



TEACHERS' ATTRITION AND ACADEMIC ACHIEVEMENT OF ECONOMICS STUDENTS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined the relationship between teachers' attrition and academic achievement of economics students in public secondary schools in Anambra state. The study was guided by three research question and three null hypotheses stated at 0.05 level of significant. The study adopted a correlational design. The population of this study consisted of 19,007 SS 11 students of the public secondary schools in the six Education Zones in Anambra state. A sample of 588 students were used in the study. Stratified and simple random sampling technique were used to draw the sample. The researcher used the teachers' attrition questionnaire for collection of data, while the last term average scores of the students were used to measure their academic achievement. The instrument was subjected to face and construct validity. The reliability of the instrument was obtained using Cronbach Alpha Coefficient and the result yielded a coefficient value of 0.89. The data collected were analyzed using Pearson Product Moment Correlation Coefficient for research question and hypotheses. Results showed that there exist a negative and significant relationship between teachers' attrition and academic achievement of public economics secondary students in Anambra state. Based on the findings of this study, the researcher recommended among others that: The government should improve on teachers' enumeration which will reduce teachers' attrition and increase retention; the ministry of education should increase the number of employed teachers which will help in reducing the teachers' workload and thereby improve the academic achievement of the students.

Keywords: Teachers' Attrition, Academic Achievement

INTRODUCTION

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. Academic achievement refers to a student's success in meeting short or long-term goals in education (Adinna & Anene 2024). Students' academic achievement is a crucial factor in determining learning outcomes and individual development in secondary education. Academic achievement refers to the extent to which a student has achieved their educational goals, often measured through grades and standardized tests (Ndanuko, 2021).



Students' poor academic achievement in Economics in external examinations such as Secondary Schools Certificate Examination (SSCE) and the General Certificate Examinations (GCE) has become a source of worry for stakeholders in the education sector, especially in view of the nation's goal to be one of the world's top 20 economies by 2030. The specified standard is usually called pass mark, and the pass mark is a score above average in which students are considered having passed and below which students are considered having failed (Adinna, 2024). For instance, Onuoha (2021) demonstrated the poor performance in the achievement trends of Economics students as the percentage of students that made D, E and F grades between 2015 - 2021 were 52.68, 52.89, 55.18, 57.42, 62.02, 63.92, 54.76, 89.57, 68.52, 54.10, 66.84 and 57.48 respectively whereas the percentages of student whose grades were passes (C, B & A) are 47.31, 44.11, 44.81, 42.57, 37.97, 36.07, 42.23, 38.64, 31.47, 45.87, 33.15 and 42.51 respectively. This trend shows a decline in the students' achievement going by the fact that average of 61.3% of the students failed Economics. According to Okoye and Okeke (2021), only 40% of economics students in public secondary schools in Anambra State achieved a passing grade in the 2020 West African Senior School Certificate Examination (WASSCE). These statistics underscore the urgent need for targeted interventions to improve academic outcomes for economics students.

Teachers are the basic ingredients in the educational advancement of any nation, so the education system must be responsible and responsive enough to ensure the recruitment, training, and retention of adequate, skilled, and high-performing teachers for the nation's educational goals to be achieved. However, teacher attrition, especially at the secondary school level, has become a major challenge to achieving these educational goals (Okeke et al., 2019).

Teacher attrition is characterized by teachers leaving the classroom to take up and pursue other professional responsibilities inside or outside the educational system (Miller & Chait, 2018). It involves educational sector labor mobility, where teachers seek professional 'greener pastures,' leaving schools bereft of much-needed teaching staff. High attrition has a damaging impact on the quality of schooling.

Buckley (2017) buttressed that there are three factors that affect teacher attrition, which include, the teacher, school and community factors. Teacher factors include wage, idealism and teacher's preparation courses; school factors are working conditions, organizational factors, lack of resources and accountability while community factors have to do with government policy, budgeting policy, public, stereotypical thought about hours and mandate that has legislated for quality teachers only.

Gender differences in academic achievement encompass many different areas. For example, in some educational settings, boys lag behind girls on indicators of educational success, such as leaving certificates and types of school attendance. Male students have been known to put more interest in technical subjects than female students.

The location of the school also contributes to the level of academic achievement of students. School location refers to where a given school is situated, whether in an urban or rural area. School location influences the learning interest of students. Oyibe (2014) views the achievement gap between urban and rural schools as a pressing problem today because past approaches at closing this gap have been largely urban-biased.

There has been a decline in the academic achievement of students in Economics at the senior secondary school level. The academic achievements of economics students in public secondary schools vary, despite these students being generally taught by teachers with similar



qualifications under relatively similar conditions and having access to similar educational facilities regardless of their location and gender. Students' poor academic achievement in Economics in external examinations such as Secondary Schools Certificate Examination (SSCE) and the General Certificate Examinations (GCE) has become a source of worry for stakeholders in the education sector, especially in view of the nation's goal to be one of the world's top 20 economies by 2030.

A lot of studies such as teachers' attribution, teacher motivation, insecurity and organization climate seem to have contributed to students' academic achievement; unfortunately, not much have been investigated on the relationship between teachers' attrition and academic achievement of economic students in secondary schools. It is on the bases of this gap that the problem of the study was presented thus: what is the relationship between teachers' attrition and academic achievement of economics students in public secondary schools in Anambra state?

Purpose of the Study

The main purpose of this study was to examine the relationship between teachers' attrition and academic achievement of secondary school economics students in Anambra State. Specifically, the study sought to:

1. Examine the relationship between teachers' attrition and academic achievement of SSII economics students in public secondary schools in Anambra State.
2. Determine the relationship between teachers' attrition and academic achievement of urban and rural SSII economics students in public secondary schools in Anambra State.
3. Investigate the relationship between teachers' attrition and academic achievement of male and female SSII economics students in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' attrition and academic achievement of SS1 economics students in public secondary schools in Anambra State?
2. To what extent will teachers' attrition relate with academic achievement of Rural and Urban SS11 economics students in public secondary schools in Anambra State?
3. To what extent will teachers' attrition relate with academic achievement of male and female SS1 economics students in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

1. There is no significant relationship between teachers' attrition and academic achievement of SS1 economics students in public secondary schools in Anambra State.
2. There is no significant relationship between teachers' attrition and academic achievement of Rural and urban SS11 economics students in public secondary schools in Anambra State.
3. There is no significant relationship between teachers' attrition and academic achievement of male and female SS11 economics students in public secondary schools in Anambra State.

Research Methodology

The study adopted a correlational research design because it aimed at providing the direction and magnitude of the relationship between teachers' attrition and students' academic achievement. The population for this study was 19,007 made up of 7,852 male and 11,155 female



students from 267 public secondary schools in Anambra state (Source: Post Primary School Service, Awka, 2024). The sampling for this study was 588 respondents made up of 294 male and 294 female SS11 Econs students. Teachers Attrition Questionnaire (TAQ) was used for data collection. TAQ was constructed by the researcher while the students' academic achievement was measured using their last terms' overall result average scores. Face and construct validity of the instruments were ascertained by three experts, one from department of Arts and Social Sciences and two from Department of Measurement and Evaluation, both in Faculty of Education, Chukwuemeka Odumegwu Ojukwu University. The reliability was ascertained using Cronbach alpha and it yielded coefficient values of 0.89 for teachers' attrition questionnaire. The research questions were answered using Pearson Product Moment Correlation Coefficient while hypotheses were tested using the test of significance at 0 .05 level of significance.

ANALYSIS OF DATA

Research Question 1: What is the extent of the relationship between teachers' attrition and academic achievement of SSII economics students in Public Secondary in Anambra State?

Table 1; Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between teachers' attrition and Academic achievement of SSII economics students in Public Secondary Schools in Anambra State

Correlations				REMARK
		Teachers' attrition	Students' Academic Achievement	
Teachers' attrition	Pearson Correlation	1	- 0.56**	Moderate negative relationship
	Sig. (2-tailed)		0.00	
	N	508	508	
Students' Academic Achievement	Pearson Correlation	- 0.56	1	
	Sig. (2-tailed)	0.00		
	N	508	508	

** . Correlation is significant at the 0.05 level (2-tailed).

The data in Table 1 showed that there is a moderate negative relationship between teachers' attrition and academic achievement of SSII economics students in Public Secondary in Anambra State. This deduction comes as a result of the 'r' having a negative value of -0.56 = and N = 508. Hence, the study concluded that there exists a moderate negative relationship between teachers' attrition and academic achievement of SSII economics students in Public Secondary in Anambra State.

Research Question 2: What is the relationship between teachers' attrition and Academic achievement of urban and rural SSII economics students in Public Secondary Schools in Anambra State?



Table 2: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between teachers' attrition and Academic achievement of urban and rural SSII economics students in Public Secondary Schools in Anambra State.

<i>Location</i>			<i>Teachers Attrition</i>	<i>Students academic achievement</i>	<i>REMARK</i>
Urban	Teachers Attrition	Pearson Correlation	1	-0.63*	Moderate negative relationship
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.63*	1	
		Sig. (2-tailed)	0.00.		
		N	254	254	
Rural	Teachers Attrition	Pearson Correlation	1	-0.89*	Strong negative relationship
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.89*	1	
		Sig. (2-tailed)	0.00		
		N	254	254	

Correlation is significant at the 0.05 level (2-tailed.)

Table 2 presented an analysis which showed that there exist, a strong and moderate negative relationship between teachers' attrition and academic achievement of urban and rural SSII economics students in Public Secondary Schools in Anambra state. This deduction comes as a result of the 'r' having a moderate negative value, -0.63 and Strong negative relationship $r = -0.89$ for urban and rural students respectively. $N = 254$ for both groups respectively. Hence, the study concluded that there exists a moderate negative relationship and a strong negative relationship between teachers' attrition and academic achievement of urban and rural SSII economics students in Public Secondary in Anambra State.

Research Question3: What is the relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary in Anambra State?

Table 3: Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary in Anambra State

<i>Gender</i>			<i>Teachers Attrition</i>	<i>Students' Academic achievement</i>	<i>REMARK</i>
male	Teachers Attrition	Pearson Correlation	1	-0.41	Moderate negative relationship
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.41	1	
		Sig. (2-tailed)	0.00.		
		N	254	254	
female	Teachers Attrition	Pearson Correlation	1	-0.61*	Moderate negative relationship
		Sig. (2-tailed)		.000	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-.061*	1	
		Sig. (2-tailed)	.000		
		N	254	254	

Correlation is significant at the 0.05 level (2-tailed.)



Table 3 presented an analysis which showed that there exist, a moderate negative relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary Schools in Anambra. This deduction comes as a result of the 'r' having a moderate negative value, - 0.41 and -0.61 for male and female respectively. N= 254 for both genders respectively. Hence, the study concluded that there exists a moderate negative relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary in Anambra State.

HYPOTHESES TESTING

Hypothesis 1: There is no significant relationship between teachers' attrition and academic achievement of SSII economics students in Public Secondary in Anambra State?

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between teachers' attrition and academic achievement of SSII economics students in Public Secondary in Anambra State

Correlations			
		Teachers' attrition	Students' Academic Achievement
Teachers' attrition	Pearson Correlation	1	- 0.56*
	Sig. (2-tailed)		0.00
	N	508	508
Students' Academic Achievement	Pearson Correlation	-0.56*	1
	Sig. (2-tailed)	0.00	
	N	508	508

**. Correlation is significant at the 0.05 level (2-tailed).

Table 4 presented an analysis which showed 'r' having a negative value, $r = - 0.56$ and $n = 508$. Since the p-value 0.00 is less than the stipulated 0.05 significance level, the null hypothesis is rejected and thus is decided that there is a significant relationship between teachers' attrition and achievement of SSII economics students in Public Secondary in Anambra State.

Hypothesis 2: There is no significant relationship between teachers' attrition and academic achievement of urban and rural SSII economics students in Public Secondary in Anambra State.



Table 5: Test of Significance of Pearson Product Moment Correlation Coefficient analysis on the extent of the relationship between teachers' attrition and academic achievement of urban and rural SSII economics students in Public Secondary in Anambra State.

Location		Teachers Attrition		Students academic achievement	REMARK
Urban	Teachers Attrition	Pearson Correlation	1	-0.63*	Significance
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.63*	1	
		Sig. (2-tailed)	0.00.		
		N	254	254	
Rural	Teachers Attrition	Pearson Correlation	1	-0.89*	Significance
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.89*	1	
		Sig. (2-tailed)	0.00		
		N	254	254	

Correlation is significant at the 0.05 level (2-tailed.)

Table 5 presented an analysis which showed 'r' having a negative value, $r = -0.63$ and ' r ' = -0.89 for urban and rural SSII economics students respectively. $N = 254$ for both groups. Since the P-value 0.00 is less than the stipulated 0.05 significance level, the null hypothesis is rejected and thus is decided that there is a significant relationship between teachers' attrition and achievement of urban and rural SSII economics students in Public Secondary in Anambra State.

Hypothesis 3; There is no significant relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary in Anambra State?

Table 6: Test of Significance of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between teachers' attrition and academic achievement of male and female SSII economics students in Public Secondary in Anambra State.

Gender		Teachers Attrition		Students' Academic achievement	REMARK
Male	Teachers Attrition	Pearson Correlation	1	-0.41	Significance
		Sig. (2-tailed)		0.00.	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-0.41	1	
		Sig. (2-tailed)	0.00.		
		N	254	254	
female	Teachers Attrition	Pearson Correlation	1	-0.61*	Significance
		Sig. (2-tailed)		.000	
		N	254	254	
	Students' Academic achievement	Pearson Correlation	-.61*	1	
		Sig. (2-tailed)	.000		
		N	254	254	

Correlation is significant at the 0.05 level (2-tailed.)



Table 6 presented an analysis which showed 'r' having a negative value, $r = -0.41$ and $r = -0.61$ for male and female SS11 economics students respectively. $N = 254$ for both genders. Since the P-value 0.00 is less than the stipulated 0.05 confidence level, the null hypothesis is rejected and thus is decided that there is a significant relationship between teachers' attrition and achievement of male and female SSII economics students in Public Secondary in Anambra State.

Discussion on Findings

Findings on the relationship between teachers' attrition and academic engagement of SS11 students in public secondary schools in Anambra state showed that there is a strong negative relationship between teachers' attrition and academic engagement of urban SSII economics students in Public Secondary in Anambra State. Hypothetically, there is significant relationship between teachers' attrition and academic engagement of SS11 students in public secondary schools in Anambra state. Teachers' attrition has shown to harm students' academic engagement and discourages educators. This is also in line with Mabeya et al., (2019) whose finding revealed that attrition does not only affect students' academic engagement but also the quality of teaching and learning in schools. It also revealed that learners took time to adjust and adapt to the techniques and methods employed by the new teacher. This shows that increase in teachers' attrition leads to decrease in academic engagement of SS1 students. Teachers' attrition has a damaging impact on schooling. Schools with high attrition are more likely to get inexperienced or unqualified teachers who are likely to be less effective, thus impacting negatively on the academic engagement of students.

Findings on the relationship between teachers' attrition and academic engagement of urban and rural SS11 students in public secondary schools in Anambra state showed that there exists a moderate negative and Strong negative relationship between teachers' attrition and academic engagement of urban and rural SSII economics students in Public Secondary in Anambra State. Findings also indicated that there is significant relationship between teachers' attrition and academic engagement of urban and rural SS11 students in public secondary schools in Anambra state when tested. This is in line with the findings of Detrich (2019) that teachers' attrition "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. In that line of reasoning, this means that there is a disruptive effect of attrition beyond changing the composition in teacher quality, thereby impacting the engagement of all students in high attrition schools. The finding of this research is also in union with the findings of Akinyele (2014) who found that immediate location of students plays a major role in their socialization. He also found that location of school affects the academic engagement of a student. Oyibe (2014) is of the view that the engagement gap between urban and rural schools is a pressing problem today past approaches at closing this gap have been largely urban biased in character. The result affirms that location has a moderate negative effect on the teachers' attrition and student academic engagement. the moderately negative direction of the relationship is an indication that teachers' attrition and location could negatively impact the students' academic engagement. The negative result shows statistically that students' academic engagement decreases with increase in teachers' attrition.



Findings of the relationship between teachers' attrition and academic engagement of male and female SS11 students of public secondary schools in Anambra state indicate that there exists a weak negative and Strong negative relationship between teachers' attrition and academic engagement of male and female SSII economics students in Public Secondary in Anambra State. The findings of this study also aligned with the study conducted by Kessels(2014) that gender differences in students' interest emerge as a consequences of the perceived fit or misfit between a students' gender identity and the gendered stereotypes ascribed to academic domains. The relationship between the variables (teachers' attrition and academic engagement) is weak when performed in gender as a measure of academic engagement of the students. This shows that increase in teachers' attrition equally leads to decrease to the academic engagement of male and female students. This finding could be as a result of cultural standard/value placed on both gender which in turn affects their academic engagement in school.

Conclusion

Based on the findings, the study concluded that teachers' attrition had a negative relationship with academic achievement of economics students in public secondary schools in Anambra state. The higher the attrition rate of teachers, the lower the academic achievement of economics students. These outcomes are not just inconvenient for schools but teacher attrition also affects students' academic achievement, discourages educators and more expensive for the state education. In order to maximize student academic achievement and minimize teachers' attrition, the school system needs to develop long-term solutions to help retain efficient professional teachers.

Recommendations

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

1. Stakeholders in education should minimize attrition rates of teachers by increasing the number of employed teachers in order to improve students' academic achievement in public secondary schools in Anambra state.
2. State government through the Ministry of Education, should put in place functional teachers' professional development strategies and remuneration initiatives respectively to enhance teachers' efficiency and productivity that will ultimately reduce attrition and improve academic achievement of public secondary school students.
3. Ministry of Education should improve working conditions of teachers by providing all the necessary tools for their job and reducing their workload by posting more teachers to schools both rural and urban area. This would make teachers feel highly satisfied with their work hence improving their effectiveness in work performance which will in turn improve students' academic achievement.
4. The school management should implement a comprehensive induction program and strategies which may comprise multiple types of support, including high quality mentoring, common planning time, and continuous support for teachers.



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