

# **TEACHER ATTRITION IN RURAL SCHOOLS**

BY

[STUDENT'S FULL NAME]

[MATRIC NUMBER]

BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS,  
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)  
DEGREE IN EDUCATIONAL FOUNDATIONS

[MONTH, YEAR]

## **CERTIFICATION**

This is to certify that this research project titled "Teacher Attrition in Rural Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

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PROJECT SUPERVISOR

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Date

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HEAD OF DEPARTMENT

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Date

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EXTERNAL EXAMINER

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Date

## **DEDICATION**

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

## **ACKNOWLEDGEMENT**

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Foundations, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

## **ABSTRACT**

This study examined teacher attrition in rural schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of teacher; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teacher and attrition. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 387 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ( $r = 0.473$ ,  $p < 0.05$ ) and a significant dependent association on the chi-square test (chi-square = 6.01,  $p < 0.05$ ). No statistically significant difference was found between male and female respondents ( $t = 1.1$ ,  $p > 0.05$ ). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on teacher.

# TABLE OF CONTENTS

|                                                      |      |
|------------------------------------------------------|------|
| Title Page .....                                     | i    |
| Certification .....                                  | ii   |
| Dedication .....                                     | iii  |
| Acknowledgement .....                                | iv   |
| Abstract .....                                       | v    |
| Table of Contents .....                              | vi   |
| List of Tables .....                                 | vii  |
| List of Figures .....                                | viii |
| CHAPTER ONE: INTRODUCTION .....                      | 1    |
| 1.1 Background to the Study .....                    | 1    |
| 1.2 Statement of the Problem .....                   | 4    |
| 1.3 Objectives of the Study .....                    | 7    |
| 1.4 Research Questions .....                         | 7    |
| 1.5 Research Hypotheses .....                        | 7    |
| 1.6 Significance of the Study .....                  | 7    |
| 1.7 Scope and Limitation of the Study .....          | 10   |
| 1.8 Definition of Terms .....                        | 12   |
| CHAPTER TWO: LITERATURE REVIEW .....                 | 14   |
| 2.1 Conceptual Review .....                          | 14   |
| 2.1.1 Concept of Teacher .....                       | 14   |
| 2.1.2 Concept of Attrition .....                     | 15   |
| 2.1.3 Concept of Rural .....                         | 17   |
| 2.2 Theoretical Framework .....                      | 19   |
| 2.2.1 Technology Acceptance Model .....              | 19   |
| 2.2.2 UTAUT .....                                    | 20   |
| 2.2.3 Diffusion of Innovation Theory .....           | 21   |
| 2.2.4 Systems Development Life Cycle .....           | 22   |
| 2.3 Empirical Review .....                           | 23   |
| 2.3.1 Early Studies on teacher .....                 | 24   |
| 2.3.2 Recent Nigerian Evidence on teacher .....      | 25   |
| 2.3.3 Teacher and attrition .....                    | 27   |
| 2.3.4 Comparative Perspectives across Africa .....   | 29   |
| 2.4 Summary of Literature Review .....               | 30   |
| CHAPTER THREE: RESEARCH METHODOLOGY .....            | 33   |
| 3.1 Research Design .....                            | 33   |
| 3.2 Population of the Study .....                    | 33   |
| 3.3 Sample Size and Sampling Technique .....         | 34   |
| 3.4 Sources of Data Collection .....                 | 35   |
| 3.5 Research Instrument .....                        | 36   |
| 3.6 Validity and Reliability of the Instrument ..... | 37   |
| 3.7 Method of Data Analysis .....                    | 38   |
| 3.7.1 Administration of the Instrument .....         | 39   |

|                                                                    |    |
|--------------------------------------------------------------------|----|
| 3.8 Ethical Considerations .....                                   | 40 |
| CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION ..... | 42 |
| 4.1 Data Presentation .....                                        | 42 |
| 4.2 Demographic Characteristics of Respondents .....               | 42 |
| 4.3 Analysis of Research Questions .....                           | 43 |
| 4.4 Test of Hypotheses .....                                       | 44 |
| 4.5 Discussion of Findings .....                                   | 45 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .....        | 50 |
| 5.1 Summary .....                                                  | 50 |
| 5.2 Conclusion .....                                               | 51 |
| 5.3 Recommendations .....                                          | 52 |
| 5.4 Suggestions for Further Studies .....                          | 52 |
| REFERENCES .....                                                   | 54 |
| APPENDIX .....                                                     | 56 |

## LIST OF TABLES

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| Table 2.1: Summary of the Review of Related Literature .....                         | 31 |
| Table 2.2: Operationalisation of the Study Variables .....                           | 31 |
| Table 3.1: Population of the Study and Sampling Technique .....                      | 40 |
| Table 3.2: Validity and Reliability of the Research Instrument .....                 | 41 |
| Table 4.1: Gender Distribution of Respondents .....                                  | 48 |
| Table 4.2: Age Distribution of Respondents .....                                     | 48 |
| Table 4.3: Educational Attainment of Respondents .....                               | 48 |
| Table 4.4: Weighted Mean Analysis of Research Question One .....                     | 49 |
| Table 4.5: Weighted Mean Analysis of Research Question Two .....                     | 49 |
| Table 4.6: Correlation Summary between the Independent and Dependent Variables ..... | 49 |
| Table 4.7: Independent Samples t-test by Gender .....                                | 49 |
| Table 4.8: Chi-square Test of Association .....                                      | 49 |

## **LIST OF FIGURES**

|                                                            |    |
|------------------------------------------------------------|----|
| Figure 1.1: Conceptual Framework of the Study .....        | 13 |
| Figure 3.1: Educational Foundations Research Context ..... | 41 |
| Figure 4.1: Gender Distribution of Respondents .....       | 48 |
| Figure 4.2: Age Distribution of Respondents .....          | 48 |

## CHAPTER ONE: INTRODUCTION

### 1.1 Background to the Study

The study of teacher attrition in rural schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Few subjects attract as much policy interest in contemporary Nigeria as the question of teacher. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which teacher unfolds. A notable study by Adigun and Kalu (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. For practitioners, the practical significance of teacher cannot be overstated, given its demonstrable link with attrition. The aggregate picture emerging from Olawale and Umeh (2023) points to a modest but consistent association between teacher and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of teacher in shaping developmental trajectories. Auxiliary variables, including education, income, and location, further condition how teacher is experienced across communities. Evidence assembled by Adekunle and Bello (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Comparative work by Olawale and Adekunle (2022) across several states uncovered a consistent pattern linking teacher with attrition. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of teacher in shaping developmental trajectories. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream teacher into routine governance. Studies by Olawale and Adekunle (2019) largely support the view that teacher exerts a measurable influence on outcomes of interest. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. A notable study by Okonkwo and Ekwueme (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. Nigeria's federal structure and its diverse cultural geography ensure that the experience of teacher varies considerably from one region to another. Evidence assembled by Olawale and Eze (2015) across twelve states underscored the heterogeneity of outcomes linked to teacher. Left unaddressed, the identified patterns