



ABSTRACT

This study focused on the impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State, Nigeria. Two research questions and its corresponding null hypotheses guided the study. A descriptive survey research design was adopted using population of 1,566 teachers in private secondary schools and 156 teachers were used as a sample size of the study across the state. Two instruments "Teachers Turn-

IMPACT ASSESSMENT OF TEACHERS' TURNOVER AND MOTIVATION ON STUDENTS PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN NASARAWA STATE, NIGERIA

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INTRODUCTION

Education is the process of becoming critically aware of one's reality in a manner that leads to effective action upon it. Education therefore, remains the bedrock for national development. For a country to be technologically sound, economically reliant and politically vibrant, it will depend on the quality of education of its citizenry. It is in recognition of this, that the Federal Government of Nigeria posited in its National Policy on Education (Federal Republic of Nigeria, 2014) that education is adopted as an instrument par excellence for effective national development. The aim of every educational programme in the world today is to promote learning for students to ascertain a framework of knowledge and concepts that lead to the totality development of the individual students under the auspices of a teacher through the use of assessment that one can establish the extent to which educational goals have been accomplished (Galle, Sakks and Aminu, 2018). Motivation in any organization or schools depends on the performance of the workers which determines the level of ability and level of motivation outcomes (Kutcy & Schultz, 2006).



Over Questionnaire (TTQ) and Profoma were also used for data collection. TTQ and Profoma were validated which gave 0.77 validity index and 0.79 reliability index using Cronbach alpha. Data collected were analyzed using mean and standard deviation for answering research questions while One-sample t-test and ANOVA were used for testing hypotheses at 0.05 level of significant, and the results reveals that there is a significant impact of teachers' turnover on students' performance in private secondary schools and there is no significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State. Based on the findings of this study, the following recommendations were made: that, teachers in Nasarawa State should be motivated to allow the stay and put in their best in the teaching profession would improve students' performance in private secondary schools and private schools owners should organize impact assessment policy toward motivation, and giving pension/gratuity after retirement among others.

Keywords: Assessment, teachers' turnover, motivation, students performance, private schools

This study centered on private schools and a bit narrower than that of public schools, but there are still many opportunities available when compared with the rate of teachers turn in private schools in Nasarawa State, Nigeria. Private school teachers are usually not part of unions, and their employment is typically set by a contract, allowing them to negotiate their terms. Teachers with their own children enjoy a discount in tuition for their children to attend the school, and if they teach at a boarding school, they often receive free or subsidized meals and housing (Hanadiz, 2011). Private schools are not funded or operated by federal, state or local governments, its owning by private individual or group of people in a given community. However, most private schools choose not to stray too far from federal policies and strive to provide a quality of education equal to or better than that available in public schools. In a bid to understand the perspective of the private secondary school teachers, Omotoyinbo and Olaniyi (2019) discovered that while many teachers felt motivated just by doing their work, some teachers were more encouraged when a superior made an encouraging remark on their performance.

Others said they were more motivated by improvement in their welfare packages and remuneration (Fati, 2010). Salifu and Agbenyega (2013) described teachers' motivation as any form of encouragement and provisions made to influence the teachers to do their best in the classroom. Without teachers being motivated to teach, the search for excellent teaching will be ineffective. Teachers need adequate motivation to carry out their daily activities since their contact with learners influences not just their learning outcomes but an overall developmental process (Adede, 2012; Oduwaiye, 2004). Assessment it is the practical application of



measurement and just as all testing could be subsumed under assessment, so could all assessment be subsumed under measurement (Anikweze cited in Galle & Kukwi, 2020). Based on the assessment, Nasarawa State Policy on education evidence indicated that the effects of well-prepared teachers toward students' performance can be stronger than the influences of student background factors, such as poverty, language background, and minority status. Policymakers and school owners have instituted a wide range of initiatives to recruit new teachers to the profession. Even the best efforts at recruiting highly qualified teachers into the profession fail when they enter schools that do not support quality teaching (National Commission on Teaching and America's Future [NCTAF], 2003). This will result to teachers' turnover in secondary schools. Teacher turnover directly impacts student achievement, teacher quality, and accountability. Moreover, teacher turnover is also a costly phenomenon (NCTAF, 2003). The most serious consequence and direct disadvantage of high teacher turnover is that it erodes teaching quality and student achievement (NCTAF, 2003). Therefore, it is crucial for school leaders to retain qualified beginning teachers in the profession and support and help them develop into quality professionals. Due to sudden teacher's turnover the students do suffer psychologically while their motivation and performance decreases. According to Beavis (2003) if we consider the span of argument that revolves around incentive programs based on performances of the employees, there is lack of supporting evidence measuring its effects on the employees.

Turnover rate is high among the jobs which pay less. As we talk about the reasons of turnover so some of those that contribute to this problem are less wages, biased employee benefits, lower job satisfaction and many more. More often the educational institutes focus on dealing with teacher's turnover by compromising on the effective teachers who leave the institute, so they respond to this problem by not leaving the position vacant and hiring the less competent teachers (Murnane & Steele 2007). Below table suggests that performance based incentives have effects on the different elements of the institute but if we take it from teachers point of view then it clears one thing that if teachers are not rewarded, in other words if they are not motivated so they leave and how it effects the institute can be seen in the table (Naz, Bagram & Khan, 2012). Specifically if we look at the student section, we can see that it affects the student's performance, motivation as they start skipping classes and thirdly they are affected psychologically as they decide to drop-out.

Furthermore, it is estimated that teacher absentees in each 10 days decreases student's performance by 3.3% of standard deviation (Miller, Murrance and Willett 2007). The following Table shows the possible effects of performance based incentive programs on different people working within an educational institute.

Figure 1: Effects of Performance Based Incentive Programs

Level	Potential Area of Effects
TEACHER	Teacher motivation and effort
	Teacher recruitment and attrition



	Teacher knowledge and skills
	Teacher autonomy
STUDENT	Student performance
	Student truancy
	Student dropout
CLASSROOM	Pedagogical techniques
	Teacher focus on specific students
SCHOOL	Collegiality between teachers
	The efficiency of resource allocation in schools
	The relationship between teachers and the school management
	School organizational goals
SYSTEM	The revenue required for teacher salaries and the education system
	The culture of educators
	The form and content of the curriculum
SOCIETAL	Public and political support, particularly by the public perception of the teaching profession

Source: Beavis (2003). Performance-based rewards for teachers: A literature review

A growing body of literature reviews such as Naz, Bagram and Khan, (2012) found that teacher's turnover do have effects on the students motivation, performance as well as the psychological effects. The correlation between the three variables shows that motivation and performance have positive relation with each other while psyche plays its part in both positive and negative relations which concludes that even if the student is motivated and performing well, he takes burden, perceives things which cause burden, tension and depression, Habib, Mukhtar, and Jamal (2012) shows that a number of instructors decide to quit the job due to lack of career advancement and development chances in the teaching field especially in the private universities. Boyd, Lankford, Loeb, Ronfeldt, and Wyckoff, (2011) findings revealed that sudden productive teacher's turnover has negative impact resulting to students truancy and suffer psychologically while their motivation and performance decreases. To Beavis (2003) finding revealed teachers turnover took placed in private school due to lack of incentive programs based on performances of the employees, there is lack of supporting evidence measuring its effects on the employees. Hanushek and Rivkin (2010) findings revealed that there is a significant impact of teachers' turnover and motivation on students' performance in private secondary schools, directly tested whether the teachers who filled vacancies in a given school were more effective on average than those they replaced, it is difficult to draw conclusions about the overall impact of turnover.

Hammond and Skyes (2003) found that increasing teacher turnover seems to have an impact on student performance. Employee turnover is defined by Nobilis (2008) as, Employee turnover is the number of regularly working employees leaving the organization within the reported period versus the number of real active permanent employees on the final day of the



previously reported period. When teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones form. Bryk & Schneider (2002) argue that the quality of relationships (trust) between teachers, and between teachers and students, is related to student achievement. To the degree that turnover disrupts the formation or maintenance of these relationships; it may also harm student performance. Major problem associated with teachers turnover in private secondary schools is no pension/gratuity after retirement and other financial benefits. It is on this note the researchers investigated the impact assessment of teachers' turnover and motivation on students performance in private secondary schools in Nasarawa State, Nigeria as the major objective of the study.

Research Questions

The following objectives were raised to guide the study:

RQ1: What is the impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State?

RQ2: What is the impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State?

Research Hypotheses

The following null hypotheses were raised to guide the study and were tested at the 0.05 level of significant

Ho1: There is no significant impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State

Ho2: There is no significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State

Material and Methods

Design

A descriptive survey research design was adopted for this study. Descriptive survey design was considered suitable because it involve the collection of data from a random sample of a targeted population (Anikweze, 2016). The target population consists of 1,566 teachers in private secondary schools in Nasarawa State. Multistage stratified random sampling procedure was adopted to select a sample size of 156 teachers across the state.

Instrument for Data Collection

The researchers developed two instruments for data collection entitled "Teachers Turn-Over Questionnaire (TTQ) and Profoma were also used. The TTQ contained thirteen (13) items statement for teachers while Profoma contained 4 items such as name of school, name of student, registration number and subjects offered, was used to generate documented scored sheets of students previous record over those teacher that leaves the class room before their retirement.



Validity and Reliability of Instrument

The two instruments; 'TTQ and Profoma were validated by experts in research, measurement and evaluation unit, Nasarawa State University Keffi, by checking for appropriateness and relevancy of the items, clarity, accuracy and consistency in supplying needed data, comprehensiveness of the scope for the stated purpose using the 4-point modified likert scale yielded 0.77 validity index, and Cronbach alpha was used to determine the reliability of internal consistency 'TTQ which gave 0.79 reliability index. The reliability result of TTQ was compared with the guidelines for interpreting alpha coefficients suggested by Ogunduwa cited in Galle, Pual & Andzutsi, (2020) that "α ≥ 0.9 excellent, ≥ 0.8 good, ≥ 0.7 acceptable, ≥ 0.6 questionable, ≥ 0.5 poor, ≤ 0.5 unacceptable". Therefore, the results of the reliability enabled the researchers to use the instrument for both pretest and posttest, since the correlation was considered high and significant.

Procedure for Data Analyses

Data collected were analyzed using descriptive statistics of mean and standard deviation for answering research questions while inferential statistics of t-test and analysis of variance (ANOVA) to the null hypotheses at 0.05 level of significant, and the results were presented in tables below.

Results

RQ1: What is the impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State?

Table 1: Mean and Standard Deviation for Impact of Teachers' Turnover on Students' Performance

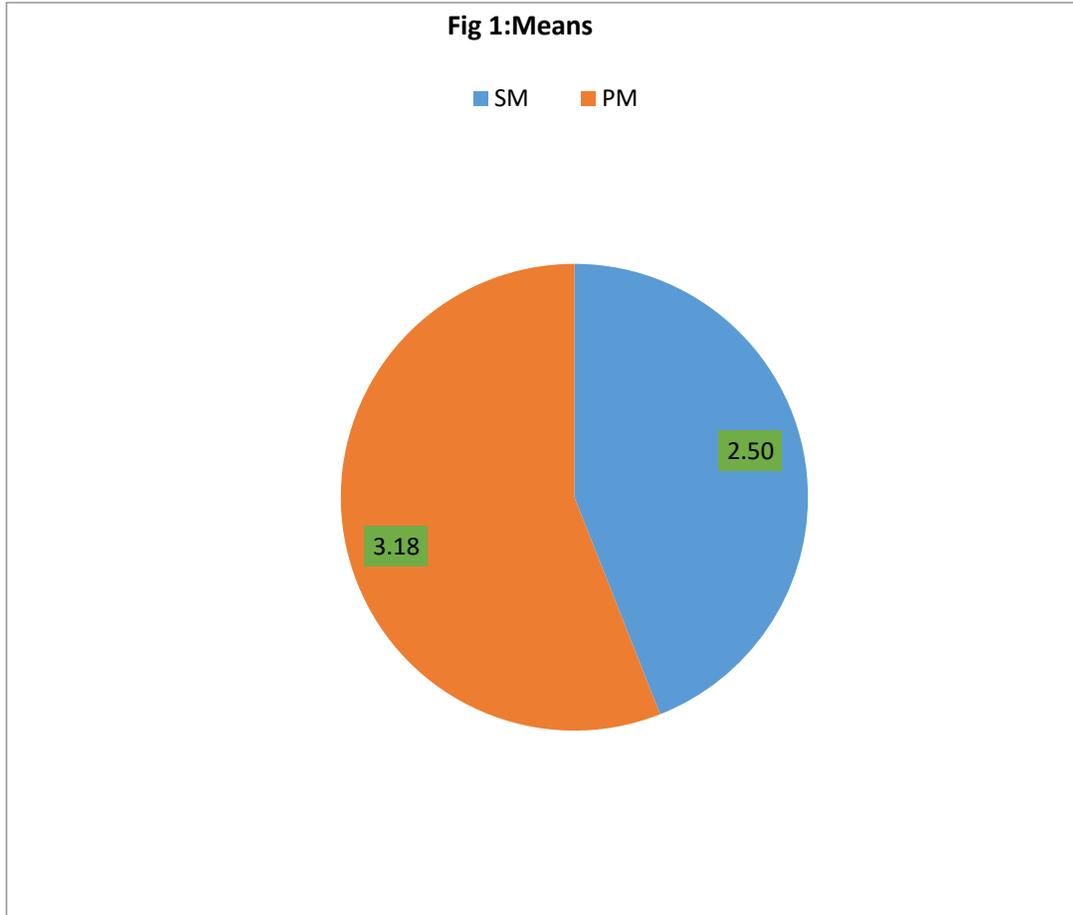
Statements	Mean	Std Dev
When teacher leaves a school without replacement affect student performance	3.47	1.86
Most of the teachers in private schools leaves anytime thereby affect students performance	3.62	1.90
Students performance in private schools reduces when there is teacher turn over	2.78	1.66
Teachers' turnover rate has high impact on students' performance in private schools	3.17	1.78
Most of the teachers in private schools leave because of performance of the student	3.38	1.83
I leaves private schools because their salary is very poor	2.69	1.64
Pooled Mean	3.18	1.77

Source: Researchers' fieldwork

Scale Mean 2.50



Table 1 shows mean and standard deviation for the impact of teachers' turnover on students' performance yielded the pooled mean (PM) of 3.18 standard deviation (SD) of 1.77, while scale mean (SM) of 2.50, that is (PM 3.18 > 2.50 SM). Figure1 shows result of PM and SM in pie chart.



To confirm the reliability of the results with regards to impact of teachers' turnover on students' performance, the data were subjected to One-sample t-test as shown in Table 2 on array of Ho1.

Ho1: There is no significant impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State

Table2: One-Sample t-test for Significant Impact of Teachers' Turnover on Students' Performance

		Test Value = 0					
		t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Teachers' Turnover (TT)		11.379	155	.000	2.82759	2.31866	3.33666



Students' Performance(SP)	14.177	155	.000	5.06897	4.7652	5.3728
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Table 2 shows One-sample t-test for significant impact of teachers' turnover on students' performance. The t-value of 11.379, 14.177 for TT and SP, df=155, p-value= 0.000 at 0.05 level of significance. Since $0.05 > .000p$ -value, thus H_0 was not retained. Hence, there is significant impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State. The implication of these result indicated negative impact as occurred resulting to poor performance as the student loss motivated.

RQ2: What is the impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State?

Table 3: Mean and Standard Deviation on Impact of Teachers' Turnover and Motivation on Students' Performance

Statements	Mean	Std Dev
Most of the teachers in private schools leaves without replacement because the not motivated thereby affect student performance	3.47	1.86
Most of the teachers in private schools leaves anytime due to lack of motivation to another job thereby affect students performance	3.62	1.90
Students performance in private schools decreases when a particular teacher leaves to another profession	2.78	1.66
Teachers' turnover rate has high negative impact on students' thereby discourage their performance in private schools	3.17	1.78
Teachers in private schools leave because of poor welfare packages thereby affect performance of the students	3.38	1.83
I leaves private schools because their salary is very poor and there is no intrinsic motivation which result to low students performance	2.69	1.64
When teachers are motivated reduces high rate of teachers turnover leading to positive students performance	3.62	1.90
Pooled Mean	3.24	1.79

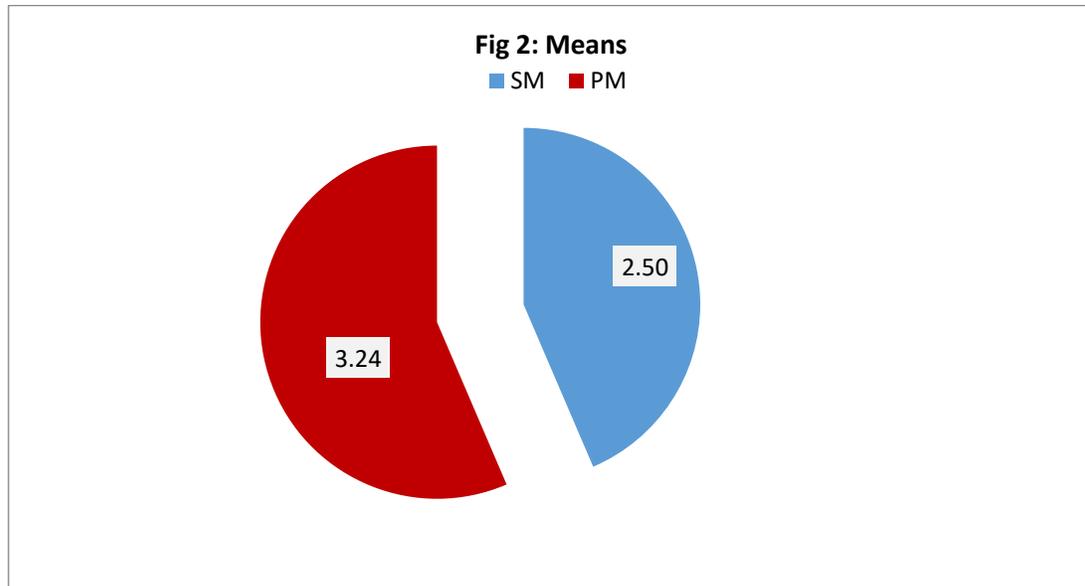
Source: Researchers' fieldwork

Scale Mean 2.50

Table 3 shows mean and standard deviation for the impact of teachers' turnover and motivation on students' performance yielded the pooled mean (PM) of 3.24 standard



deviation (SD) of 1.79, while scale mean (SM) of 2.50, that is (PM 3.24 > 2.50 SM). Figure 2 shows result of PM and SM in pie chart.



To confirm the reliability of the results with regards to impact of teachers' turnover and motivation on students' performance, the data were subjected to One-Way ANOVA as shown in Table 4 on array of Ho2.

Ho2: There is no significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State

Table 4 One-Way-ANOVA for Significant Impact Assessment of Teachers' Turnover and Motivation On Students' Performance

		Sum of Squares	df	Mean Square	F	Sig.
Teachers_Turnover	Between Groups	2.234	3	.745	.989	.400
	Within Groups	114.451	152	.753		
	Total	116.686	155			
Motivation	Between Groups	5.630	3	1.877	2.677	.049
	Within Groups	106.543	152	.701		
	Total	112.173	155			

Table 4 shows results of One-Way ANOVA for significant impact assessment of teachers' turnover and motivation on students' performance (df=3, 155, F_{value} =.989, 2.677, Sig=.400,



.049 < 0.05). This implies that, H_0 was rejected; hence there is significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State. The implication of this result indicated negative impact resulting to poor students' performance as the student loss motivation when teachers are not motivated and they leaves the school to another profession (teacher turnover) without replacement.

Discussion

Result from question one in Table 1 shows mean and standard deviation for the impact of teachers' turnover on students' performance yielded the pooled mean (PM) of 3.18 standard deviation (SD) of 1.77, while scale mean (SM) of 2.50. This is an indication that students performance is affected when there is teacher turnover. Drawing inference from null hypothesis one in Table 2 shows One-sample t-test for significant impact of teachers' turnover on students' performance. The t-value of 11.379, 14.177 for TT and SP, $df=155$, $p\text{-value}=0.000$ at 0.05 level of significance revealed that, there is significant impact of teachers' turnover on students' performance in private secondary schools in Nasarawa State. The implication of these result indicated negative impact as occurred resulting to poor performance as the student loss motivated. This finding is in agreement with that of Naz, Bagram and Khan, (2012) found that teacher's turnover do have effects on the students motivation, performance as well as the psychological effects.

Naz, et'al (2012) correlation between the three variables shows that motivation and performance have positive relation with each other while psyche plays its part in both positive and negative relations which concludes that even if the student is motivated and performing well, he takes burden, perceives things which cause burden, tension and depression. Boyd, Lankford, Loeb, Ronfeldt, and Wyckoff, (2011) that sudden productive teacher's turnover has negative impact resulting to students truancy and suffer psychologically while their motivation and performance decreases. To Beavis (2003) finding revealed teachers turnover took placed in private school due to lack of incentive programs based on performances of the employees, there is lack of supporting evidence measuring its effects on the employees. Hanushek and Rivkin (2010) findings revealed that there is a significant impact of teachers' turnover and motivation on students' performance in private secondary schools, directly tested whether the teachers who filled vacancies in a given school were more effective on average than those they replaced, it is difficult to draw conclusions about the overall impact of turnover.

Finally, finding from research question two in Table 3 shows mean and standard deviation for the impact of teachers' turnover and motivation on students' performance yielded the pooled mean (PM) of 3.24 standard deviation (SD) of 1.79, while scale mean (SM) of 2.50, that is (PM 3.24 > 2.50 SM). This is an indication that students' performance is affected when there is high rate of teacher turnover. Drawing inference from null hypothesis two in Table 4 shows results of One-Way ANOVA for significant impact assessment of teachers' turnover and motivation on students' performance ($df=3, 155$, $F_{\text{value}}=.989, 2.677$, $\text{Sig}=.400, .049 < 0.05$) revealed that,



there is significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State. The implication of this result indicated negative impact resulting to poor students' performance as the student loss motivation when teachers are not motivated and they leaves the school to another profession (teacher turnover) without replacement. This finding corroborated the finding of Habib, Mukhtar, and Jamal (2012) shows that a number of instructors decide to quit the job due to lack of career advancement and development chances in the teaching field especially in the private universities Hammond and Skyes (2003) found that increasing teacher turnover seems to have an impact on student performance. In buttressing the Skyes findings, Nobilis (2008) supported that when teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones form. Bryk & Schneider (2002) argue that the quality of relationships (trust) between teachers, and teachers and students, is related to student achievement. To the degree that turnover disrupts the formation or maintenance of these relationships; it may also harm student performance. Major problem associated with teachers turnover in private secondary schools is lack of pension/gratuity after retirement and other financial benefits.

Conclusion

This study centered on the impact assessment of teachers' turnover and motivation on students' performance in private secondary schools in Nasarawa State. The findings of the revealed that there is a significant impact of teachers' turnover on students' performance in private secondary schools and there is a significant impact assessment of teachers' turnover and motivation on students' performance in private secondary schools. This occurred most as a result of lack of motivation, pension/gratuity after retirement and other financial remuneration benefits.

Recommendations

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

1. That, teachers in Nasarawa State should be motivated to allow the stay and put in their best in the teaching profession would improve students' performance in private secondary schools.
2. The private schools owners should organize impact assessment policy toward motivation, and giving pension/gratuity after retirement and
3. Other financial remuneration benefits such as sponsoring teachers' seminar/workshop toward searching for new knowledge and skills acquisition would minimize rate of teachers' turnover in private schools in Nasarawa State, Nigeria.

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