similar perception that academic staff withdrew their services due to inadequate school facilities, staff policies problems (qualification), economic factor and staff other factors in their places of work. Though, the academic staff disagreed with items 8 and 15 while senior non-academic staff disagreed with items 8, 9, 15 and 16. They both agreed in their views, by perceiving that,

lecturers salaries and entitlements were regularly paid, appointments of HODs were done on the basis of merit, but disagreed that lecturers salaries was in-comparable to those obtained in other organizations like NNPC, Banks etc.

The findings agreed with EVLN theory (Hirschman,1970) in Ndagana (2007) supported by Maslow's (1954) in Uyanga, (1995) and Robbins (2001) Hierarchy of needs theory. It was discovered that, where employees lower order needs and higher order needs are not motivated, he/she may hardly be spurred for higher productivity and retention.

Usman (2007), the New York City (2004), Bukar (2004), Tettey (2004), Ingersoll (2001), Gwama (1999) and Adesina (1981) revealed that, school facilities, staff qualification, Economic and staff other factors are among the factors or reasons why academic staff withdrew from their jobs for other jobs with better conditions of service which this study has discovered and thereby support their reports.

Usman (2007) discovered that both teachers of government and private vocational institutions in Jos metropolitan withdrew from their jobs as a result of experiencing shortage of instructional facilities. The findings of this study also agreed by revealing that, school facilities factor was one of the major reasons for academic staff attrition. The results indicated that both academic staff and senior non-academic staff, perceived that school facilities factor was responsible for academic staff attrition. This result was in agreement with the data collected from the H.O.Ds of the three tertiary institutions. The result indicated that, out of 79 academic staff that turnover their jobs, twenty four (24) of them representing (30.4%) identified that inadequate school facilities (instructional materials and infrastructural facilities) was their major reason for leaving for other jobs with better working environment.

Aminu (2000), Ingersoll (2000), Piwuna and Enoch (2000), Scarborough (2003), Smithers and Robinson (2003) maintained that, inadequate instructional materials and infrastructural facilities are to a large extent determinants of attrition in the organization of

schools due to lack of job satisfaction through personal comfort. Ajibola (2005) and Isa (2005) also reported that salaries alone does not determine proper working conditions but maintained that, factors such as able professional assignment such as class size, nature of class, numbers of work load, equipment and extra duties and responsibilities all add up to determine teachers job satisfaction. This finding lends support to the above researchers by discovering from the mean responses of academic staff ($X = 3.52$) and that of senior non-academic staff ($X = 3.35$) that the three (3) tertiary institutions understudy have inadequate classrooms and classroom furniture which resulted to unconducive teaching and learning environment hence attrition.

Bukar (2004) conducted a similar research in Borno state and discovered in his study that, politicization had replaced professional qualifications in staff policies. This study also agreed with Bukar (2004) from the result of the mean ($X = 3.50$) the perceptions of the academic staff that appointments of academic staff and principal officers (Deans/HODs) are rarely done on the basis of merit. He cited an instance on the interview conducted for the appointment of Provost and Registrars and reported that the exercise was just a formality. He indicated that, five (5) out of six (6) Provosts/Rectors of the tertiary institutions were from a particular area of Borno state and four (4) Registrars out of the six tertiary institutions were also from a particular section of the state. In a similar manner, this finding supported his work by finding out that, out of 79 academic staff that left their jobs between 2002 and 2006 21 academic staff ranking second had this factor of unequal chance of promotion, and weak support of study fellowship as one of the reasons for their leaving.

Nwachukwu (1988) reported that, organizations that show favouritism in promotion policies or limited promotion opportunities create dysfunctional factors such as low morale, anxiety and frustration in employee performance hence turnover. He emphasized that much goodness have left for greener pastures living the misfits due to weak support of study

fellowship for staff on in-service programmes as supported by Aminu (2000) which this study has also discovered in agreement. Mohammed (1994) and Ikeotuonye (2000) on their parts indicated that, the misfits who are left in the job of teaching regard professional development as poisons to their ears. This finding has also discovered that this reason caused 21 (26.6%) academic staff out of 79 to leave for other jobs they considered to have better promotion prospects.

The findings also confirmed the work of Kundu (1998) who reported that where an organization fails to put in place what workers consider as acceptable remuneration for their worth; problem of turnover becomes apparent. He further agreed that for an employee, whatever his status deserves to be paid a living salary and an extra pay for any extra service, “for fringe benefits help to increase employee’s job satisfaction”. Katz and Kaln (1973) cited in Gwama (1999), Piwuna & Enoh (2000), and Smithers and Robinson (2003) also indicated in support to this findings that teacher’s salary was and is still the main reason for their attrition. The study revealed that, academic staff in Taraba state tertiary institutions are regularly paid their salaries and fringe benefits but these remunerations are incomparable to those obtained in other organizations like NNPC, Banks etc. Adesina (1981), Miskel (1982) and Emmanuel (1994) discovered by maintaining that, teacher’s turnover their teaching jobs because they were not adequately remunerated to commensurate their training experience and work load as supported by this study.

Adesina (1981), Adesina (1984) Marlow, Inman and Betancourt Smith, (1996) Ikeke (1999) Ingersoll (2001) and Judy (2006) revealed that, lack of effective conflict management, lack of respect and recognition by the larger society, case of indiscipline among students are among staff other factors responsible for academic staff attrition. Smithers and Robinson (2003) and NCES (2005) also reported that, teacher turnover was associated with their perception of school organizational characteristics; including: low levels of administrative

support, little input into school decisions and lack of confidence in the leadership of the organization. This study is in agreement with the above researchers whereby the mean 3.40 on the item lack of effective conflict management was the respondents' response.

The result of the findings also indicated that 75 out of 79 academic staff between the period under review who left their jobs had these factors discussed above as reasons why they left. The result revealed that four of them were for retirement and death respectively. This means that academic staff of Taraba state tertiary institutions may continue to withdraw their services and thereby causing the nations' educational sector at a worrisome development unless these grievances are effectively managed by providing their needs. For there is also the implication of not only recruitment programmes alone will solve staffing problems of tertiary institutions in Taraba state, if the Government does not address the problem of staff retention.

Table 4 shows the annual average number of academic staff who left their services with Taraba state tertiary Institutions between 2002 and 2006. The result revealed that, out of 680 academic staff on ground by 2002, 12 of this number turnover, 19 out of 668 in 2003 left their service with Taraba state tertiary Institutions. By 2004, there were 649 academic staff and 28 also withdrew their services from these tertiary institutions during the period under review. 621 was the total number of academic staff by 2005 while 12 out of them had job dissatisfaction and decided to leave for other organizations. The year 2006 also recorded a total number of 609 academic staff but 8 of these staff also left their jobs for other organizations. The results indicated that between 2002 and 2006, 79 academic staff representing 13.13% out of 680 withdrew their services from Taraba state tertiary Institutions. The findings discovered that out of the 79 academic staff that left 4 were Ph. D holders, 18 were master degree holders, 39 of them had first degree and 15 had other qualifications.

The findings also revealed that, the result on distribution of staff aspiration for the next 5 years shows that, 36.8 % of the respondents aspired to be transferred to the University, 25 % wished to be transferred to better jobs, 32.25 % desired to be promoted to the next rank while 6.0% aspired for the post of Provost/Rector. The result therefore shows that, staff aspired to be transferred from their place of work to better jobs.

Piwuna and Enoh (2000) maintained that, turnover rate of teachers in Plateau state between 1995 and 1997 was high and it affected students' academic achievement. The New York city (2004) also reported that, out of 80, 000 teachers 30,000 left the city's classrooms for other jobs. Tetey (2004) on his part came up with the fact that, the rate of academic staff attrition in African Universities was high. whereby academic staff members at the junior ranks left their jobs more than their senior counterparts. This study discovered in support that out of 79 academic staff that left, 39 were first degree holders and 11 post graduate Diploma in education holders all at junior or ranks of HATISS 8 and 9 respectively.

Piwuna and Enoh (2000) and Ukaegbu (2000) maintained that, poor administration and management of the educational system in Nigeria contributes a lot to the low motivation of teachers which result to attrition. They further maintained that, if the gap between the myths of what education could ideally achieve and the reality of what is actually happening becomes too great, then both the society and government would be seriously reduced due to poor academic standards. This findings supported their work by discovering from the respondents' responses that, students may not get qualitative and quantitative education needed for today's dynamic society as result of academic staff attrition.

The annual average of academic staff attrition has been discovered to be high with lecturers at the junior ranks than their senior counterparts due to inadequate school facilities, politicization in recruitment or promotions, lectures salary is incomparable to those obtained in NNPC, banks etc. and other factors. This means that, Taraba state tertiary Institutions

academic staff may continue to turnover their jobs where the management does not effectively manage their grievances, which may affect the intellectual strength needed to drive capacity-building efforts on the state and the nation at large.

Uyanga (1989) in Uyanga (1995) discovered that, many teachers do not put in their best at work because of inappropriate motivational strategies employed by the government and this may lead to low academic achievement. The study revealed that, the range 2002 and 2004 recorded more number of attrition, which affects students academic achievement negatively. The years 2005 and 2006 recorded 12 and 8 academic staff that left the work. The year 2006 that recorded less number of staff exodus also had high percentage of those who attained academic standards to be 66.18 %. Academic staff attrition therefore, places students academic achievement at risk, for lower teacher quality and higher teacher/student ratio, greater inequity in students' opportunities and increased inefficiency.

Table 5 shows the reasons for academic staff attrition, numbers of leavers for each reason or factor and average percentage between 2002 and 2006 from the result of attrition proforma collected from various HODs. The result shows that school facilities factor (instructional materials and infrastructural facilities) was also one of the reasons that leavers gave for leaving their jobs. 24 out of 79 representing 30.4 percent were of this category that left and had this as their reason for attrition and they formed the greater percentage.

Adesina (1980), Momoh – olle |(2000) Ingersoll (2000) and Bukar (2004) all agreed that, teacher turn over their jobs because of poor salary for better salaries and benefit. Another reason discovered was that of staff qualification factor where 21 out of 79 that left agreed that they left due to promotion prospect, unsatisfactory guidelines for promotion and lack of support during staff development programs. Scarborough (1999) maintained that, "Technology teachers felt that promotional opportunities were poor and the funding for professional development was also poor". The findings show that out of 79 academic staff

that left 19 representing percent were of the view that their reason was based on staff economic factor. These reasons included underpayment compared with other organization like NNPC, Banks etc, lack of incentive packages, absence of material reward and inadequate loan facilities for car, furniture or housing.

The academic and senior non-academic staff perception also showed that school facilities factors was one of the major factor for academic staff attrition, the findings shows that 3.47, is mean of item 20 agreed that Taraba state tertiary Institutions have inadequate classrooms and classroom furniture for conducive learning environment. This leads to staff having difficulty in coping with the class size and causes dissatisfaction for lecturing and 3.20 was revealed as the mean for agreed respondents. Inadequate textbooks in the school library for staff and students research work had a mean of 3.42 for agreed respondents, 3.22 was the mean for agreed respondents on inadequate chemical in laboratories for students practical and 3.30 was the mean for agreed respondents, inadequate furnishing facilities in staff offices.

Mbiti (1984) reported that, men work better when they are happy with their environment. Ezeudu (2001), Mbanefoh (2001) and Onyegeabu (2001) confirmed that, inadequate classrooms and classroom furniture create difficulty for teachers in coping with class size especially in using computers, C-D ROMs for effective teaching and learning. Isa (2005) and Ibi (2002) also discovered that, a positive correlation was found between instructional materials and students academic achievement as has been discovered by this finding. While 15 representing 19 percent left because of staff other factors which agrees with the report of Momoh – olle (2000) that disagreement with administrative policies leads to turn over.

Table 6 of the study showed academic staff by qualification. Out of 79 academic staff that left 39 (49.4%) were first degree holders, 18 of them (22.8%) were masters degree

holder, others were 15 (19%) while 4 (5.1%) were Ph.D holders. The results showed that most academic staff that left were the qualified staff. This study therefore supported Isa (2005) and Ibi (2002) shared similar views that, teachers' qualification is an ingredient in improving student's performance. They maintained that, crowd cannot become teachers unless trained, qualified and certified to teach. Buba (2005) also reported that, most teachers lack professional training since most of them use teaching only as a stepping stone for more lucrative jobs.

This finding also agreed with their discoveries as revealed by result of the demographic data that shows qualifications of recruited academic staff in Taraba state tertiary institutions. Out of the 178 academic staff who were respondents 29 were HND holders, 81 had first Degree, 35 Master Degree, 5 Ph. D and 28 other qualifications. This study therefore revealed that, 29 Higher National Diploma (HND) holders representing 16.3 % is a category of academic staff that does not meet the stipulated National Policy on Education (FGN, 2004) NCCE and NBTE staff qualification requirement. This category of academic staff only adds to the number and not quality of academic staff. On the other hand, the record on attrition revealed that, the qualified and certified academic staff at Junior rank were those that left numbering 39 out of 70 which confirms the work of Tettey (2004) who reported that academic staff at the Junior rank turnover their jobs with the African universities than their senior counterparts. In agreement to the findings of Piwuna and Enoh (2000) where school leavers and people with guild certificates were teaching in secondary schools in Plateau state. The few replaced staffs were not qualified as stipulated by NCCE and NBTE guidelines. The result also revealed that inadequate quality and adequacy of instructional materials were responsible for the high rate of attrition.

Table 7 of the findings shows that, the annual rate of attrition among male lecturers was 74 (93.54%) which was higher than that of their female counterparts who were 5 in

number (6.34%) between 2005 to 2006. From the result of the findings, three of the female lecturers that left had their reasons for leaving as family or personal reasons while the other two were of death and retirement reasons. This findings therefore, agrees with the finding of Smithers and Robinoson (2003) who revealed some of the reasons that teachers attrition and migration include “family or personal move, or health, or pregnancy or child rearing, or to retire.”

This study also agrees with that of Pigers and Myers (1983) where they revealed that “retirement or death” is one of the four types of employee turnover. In agreement with their studies, this study revealed that retirement and death were the reasons for the remaining two female academic staff that left their services with Taraba State tertiary institutions.

Fadipe (2000) and Akpa (2000) reported that, the method to plan for the promotion of quality education is the retention of highly qualified teachers who are good in both content and pedagogy. They both maintained that, teachers should be encouraged to take teaching as a life-long profession. Ukeagbu (2000) also maintained in his study that, availability of teaching resources like textbooks, computers and other infrastructural facilities can influence teachers’ retention, make job easier, and leads to higher level of students’ academic achievements. This study agreed with them that academic staff that left were replaced by only five manpower staff with HND certificates and one master’s degree in public administration as academic staff. This study discovered that, because academic staff had job dissatisfaction they could not be retained and this affected the plan for promoting quality education.

The study is also in conformity with the theories used (the theories are EVLN (1970) theory, supported by Maslow’s hierarch of Needs theory (1954), Herzberg (1968) two-factor theory, Vroom’s (1964) Expectancy theory and McGregor’s theory X and theory Y 1960). All these theories agreed that motivation is the good instruments that cause-direct workers behaviour towards achieving the goals of an organization. This is because workers

behaviours can be caused directed or motivated for high productivity, when they have job satisfaction. On the other hand workers may exit, voice out their grievances and hoping that the situation will improve in no time by being loyal or become demoralized, resign to fate and consequently lower effort (neglect) when there is job dissatisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The study examined academic staff attrition and attainment of academic standards in Taraba state tertiary institutions. This chapter presents the summary of the study, conclusions and recommendations.

5.1 Summary

The study sought to determine academic staff attrition in Taraba state tertiary Institutions. As a guide, specific objectives, research questions and research hypotheses were raised. Taraba state tertiary Institutions are expected to attain the National Commission for Colleges of Education (NCCE) and National Board for Technical Education (NBTE) minimum standards in the award of Nigeria Certificate in Education (NCE) and National Diploma (ND) in middle man power training for National Development. In spite of the efforts of the government in the management and control of education through NCCE, NBTE and the state Ministry of Education, the problem of academic staff attrition is faced by these Institutions. This problem to a large extent affects attainment of academic standards set by these regulatory bodies during the period under study.

The study is formulated within the theoretical framework of EVLN (1970) in Ndagana (2007) supported by Maslow's hierarchy of needs theory (1954), McGregor (1960) theory X and theory Y, Vroom's Expectancy theory of (1964) and Herzberg (1968) two-factor theory. These theories consider human motivation as determinants of job satisfaction for high productivity in any organization because behaviours can be caused, directed or motivated.

The study is a survey research design. The sample size consisted of four hundred and seventy (470) comprising of academic staff and senior non-academic staff. Stratified random sampling and purposive sampling were employed to draw sample size from various tertiary institutions, staff qualification and rank stratum.

A structured questionnaire and proforma for HODs on staff attrition validated by experts were used for data collection by the researcher. The reliability of the instrument was determined using split-half method of internal consistency. The result was entered by using Spearman-Brown step-up (or prophecy) to compute the pilot test. The pilot test reliability yielded a coefficient of 0.80.

The data collected from respondents included structured questionnaire for academic and senior non-academic staff on factors responsible for Academic staff Attrition, and proforma on academic staff attrition for HODs. The analysis of data collected was based on percentages, mean, standard deviation and Z – test of difference test statistics. The result of the hypothesis revealed that, there is significant difference between the mean perception of academic staff and senior non – academic staff on factors responsible for academic staff attrition at 0.05 level of significance.

Chapter five summarized the study, drew conclusions, made recommendations, showed limitation of the study and finally made suggestions for further studies.

5.2 Conclusion

There are a number of important conclusions that can be made about academic staff attrition in Taraba state tertiary institutions. Specific conclusions drawn from the findings were as follows:-

Academic staff attrition between 2002 and 2006 was as a result of certain factors such as inadequate school facilities, promotions prospects (in the areas of weak support while on course and unequal promotion among staff of the same rank), staff salary is incomparable to those in NNPC, Banks etc, management does not manage staff grievances effectively, lack of respect and recognition by the larger society and as can be verified from the result analysed. The study further discovered that, some of the recruited and replaced academic staff do not meet the NCCE and NBTE requirements on staff qualifications since HND holders are also

among academic staff of Taraba state tertiary institutions. One could conclude that their performance may not be up to expectation.

From the findings of this study it is therefore concluded that, there was academic staff attrition in Taraba state tertiary institutions of 79 academic staffs representing 13.13%. This study also concludes that the number of academic staff attrition was higher than number of staff replaced between 2002 and 2006.

Furthermore, from the result of this study it is also concluded that the responses of academic staff attrition were similar to that of staffs that left their services in Taraba state tertiary institutions between 2002 and 2006.

Finally, from the result of the findings it is thereby concluded that the rate of academic staff attrition was higher among male staff than that of their female colleagues.

5.3 Recommendations

Based on the above findings, the following recommendations were made:-

1. Taraba state Government should also genuinely and practically make provision of Instructional materials and infrastructural facilities for tertiary Institutions as a priority so that quality education can be achieved.
2. Staff development programmes (in-service, seminars and workshops) should be given much greater attention than they receive now. That is, greater opportunities for self-development and progress should receive greater encouragement equality and support from the Government.
3. There is also the implication of not only recruitment programs alone will solve staffing problems of tertiary institutions in Taraba state if the Government does not address the problem of retention through improving their salaries to be comparable to those obtained by NNPC, Banks e.t.c.
4. The NCCE and NBTE should advise the state Government on maintaining

the quality of education through the recruitment of more personnel with professional qualification as well as the guidelines on promotion be binding on all the academic staff in all the institutions.

5. Excessive politicization of educational the souring of interpersonal relationships, ran court and divisiveness that have pervaded almost educational institutions low attainment of academic standards.

5.4 Limitations of the study

The major limitations of this study was that, some of the HODs found it difficult to release information for fear of being intimidated by the management. All the same the assurance that the information given would be treated with utmost confidentiality helped to overcome this bottle neck.

5.5 Suggestions for further studies

The researcher suggests the following for further studies:-

1. A correlation study can be conducted in other factor like students' discipline and academic staff turnover, or class size and academic staff attrition in Taraba state tertiary Institutions.
2. There is also need to conduct a study on the difference in attrition rate between public and private tertiary Institutions in Nigeria.
3. There is also need to find out the factors responsible for attrition between urban and rural school teachers in Taraba state.

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APPENDIX A

School of post Graduate Studies
Federal University of Technology,
Yola, Adamawa State.
26th November, 2007.

Dear Respondent,

Letter of Introduction

I am a Postgraduate student pursuing a masters degree in Educational Management (M. Ed Management) currently conducting a research to determine the relationship between

Academic staff Attrition and Attainment of Academic standard in Taraba State Tertiary institutions.

You are kindly requested to fill in the questionnaire in order to furnish the researcher with available information needed in the area. Your response will be treated confidentially. Your co-operation is highly appreciated.

Thank you.

Yours Faithfully,

ANGYU, Lahiru Daniel.

(Researcher)

APPENDIX B

Academic and Senior Non-Academic Staff Questionnaire (ASNASQ)

Instruction:

Below are statements describing job conditions in the tertiary institutions please kindly read each statement and indicate your agreement or otherwise by ticking

(v) The appropriate columns against the statement.

Key

SA = Strongly Agree

A = Agree

DA = Disagree

SD = Strongly Disagree.

Section A: Demographic (Personal) Data

1. Name of the institution:.....
2. Tick the appropriate status as applied to you
(i). Provost [] (ii). D/Provost [] (iii). Dean [] (iv). HOD []
(v). Lecturer []. vi) Senior non-academic [].
3. Qualification: HND [] B.A [] B. Sc [] B.A Ed [] B.SC Ed []
B. Ed [] M. A [] M. Sc [] M Ed [] PhD []
Others, (please specify):.....
4. For how long have you served the institution?
(i). Below 5 years [] (ii). 5-10 years [] (iii). Above 10 years []
5. What are your aspirations for the next 5 years?
(i). promotion to the next rank []

(ii). Appointment as provost []

(iii). Transfer to University []

(iv). Transfer to better job []

6. For how long would you wish to remain in the institution?

(i). less than 3 years []

(ii). between 3-5 years []

(iii). Over 5 years []

Section C:

Effect of Academic Staff Attrition on Attainment of Academic Standards

Section B: Factors Responsible for Academic Staff Attrition in Your Institution

S/N	Statement on Staff Economic Factor Questionnaire (SEFQ)	SA	A
7.	Salaries paid to lecturers in relation to the work they do is inadequate.		
8.	Lecturers' salaries and entitlements are not regularly paid.		

		SA	A
9.	Lecturers' incentive packages, allowances and fringe benefits e.g. medical care, rent, responsibility allowance are not adequately paid.		
10.	Lecturers' salary is incomparable to those obtained in other organizations like NNPC, Banks e.t.c.		
11.	Absence of material rewards (e.g. money) for staff hard work.		
12.	Inadequate loan facilities (car/furniture/housing).		
13.	Delay in promotion and annual increment in salaries.		
	Statement on Staff Qualification-Factor Questionnaire (SQFQ)		
14.	Politicization is gradually replacing professional qualification in staff policies (Recruitment/Promotions).		
15.	Appointments of Deans/H.O.Ds are mostly done on the basis of merit.		
16.	Unequal chance of being promoted is faced by staff.		
17.	Guideline for staff promotion is unsatisfactory (e.g. Seminar papers/publications).		
18.	Weak support of study fellowship for staff on in-service programme.		
19.	Higher qualifications generate the desire to search for greener pasture jobs.		
	School facilities factor Questionnaire (SFFQ)		
20.	Inadequate classrooms and classroom furniture may create un-conducive teaching and learning environment.		
21.	Difficulty in coping with class size may lead to attrition.		
22.	Lack of sufficient textbooks in the school library for research purposes.		
23.	Inadequately equipped laboratories, especially chemical and animate objects for students' practical.		
24.	Staff offices lack adequate furnishing facilities for conducive working environment.		
25.	Inadequate computers for effective teaching and learning process.		

S/N	Statement on Effect of Academic Staff Attrition	SA	A	DA	SD
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	Staff Others factor questionnaire (SOFQ)		
26.	Lack of effective conflict management.		
27.	Lack of respect and recognition by the larger society		
28.	Lack of job satisfaction due to cases of indiscipline among students.		
29.	Lack of participation in decision-making and implementation of the institution.		
30.	Lack of confidence in the leadership of the institution.		

31.	Majority of staff that moved out were mostly the qualified ones.				
32.	Academic staff activities may be paralyzed due to lack of instructional materials.				
33.	The turnover may lead to acute shortage of academic staff in the institution.				
34.	Frequent mobility of staff may cause a severe disruption to teaching and learning process and syllabi may not be fully covered.				
35.	Students may get the qualitative and quantitative education.				
36.	The institution is compelled to recruit on monthly or yearly due to perennial staff turn-over.				
37.	Effects may cause poor attainment of academic standard.				
38.	Staff mobility has created professional inadequacy felt among many of the qualified teacher's who are still serving in the institution.				
39.	In most cases, courses taught by the outgoing staff are differed thereby causing delay in student's graduation.				
40.	Attrition may encourage examination malpractice.				

APPENDIX C

Academic Staff Attrition (Proforma) for Heads of Department

S/N	Head of Department	Year under review	NASL	HQ	Reasons for Leaving				No. of Staff that left
					EF	QF	SFF	OF (S)	
		2002 2003 2004 2005 2006							

Key

NASL Number of Academic staff that left

HQ Highest Qualification

EF Economic Factor

QF Qualification Factor

SFF School Facilities Factor

OF (S) Other Factors (Specify)

APPENDIX D

Academic Staff Replacement (Proforma) for Heads of Department

S/N	Head of Department	Year under review	NASL	HQ	Reasons for Leaving				No. of Staff replaced
					EF	QF	SFF	OF (S)	
		2002 2003 2004 2005 2006							

Key

NASL Number of Academic staff replaced

HQ Highest Qualification

EF Economic Factor

QF Qualification Factor

SFF School Facilities Factor

OF (S) Other Factors (Specify)

APPENDIX E

Statistics of Academic Staff Attrition from Taraba State Tertiary Institutions between 2002 and 2006

S/ N	Institution	Total No. of Academic staff	No. of Academic staff that left					Highest Qualification				Total	%
			2002	2003	2004	2005	2006	Ph D	2 nd Degree	1 st Degree	Others		
1.	College of Education, Jalingo	317	8	10	15	6	4	3	10	21	9	43	13.6
2.	College of Agriculture	203	2	5	8	3	2	-	5	9	5	20	9.9
3.		111	2	4	5	3	2	1	3	9	3	16	

	e, Jalingo Taraba state Polytech nic, Wukari Total	601	12	19	28	12	8	4	18	39	15	79	14. 4 37. 9
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Proforma for Heads of Departments (HODs) of the three tertiary Institutions: February, 2009.

APPENDIX F

Qualifications of Staff That Left Between 2002 And 2006

<u>Qualifications</u>	<u>No. left</u>	<u>Percentage</u>
1 st Degree	39	49.4
Masters	18	22.8
Others	15	19.0
PhD	4	5.1
<u>Total</u>	<u>79</u>	<u>100</u>

Source: Head of Departments of the three tertiary Institutions. February, 2009.

APPENDIX G

Annual rate of academic staff attrition by sex in Taraba state Tertiary Institutions between 2002 to 2006.

Year	Total No. of Attrition	Annual rate of Male staff Attrition	Percentage	Annual rate of Female staff Attrition	Percentage
2002	12	12	15.8	0	0
2003	19	18	22.78	1	1.27
2004	28	25	31.64	3	3.80
2005	12	11	13.92	1	1.27
2006	8	8	10.12	0	0
Total	79	74	93.34	5	6.38

Source: Heads of Departments of the three Institutions (October, 2007).

APPENDIX H

Senior Non- Academic staff

Descriptive Statistics

	N	Mean	Std. Deviation
Item7	222	2.8063	.98098
Item8	222	2.2162	.95988
Item9	222	2.8694	.93985
Item10	222	3.4144	.85054
Item11	222	2.9459	1.00079
Item12	222	2.9234	1.05440
Item13	222	2.6847	.93191
Item14	222	2.6802	.93279
Item15	222	2.0405	1.04348
Item16	222	2.2973	1.04292
Item17	221	2.5339	.99771
Item18	222	3.0586	1.05126
Item19	222	2.8694	1.00948
Item20	222	3.3514	.88373
Item21	222	3.1532	.91442
Item22	222	3.3468	.90821
Item23	222	3.2162	.89144
Item24	222	3.2072	.89864
Item25	222	3.2162	.94563
Item26	222	3.4099	.82850
Item27	222	3.2387	.97560
Item28	222	3.0045	.90498
Item29	222	2.6802	1.01637
Item30	222	2.6486	.84177
Valid N (listwise)	221		

APPENDIX I

Academic Staff

Descriptive Statistics

	N	Mean	Std. Deviation
Item7	178	3.2584	.81689
Item8	178	2.2809	.88922
Item9	178	3.0281	.92321
Item10	178	3.3820	.87663
Item11	178	3.3202	.76190
Item12	178	3.3876	.71407
Item13	178	2.8202	.95150
Item14	178	3.5000	.71505
Item15	178	2.4607	.88370
Item16	178	2.5787	.91256
Item17	178	2.6348	.97790
Item18	178	3.2753	.91291
Item19	178	3.0843	.95591
Item20	178	3.5225	.68234
Item21	178	3.3708	.85545
Item22	178	3.4213	.88745
Item23	178	3.4270	.71919
Item24	178	3.1966	.96877
Item25	178	3.4045	.76975
Item26	178	3.3989	.76903
Item27	178	3.3708	.82177
Item28	178	3.1573	.91317
Item29	178	2.6292	1.00149
Item30	178	2.6798	.87252
Valid N (listwise)	178		

APPENDIX J

Correlations

		Attrition Rate	Student Achievement
Attrition Rate	Pearson	1	-.258
	Correlation		
	Sig. (2-tailed)		.675
	N	5	5
	Pearson	-.258	1
	Correlation		
Student Achievement	Sig. (2-tailed)	.675	
	N	5	5

APPENDIX K

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Meanresponse	Academic Staff	178	3.1087	.14176	.01063
	Senior Non-Academic Staff	222	2.9046	.15230	.01022

Independent Samples Test

		Levene's Test for Equality of Variances		Z-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Meanresponse	Equal variances assumed	.985	.322	13.731	398	.000	.20406	.01022
	Equal variances not assumed			13.840	389.217	.000	.20406	.01022

