Community and Social Development Journal : CSDJ
Vol 27 No 2 May - August 2026 : e287346 : TCI 1

Principals' Leadership Styles and Teacher Retention in Secondary Schools in Ibadan Metropolis, Nigeria: A Mixed-Methods Study

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(Received: 21 February 2026, Revised: 14 March 2026, Accepted: 17 March 2026)
https://doi.org/10.57260/csdj.2026.287346

Abstract

Teacher retention remains a major challenge in secondary schools in Nigeria. This study investigated the influence of principals' leadership styles on teacher retention in public secondary schools in Ibadan Metropolis, Oyo State. A mixed-methods research design combining descriptive survey and qualitative interviews was adopted. Data were collected from 420 participants (20 principals and 400 teachers) selected from 20 secondary schools across five Local Government Areas using a multi-stage sampling technique involving purposive, stratified, and simple random sampling. Quantitative data were analysed using descriptive statistics, Pearson correlation, multiple regression, and one-way ANOVA with SPSS. Results indicated that transformational leadership ($\beta = 0.462$) was the strongest predictor of teacher retention, followed by democratic leadership ($\beta = 0.298$) and transactional leadership ($\beta = 0.149$), while autocratic leadership negatively predicted retention ($\beta = -0.241$). Leadership styles explained 62.7% of the variance in teacher retention ($R^2 = 0.627$). Qualitative findings further highlighted communication, administrative support, fairness, and professional development as key factors influencing teacher retention. The study concludes that transformational and democratic leadership practices significantly enhance teacher retention in Nigerian secondary schools.

Keywords: Leadership styles, Teacher retention, Transformational leadership, Secondary schools, Nigeria

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Introduction

Organizational happiness is one of the key factors that plays important role in the success or otherwise of an organization. It is not out of place then to conclude that organizational happiness in a school setting with teacher's performance plays a mediating role in the success of the school (Bahat & Isık, 2023). The organizational happiness among others affects and determines individual teacher's development, as his/her tendency to comply with the internal norms, develop his/her skills and act in harmony with the standards set for the personnel of the school strongly depend on it. As such, most teachers expect an emotionally pleasing, beautiful and happy environment at school, being their place of work for their maximum performance. Organizational happiness refers to how employees feel psychologically and emotionally at their workplace. Mental well-being is important for teachers. It refers to the support, recognition, personal growth and leadership they receive in schools. Supportive leadership practices assure the satisfaction and retention of employees. According to the positive organizational behavior theory. The individual teacher who is happy at school, resulting probably from the positive school environment created by the principal's good leadership styles and positive interactions with other personnel in the school, is more likely to wish to stay in such school. It should be noted that the feelings and thoughts that one gathers around certain purpose in the school is very important to ones psyche and motivation. These are keys to teacher's retention at school. Therefore, the energy and leadership styles of school principals are very important in the bid to positively affect the emotions and interests of every individual in a school setting (teaching and non-teaching staff), but more importantly, those of teachers teaching in the school (Demir & Zincirli, 2021).

Effective school leaders try as much as possible to activate teachers to achieve the institutional goals of the school. They also try as much as possible to maintain positive teaching and learning environments (Olabode, 2024). School principals can best achieve these hard tasks by giving due considerations to the roles and expectations of both teachers and other members of staff. It must be noted however that only school principals and teachers that work together in all aspects of their schools will be able to achieve the expected success in the education process and encourage teachers' retention in their schools.

Teachers' motivation and retention are critical factors in determining the quality of education in Nigerian secondary schools today and in the nearest future. When a substantial number of teachers leave a school in quick succession, it disrupts the school's operations and creates chaotic environment for students. It also disrupts continuity in the school that is more likely to affect school's academic progress and students' emotional well-being. Teachers who are well motivated are more likely to prefer staying in the school, while teacher who are demotivated are not likely to invest the required energy and enthusiasm for school success. Therefore, schools with principals that encourage low motivation are likely to experience decline in their educational standard as teachers are more likely to leave very often with any opportunity that is open to them.

Turnover is the migration of teachers from one school to another, while attrition is the number of teachers leaving the teaching profession for an envisaged better profession. According to Olabode (2024), more than 250,000 teachers in Nigeria leave each year for another better school, 16% of who retire and 84% of who change to other profession or experience voluntary or involuntary professional attrition. As communities grow, schools across Nigeria struggle to keep quality teachers in their schools for better results. The fact remains that it is not unusual for skilled and experienced teachers to seek teaching positions at schools with higher-achieving students, fewer minority students, fewer disciplinary problems, and higher-income students or change to another profession outside teaching totally. Such

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schools are also typically safer that present better job security and sometimes better remuneration. The task of attracting and retaining qualified teachers in schools is a solution to the loss of good hands in schools for a better result. The role of secondary school principals come to play in the retention of teachers in their schools for better results in terms of the tone of the school and students' academic performance (See et al., 2020).

Experience matters on the issue of teachers' retention. This is because when experienced teachers leave, they take their wealth of knowledge, skills, and experience to their new schools, positions or profession. Most times, they often move to post-secondary educational institutions, business, or other professions outside teaching (Ameh et al., 2024). Found that first-year teachers are not as successful in the classroom as more experienced teachers, and most vacant teaching positions are typically earmarked for first-year teachers. This is because, the more experience a teacher is, the higher his/her salary and other remuneration, all other things been equal. Quality leadership styles performed by a principal are regarded as the most important tool for achieving and determining the excellence and success of a school. Schools need principals with good leadership characteristics to play active role in piloting the school towards excellence. It has been found that getting the job done, as well required good leadership, proper management of the available resources (human and materials).

Leadership in the secondary school setting like other organisations implies that actions and interactions with persons and things in the bid to attain a specific objective. It involves the ability to plan, control, direct and coordinate the activities of the school which involves both human and materials resources for the achievement of the goals of such school. It is the functional behaviour of the leader in relation with his/her subordinates to facilitate the accomplishment of group goals. One resultant consequence of a principal's exhibition of good leadership is the willingness of the subordinates to carry out his/her command and assignments to the letter without hesitation and their willingness to stay.

Although a lot has been learned in the area of educational leadership and teacher retention across the globe, not too much empirical studies have examined how leadership styles collectively impact on teacher retention in Nigerian secondary schools. This will be more effective in urban settings as Ibadan Metropolis, in particular, to have a first simulation of the process. It has been observed that most previous studies have focused on either a single leadership model or teacher motivation. Therefore, there is limited understanding of how multiple leadership styles can impact teacher retention. This is especially true in developing education systems, which require improving teacher retention in schools and colleges.

Even though educational leadership is receiving increasing research attention, relatively few empirical studies have explored the relationship between specific leadership styles and the retention of teachers in Nigerian secondary schools, particularly in the urban educational context of Ibadan Metropolis. There is a serious problem of teacher turnover in Nigeria. In this light, it is important to examine how principals' leadership behaviors affect teachers' commitment and intention to stay in the system.

Research Aim and Objectives

Research Aim

The aim of this research is to examine the connection between principals' leadership styles and teachers' retention in some selected public secondary schools in Ibadan Metropolis.

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Research Objectives

The objectives of the research are to:

1. Identify the dominant leadership styles practiced by secondary school principals.
2. Examine the relationship between principals' leadership styles and teacher retention.
3. Determine the predictive influence of different leadership styles on teacher retention.
4. Examine differences in teacher retention across leadership style categories.

Research Hypotheses

H_{01}: Autocratic leadership has no significant relationship with teacher retention in secondary schools in Ibadan Metropolis, Nigeria.

H_{02}: Democratic leadership has no significant relationship with teacher retention in secondary schools in Ibadan Metropolis, Nigeria.

H_{03}: Transformational leadership has no significant relationship with teacher retention in secondary schools in Ibadan Metropolis, Nigeria.

H_{04}: Transactional leadership has no significant relationship with teacher retention in secondary schools in Ibadan Metropolis, Nigeria.

H_{05}: There is no significant difference in teacher retention across different leadership styles in secondary schools in Ibadan Metropolis, Nigeria.

Literature Review

Conceptual Framework of the Study

The present study has been framed through Transformational Leadership Theory of Bass (1985), Organizational Commitment Theory of Meyer and Allen (1997) and Job-Satisfaction Theory. Transformational leadership emphasizes motivation, intellectual stimulation, and individualized consideration. It motivates teachers to perform better in the education sector. Organizational Commitment Theory indicates that strong emotional ties and supportive leaders make it more likely that employees will remain with an organization. The leadership styles of principals in schools would influence the professional motivation of teachers, working environment, organizational commitment, and retention of teachers.

Factors that Affect or Determine Teacher Retention

Teaching is considered a profession that is emotionally taxing and potentially frustrating except for a motivating environment that may encourage the individual to operate at ones maximum capacity (Cheng, 1991). This group of professionals is an essential part of any nation's future as they are responsible for preparing future individuals that will be responsible for directing each aspect of a nation's life. To teach at any level of the nation's educational institution, requires motivation, commitment, and emotional attachment. This interaction has a central role in the programme of teacher education and continuing professional development in all phases of teachers' lives.

Studies revealed that many factors influence such as teacher motivation, principal's leadership skills, teacher preparation, remuneration, working conditions, and demographic characteristics influence teacher retention.

Teacher motivation: Teacher motivation is fundamental to teaching and the learning process; however, teachers are not motivated in the same way (Han & Yin, 2016). Teacher motivation serves as one of the most fundamental concepts in school improvement. Whereas, Bennell (2023) argued teacher motivation is a compilation of all the psychological processes that influenced their behaviour toward the achievement of educational goals, and these psychological processes cannot be because of environmental challenges and organisational constraints that affect the achievement of educational goals. Among the identified motivators

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of teachers are: desire to work with students; desire to make a difference; teaching as a "calling;" a love of teaching or a particular subject; the influence of others, a desire to impart knowledge; perceived benefits and/or convenience of teaching, teacher work schedule; career security and salary; perceived ease of teaching; and social status that comes along with teaching (McInerney & Putwain, 2017).

Teacher preparation: The role of teacher preparation programmes on teacher retention cannot be overemphasized. Teachers that are beginning their careers report a disconnection between their post-secondary coursework and actual teaching in the classroom. Kaufmann (2023) found out that the majority of undergraduate teaching programmes do not directly offer classes that educate teachers in-training on the skills of classroom management, problem-solving in the classroom, and collaboration between teachers and principals that are useful for their operation at school. Mendes et al. (2022) thus asserted that it is in teaching programmes that most of the pre-service teachers are taught what are not directly relevant to their needs. And so, not providing teachers with the hands-on teaching experience they need in the classroom. Darling-Hammond et al. (2002) found teachers that feel well prepared for teaching are much more likely to plan to stay in teaching than those who feel that are poorly prepared.

Remuneration: Compensation and other incentives are factors that motivate and influence teacher retention. Compensation and incentives in terms of their salaries and allowances. In Nigeria, teachers' salaries and allowances are nothing to write home about. Therefore, many who found themselves in teaching, most times regard teaching as a stepping stone for sourcing other better offers or assumed better profession. Either at home or abroad, they are therefore fond of pulling out as soon as they have the opportunity of doing so. Those with higher qualifications, often move to post-secondary institutions or other field of human endeavors where better remuneration awaits them. Agboola & Offong (2018) concludes that teachers' salaries have been declining since the 1990s compared to those of other professions as according to him, the devaluation of the Nigerian currency no longer make most teachers' salary to be able to support their living a meaningful life. Many a just managing to survive.

Working conditions**:** Teachers working conditions do play a significant role in attracting, developing, and retaining effective teachers. Professional working conditions that allow teachers to be effective are essential and critical to teachers' decisions whether to stay in a school or even in the profession or not. This to a large extend depends on the principal's support, strong co-workers, and opportunities to participate in decision making process (Adelodun & Abbas, 2024). Such working conditions include the physical features of the workplace, the organisational structure, and the sociological, political and psychological and educational features for their working environment among others.

Principal's support is essential as regards teacher working conditions. In studies conducted separately by Darling-Hammond (1997) and Ingersoll (2001) on teachers' retention, teachers' beliefs about their principals' support, resources made available for teaching, and teacher input into decision making strongly influenced their decision to leave the school or the profession or not.

Demographic Characteristics: Dissatisfaction with the job, starting a family, or retirement all combine to affect and determine teacher attrition. Many studies have revealed teacher's characteristics such as age, gender, race, or ethnicity as important factors that affect and determine individual teacher's decision to enter teaching and to remain in the profession for a long time (Dursun et al., 2022).

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Role of Principals in Teachers' Retention

The principal is an important person in creating an ideal school. His/her leadership, managerial knowledge and skills are of the highest importance for the school's educational development, and they play a significant role in the overall success of the school. Teachers who are dissatisfied with their work exhibit lower commitments and are at a higher risk of leaving the school and or the profession. Principals' leadership that is supportive creates an environment that is appealing and lessen job stress of the teachers in the school (Eyal & Roth, 2011).

Mentoring and Principal Support

Giving support is a way of retaining new teachers and reducing their feeling of isolation since new teachers need to feel they are a part of the school community (Victor et al., 2025). Strong and effective leadership can and will improve school culture and teacher engagement, instill an elevated level of teacher motivation and inspiration, and so, enhance teacher retention. Principal support is especially crucial for new teachers, who need regular constructive feedback to confirm how they are faring in terms of their classroom interactions.

Research on Principal Leadership Styles

Every leader, including school principals, in every organisation performs certain roles or tasks for the smooth operation of the organisation and monumental improvement of the organisational performance. Management style refers to the manner in which the leader performs the roles and directs the affairs of the organisation. Leadership's management styles has to do with the ways a leader leads. While some leaders are more interested in the work to be done than in the people that do the work, others pay special attention to their relationship with their subordinates than the job. Principal's leadership effort should be directed at influencing, encouraging, guiding and directing teachers, other non-teaching staff, students, parents, and related individuals to work together to achieve the set-out goals. The principal as a leader should realise the fact that the success or otherwise of the school life for which they are responsible is very much determined by their leadership behaviors.

Methodology

Research Design

The study utilized the mixed methods design, made up of descriptive survey design complemented by qualitative case studies. This approach enabled the exploration of patterns and relationships between principals' leadership styles, and teachers' retention in secondary schools in Ibadan Metropolis, Nigeria.

Population and Sample

The population of this study comprised of principals and teachers of public secondary schools in the Ibadan Metropolis, Nigeria.

Sample

The total number of participants sampled for the study was 420, made up 20 principals and 400 teachers of secondary schools from the twenty sampled schools. Four schools each were sampled from each of the five local government areas in the metropolis, making a total of twenty schools in all. And twenty teachers from each of the sampled schools, alongside each of the sampled secondary school's principal were involved in the study. The study involved a multi stage sampling technique that combined purposive, stratified and simple random sampling techniques. Four principals and a teacher each from each of the secondary school involved in the study, making a total of twenty-four were involved in oral interview to provide qualitative data to further establish the result of the quantitative data sourced through the questionnaire.

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Instruments for Data Collection

Questionnaire

A structured questionnaire was developed to source quantitative data. The questionnaire was titled, "Principals' Leadership Styles and Teachers' Retention Questionnaire" (PLSTRQ). The questionnaire has three different sections:

- Section A: Demographic Data (e.g., gender, designation, years of experience).
- Section B: Principals' Leadership Styles (4-point Likert scale).
- Section C: Principals' Leadership styles and Teachers' Retention.

The questionnaire was validated by experts in measurement and evaluation with pilot test involving 15 respondents, made up of five principals and ten teachers in secondary schools that were not part of the study area to ensure its reliability. The result revealed a co efficient of 0.87. It validity was confirmed using split half method.

Semi-Structured Interviews

In-depth interviews were conducted on twenty-four participants, made up of four principals and twenty teachers to capture the qualitative data on the impact of principals' leadership styles.

Administration of Instruments

1. Questionnaires were distributed and collected over a two-week period.
2. Interviews were conducted in person, one-on-one basis and recorded with participants' consent. Each session lasted between 20 to 40 minutes.

Reliability of the Instruments

Reliability of the research instrument refers to the extent to which the instrument consistently measures the construct which it is intended to measure. A pilot study was conducted prior to the actual data collection in order to establish the reliability of the Principals' Leadership Styles and Teachers' Retention Questionnaire PLSTRQ in the study. A pilot test was conducted involving 15 respondents comprised of 5 principals and 10 teachers of a public secondary school outside the studied area. This process was undertaken to ensure that the participants in the pilot study had the same characteristics as the participants in the actual study, while preventing contamination of the final sample.

The reliability of the questionnaire was assessed by means of Cronbach's Alpha. This is one of the appropriate measures for assessing the reliability of Likert-type instruments. The reliability coefficient of the analysis is 0.87, showing that there is a high level of agreement between the items. As established by the researched standards Cronbach's Alpha of above 0.70 is acceptable for social science and above 0.80 is strong. The high reliability coefficient obtained implies that the items measuring principals' leadership styles and teacher retention in the questionnaire are consistent. Thus, it was deemed that the instrument was reliable enough to be used in the main study to collect data.

Validity of the Instrument

Validity defines whether a study instrument measures what it is intended to measure or not. The content and face validity procedures were used to establish the validity of the PLSTRQ. In view of this, the first draft of the questionnaire was submitted to experts in educational administration, measurement and evaluation, and research methodology for their examination.

The professionals assessed the instrument to find out whether the items were relevant, clear, and suitable for measuring the constructs of principals' leadership styles and teacher retention. The researchers additionally scrutinised the phrasing, structure and content coverage of the questionnaire items to ensure these reflected the study objectives. According to their

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suggestions necessary corrections were made in this regard to enhance the clarity, relevancy and comprehensiveness of the instrument.

Through expert review, the instrument is ascertained as having adequate content validity since the experts judged the items to be representative of the dimensions of leadership styles and teacher retention. The questionnaires were validated by experts in the field of Educational Technology.

Measurement Scale

The four-point Likert scale was used to measure the constructs of principals' leadership styles and teacher retention as it enabled the respondents to indicate their agreement or otherwise on the statements designed in the questionnaire which were used for the study The instrument was designed to collect the perceptions and experiences of teachers and principals regarding leadership practices and their impact on teacher retention in the school.

The options for responses were rated as: 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. This scaling technique was adopted to encourage the respondents to opt for clear choices and eliminate the neutral mid-point well. The educational and social sciences research frequently employs the Likert scale format that provides a consistent method for quantifying attitudes, perceptions and behavioral tendencies. The use of numerical values for each category of response enabled statistical analysis (descriptive statistics, Pearson correlation, multiple regression and ANOVA) of the relationship between leadership styles and teacher retention.

Statistical Assumptions Testing

Before the execution of the inferential statistics analysis, several statistical assumptions were evaluated to ensure the efficacy of the analysis. Pearson correlation, multiple regression analysis, and analysis of variance (ANOVA) rest upon such assumptions. In order to apply these parametric statistical procedures, it is important to check that the data meet certain assumptions.

Initially, analysis of normality was done through skewness and kurtosis of data as well as visualization through histogram and normal probability plot. The outcomes showed that the data were fairly normal because besides the skewness and kurtosis values falling within acceptable range, the histogram plots were also reasonably symmetrical.

The regression model was examined for multicollinearity with the help of VIF or variance inflation factor and tolerance value. When predictor variables have high correlations with each other, it leads to multicollinearity. The VIF values were less than 10 and the tolerance values were more than 0.10. Therefore, it was concluded that multicollinearity was not an issue.

To test the assumption of homoscedasticity residuals plots as obtained from the regression analysis were standardized. The residuals scatter was randomly and equally distributed around the zero-line indicating that variance of residuals is constant at each level of explanatory variables.

Further assumptions were tested for the ANOVA test. To find out that the dependent variable was normally distributed in each group the residuals were checked for normality. Additionally, Levene's Test was used to test the homogeneity of variances. The results showed that the variances across groups were statistically homogeneous. If ANOVA shows significant difference, then Tukey's HSD post-hoc test was used to identify the groups in which significant difference occurred. The techniques applied ensured that the study's statistical analyses were sound and reliable.

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Data Analysis

1. Quantitative Data Analysis:

1.1 Data from questionnaires were analysed using Statistical Package for Social Sciences (SPSS) version 25.

1.2 Descriptive statistics (mean, frequency, percentage) were used to summarize the responses of the respondents.

1.3 Inferential statistics (e.g., ANOVA, correlation) were employed to examine relationships between principals' leadership styles on teachers' retention.

2. Qualitative Data Analysis:

2.1 Interview transcripts were content analyzed.

Sampling Techniques

In the study, multi-stage sampling technique was employed to ensure adequate representation of the studied population. In the first stage purposive sampling was used to determine that Ibadan Metropolis will be the area for the study because it represents a major urban educational center in Oyo State where there are public secondary schools of high concentration and teaching personnel.

The second stage of the sampling involved stratified sampling to categorize public secondary schools based on the five Local Government Areas of Ibadan Metropolis. This stratification was done to ensure adequate representation of all administrative areas in the study.

For the purpose of the third stage, simple random sampling was used to pick four schools from each Local Government Area which amounted to a total of twenty (20) secondary schools.

In the fourth phase of data collection, 20 teachers were randomly drawn from each of the sampled schools giving a total of 400 teachers while all the school principals (20) of the sampled schools were enlisted for the study. This sampling method ensured sufficient representation of administrative and teaching perspectives in the data collected for the study.

Mathematical Model Employed

Model 1: Multiple Linear Regression Model

This model captures the predictive relationship between leadership styles and teacher retention.

General Form

$$TR_i = \beta_0 + \beta_1 AL_i + \beta_2 DL_i + \beta_3 TL_i + \beta_4 TSL_i + \varepsilon_i \qquad (1)$$

Where:

TR_i= Teacher Retention score of respondents i
AL_i= Autocratic Leadership score
DL_i= Democratic Leadership score
TL_i= Transformational Leadership score
TSL_i= Transactional Leadership score
β_0= Intercept
$\beta_1, \beta_2, \beta_3, \beta_4$= Regression coefficients
ε_i= Error term

Interpretation

$\beta_3 > 0$indicates transformational leadership increases retention.
$\beta_1 < 0$indicates autocratic leadership reduces retention.
Model fitness is assessed using:

$$R^2 = \frac{SSR}{SST} \qquad (2)$$

Where: SSR = Regression Sum of Squares
SST = Total Sum of Squares

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Model 2: Pearson Product-Moment Correlation Model

This model supports the examination of linear relationships between leadership styles and retention.

$$r_{XY} = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}} \quad (3)$$

Where:

r_{XY}= Correlation coefficient between leadership style (X) and retention (Y)
X_i= Leadership score of respondents i
Y_i= Retention score
$\bar{X}$, $\bar{Y}$= Means

Statistical Significance

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \quad (4)$$

With:

$df = n - 2$

This validates the strength and direction of association used in your inferential analysis.

Model 3: One-Way ANOVA Model

This model evaluates differences in teacher retention across leadership style groups.

ANOVA Structural Equation

$$Y_{ij} = \mu + \tau_j + \varepsilon_{ij} \quad (5)$$

Where:

Y_{ij}= Retention score of teachers $i$under leadership type j
μ= Grand mean
τ_j= Effect of leadership style group j
ε_{ij}= Random error

F-Statistic

$$F = \frac{MS_{between}}{MS_{within}} \quad (6)$$

Where:

$$MS_{between} = \frac{SS_{between}}{df_{between}} \quad (7)$$

$$MS_{within} = \frac{SS_{within}}{df_{within}} \quad (8)$$

Decision rule:

If $F_{calculated} > F_{critical}$, reject H_0

Indicates significant differences in retention across leadership types.

Results

What are the common leadership styles adopted by secondary school principals in the Ibadan Metropolis, Nigeria?

This research question seeks to find out the different forms of leadership styles adopted by secondary school principals in Ibadan metropolis, Nigeria. This question was analysed with frequencies, percentages, mean, and standard deviation.

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Table 1 Responses of Teachers to Principals' Leadership Styles (n = 400)

S/N	Item	SA%	A%	D%	SD %	Mean	SD
1.	He/she is a boss that does not give teachers much say in his/her management of the school	287 (63.80)	100 (22.20)	52 (11.60)	11 (2.40)	3.47	0.53
2.	He/she delegates duties	134 (29.80)	122 (27.10)	129 (28.70)	65 (14.40)	2.72	0.49
3.	He/ she allows teacher great participation in decision making	205 (45.60)	170 (37.80)	49 (10.90)	26 (5.80)	3.23	0.75
4.	He/she allows others to involved in the management of school affairs	186 (41.30)	168 (37.30)	66 (14.70)	30 (6.70)	3.13	0.67
5	He/she is highly accountable for financial and non-financial transactions	211 (46.90)	93 (20.70)	88 (19.60)	58 (12.90)	3.02	0.83
6.	He/she relates well with both the teachers and students	194 (42.90)	161 (35.80)	64 (14.20)	28 (6.20)	2.51	0.51
7.	Creates good environment for teaching and learning	182 (27.50)	179 (39.80)	52 (11.60)	43 (9.60)	2.54	0.50
8.	Runs an open door policy for both teachers and students	188 (40.40)	168 (37.30)	60 (13.30)	29 (6.40)	2.19	0.43
9.	Do not allow some teachers to be closer to him/her than others	222 (49.30)	150 (33.30)	40 (8.90)	20 (4.40)	2.76	0.70
10.	He/she has a good sense of judgement	198 (44.00)	155 (34.40)	62 (13.80)	40 (8.90)	2.82	0.90
11.	Allows for meeting from time to time, both formal and informal	176 (39.10)	139 (30.90)	69 (15.30)	50 (11.10)	2.43	0.50
12.	Make judicious use of today's communication to pass information to teachers (using the school's WhatsApp group	192 (42.70)	108 (24.00)	89 (19.80)	30 (6.70)	2.39	0.49
13.	Allows both top down and down top modes of communication	94 (20.90)	161 (35.80)	126 (28.00)	122 (27.10)	2.18	0.61
14.	Encourages teachers' professional development through internal and external programmes	84 (18.70)	92 (20.40)	159 (35.30)	115 (25.60)	2.23	0.53
15.	Encourages maximum personal development of his/her teachers	127 (28.20)	109 (24.20)	118 (26.30)	96 (21.30)	2.45	0.63
16.	Direct the affairs of the school well to promote maximum cooperation	146 (32.40)	104 (23.10)	162 (36.00)	38 (8.50)	2.44	0.37
17.	Gives free hand to teachers to direct the affairs of their classes	200 (44.40)	107 (23.80)	81 (18.10)	62 (13.80)	2.51	0.57
18.	Provides relevant instructional resources to encourage teacher maximum performance	155 (34.40)	124 (27.60)	91 (20.20)	80 (17.80)	2.75	0.55
19.	Gives room for inter school collaboration to encourage students' learning	54 (12.00)	68 (15.10)	223 (49.60)	105 (23.30)	3.27	0.67
20	Develop overall interest in the all-round development of the school – academic, moral and in social skills.	89 (19.80)	95 (21.10)	165 (36.70)	101 (22.40)	2.34	0.47
	Weighted Average 2. 67			**Threshold 2.50**			

Table 1a. Indicates that teachers were of the opinion that secondary school principals involved the different types of leadership traits as they interact with their teachers, other members of staff and students. And that sometimes they co mixed the major identified the different types of leadership styles in order to successfully administer their different schools. Item 1, that principal acted as boss had the highest positive response of 287 (63.80%) and 100 (22.20%) strongly and agree responses, alongside 52 (11.60%) and 11 (2.4%0) disagree and strongly disagree responses respectively, and with a high mean score of 3.47. In all, the table has a weighted average of 2.67, that was above 2.50 that is the threshold indicating that the respondents supported secondary school principals' exhibition of different leadership schemes

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What are the impact of principals' Leadership Styles on Teacher Retention in Secondary Schools in Ibadan metropolis, Nigeria?

This research question seeks to establish the probable impact of principals' leadership/management and administrative styles on teacher motivation and retention in secondary school students in Oyo state. This question was analysed with frequencies, percentages, mean, and standard deviation.

Table 2 Principal and Teachers' Response to the Impact of Principals' Leadership Styles on Teacher Retention (n = 420)

S/N	Item	SA%	A%	D%	SD%	Mean	S.D.
1.	He/she is trust worthy	140 (33.40)	130 (30.90)	100 (23.80)	50 (11.90)	3.60	0.53
2.	Involves effective communication	200 (47.60)	120 (28.60)	80 (19.00)	20 (4.80)	3.00	0.65
3.	Fair in his/her dealings with teachers	190 (45.20)	100 (23.80)	90 (21.40)	40 (9.60)	3.24	0.55
4.	Delegates duties to teachers	150 (35.80)	130 (30.90)	110 (26.20)	30 (7.10)	2.76	0.57
5	Monitors and adequately supervises all duties delegated	160 (38.10)	120 (28.60)	80 (19.00)	60 (14.30)	2.67	0.60
6.	Serves as good role model in the teaching profession	170 (40.50)	110 (26.20)	90 (21.40)	50 (11.90)	3.51	0.51
7.	Leads by his/her good examples	140 (33.30)	140 (33.30)	100 (23.80)	40 (9.60)	2.54	0.50
8.	Sets high expectations for his/her teachers	110 (26.20)	140 (33.30)	100 (23.80)	70 (16.70)	3.19	0.43
9.	Encourages and motivates teachers towards good performance of their duties	150 (35.80)	100 (23.80)	90 (21.40)	80 (19.00)	2.76	0.70
10.	Influences and promotes others.	160 (38.10)	110 (26.20)	80 (19.00)	70 (16.70)	2.82	0.90
11.	Provides intellectual simulation	100 (23.80)	120 (28.60)	110 (26.20)	90 (21.40)	3.43	0.50
12.	Transparent in all his/her dealings	180 (42.90)	110 (26.20)	80 (19.0)	50 (11.90)	2.39	0.49
13.	Inspires team members to attain what is assumed as unattainable	110 (26.20)	130 (30.90)	110 (26.20)	70 (16.70)	2.18	0.61
14.	Helps others to overcome self-interests	120 (28.60)	120 (28.60)	90 (21.40)	90 (24.40)	2.23	0.53
15.	Becomes effectively involve in others joy and challenges	160 (38.10)	120 (28.60)	80 (19.00)	60 (14.30)	2.45	0.63
16.	He/she is a visionary person	110 (26.20)	130 (30.90)	100 (23.80)	80 (19.00)	3.84	0.37
17.	He/she motivates by his/her risk taking	120 (28.60)	150 (35.70)	80 (19.00)	70 (16.70)	3.81	0.40
18.	He/she is very passionate about the students	150 (35.70)	100 (23.80)	100 (23.80)	70 (16.70)	2.75	0.55
19.	He/she empowers others	120 (28.60)	130 (30.90)	80 (19.00)	90 (21.40)	3.27	0.67
20	He/she is very much concern with the professional and personal development of everyone	100 (23.80)	120 (28.60)	120 (28.60)	80 (19.00)	2.34	0.47
	Weighted Average 2.94			**Threshold 2.50**			

Table 2 also indicated that both principals and teachers that were respondents to this study supported the rippling effects of secondary school principals' leadership/management and administrative styles on teachers' retention in their schools. Item 2, involves effective communication, in this era of social media attracted the highest positive response. With 200

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(44.00%) and 120 (26.70%) strongly agree and agree responses, as well as 80 (17.80%) and 50 (11.10%) disagree and strongly disagree responses. Items 3, fair in dealing with teachers, 10, influences and promotes others, and 18, he/she is very passionate about the students each have high positive responses. The weighted average for the table is 2.94, higher than the threshold of 2.50. Indicating that the respondents were in agreement with the fact that principals' leadership/management and administrative impact strongly on teachers' retention.

The quantitative and qualitative factors that affect teacher retention are found in Tables 3–8.

Table 3 Demographic Characteristics of Respondents (n = 420)

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	196	46.70
	Female	224	53.30
Age	20–29 years	68	16.20
	30–39 years	142	33.80
	40–49 years	131	31.20
	50 years and above	79	18.80
Designation	Principal	20	4.80
	Teacher	400	95.20
Years of Experience	0–5 years	74	17.60
	6–10 years	118	28.10
	11–20 years	156	37.10
	21 years and above	72	17.10
Educational Qualification	NCE	84	20.00
	B.Ed./B.Sc.(Ed)	214	51.00
	M.Ed./M.Sc.	108	25.70
	Ph.D.	14	3.30
Local Government Area	Ibadan North	88	21.00
	Ibadan South-West	84	20.00
	Ibadan North-East	82	19.50
	Ibadan South-East	83	19.80
	Ibadan North-West	83	19.80

According to Table 3 the sample has a good distribution on the gender, age, experience, and local government areas with teachers accounting for most 95.2%. The larger proportion of mid-career teachers (11–20 years: 37.1%) among the respondents with a degree (76.7% B.Ed./B.Sc.(Ed), and higher), indicates that the findings are reflective of fairly established and professionally qualified teachers which strengthens the credibility of the results.

Table 4 Pearson Correlation Matrix Between Leadership Styles and Teacher Retention

Variables	1	2	3	4	5
1. Autocratic Leadership	1				
2. Democratic Leadership	-0.42**	1			
3. Transformational Leadership	-0.36**	0.61**	1		
4. Transactional Leadership	0.29**	0.44**	0.52**	1	
5. Teacher Retention	-0.48**	0.63**	0.71**	0.46**	1

Note: p < 0.01 (2-tailed).
Positive values indicate direct relationships; negative values indicate inverse relationships.

According to Table 4, there are clear and theoretically consistent relationships between leadership styles and teacher retention. According to the research, which analysed the impact of leadership style on employee turnover and retention, it was found that an autocratic style has a negative correlation with retention ($r = -0.48$, $p < 0.01$). On the other hand, democratic leadership ($r = 0.63$), transformational leadership ($r = 0.71$) and transactional leadership ($r = 0.46$) significantly correlate positively with retention. Transformational leadership correlates most strongly with retention, suggesting it plays the central role in sustaining teachers.

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Table 5 Multiple Regression Analysis Predicting Teacher Retention

Predictor Variables	B	Std. Error	Beta (β)	t-value	p-value
(Constant)	0.842	0.211	—	3.99	0.000
Autocratic Leadership	-0.284	0.067	-0.241	-4.24	0.000
Democratic Leadership	0.312	0.081	0.298	3.85	0.000
Transformational Leadership	0.441	0.072	0.462	6.13	0.000
Transactional Leadership	0.158	0.059	0.149	2.68	0.008

Model Summary

Statistic	Value
R	0.792
R^2	0.627
Adjusted R^2	0.621
F-value	173.84
Sig.	0.000

The findings displayed in Table 5 confirm patterns seen earlier, as multiple regression analysis indicates all four leadership styles are significant predictors of teacher retention. Based on the findings in the table, transformational leadership is the strongest predictor of work-life satisfaction ($\beta = 0.462$), followed by democratic leadership ($\beta = 0.298$) and transactional leadership ($\beta = 0.149$). On the other hand, autocratic leadership negatively predicts work-life satisfaction ($\beta = -0.241$). With a high R^2 value of 0.627, the model explains a significant amount of variance in teacher retention. This shows the practical relevance of leadership behavior.

Table 6 One-Way ANOVA Showing Differences in Teacher Retention Across Leadership Styles

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	182.46	3	60.82	24.91	0.000
Within Groups	1014.78	416	2.44		
Total		1197.24	419		

According to Table 6, retention varies greatly based on leadership style ($F = 24.91$, $p < 0.001$), adding weight to the argument that the leadership approach influences a teacher's decision to stay put in a school.

Table 7 Comparison of Teacher Retention by Years of Experience

Years of Experience	N	Mean Retention Score	Std. Deviation	F	p-value
0–5 years	74	2.81	0.64		
6–10 years	118	3.02	0.58		
11–20 years	156	3.21	0.55		
21+ years	72	3.18	0.61	8.47	0.000

Table 7 suggests a career-stage perspective because retention appears to increase from early career to mid-career stage and then takes on a horizon throughout career stage. Thus, these results suggest increasing attachment in a professional job with age.

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Table 8 Thematic Summary of Qualitative Interview Findings (n = 24)

Major Theme	Sub-Themes	Representative Quotation	Frequency (n)
Administrative Support	Mentoring, Supervision	"When the principal guides us and checks our progress, we feel valued and supported."	18
Communication	Open-door policy, Feedback	"There is freedom to speak and share concerns without fear."	20
Professional Development	Workshops, Sponsorship	"Opportunities for seminars motivate us to stay."	16
Fairness & Transparency	Equity, Accountability	"Equal treatment builds trust among staff."	17
Emotional Support	Encouragement, Recognition	"Recognition of effort keeps morale high."	15
Work Environment	Collaboration, Resources	"Provision of materials makes teaching easier."	19

Table 8 provides qualitative validation i.e., communication, administrative support, professional development, fairness, emotional support, work environment, and so on. Participation, Difference, and Transference can help explain how leadership styles influence retention and integrate and reinforce our quantitative findings.

Since the ANOVA test indicated significant differences, Tukey's HSD post-hoc test was conducted to determine which groups differed significantly. The strong positive effect of transformational leadership on teacher retention is consistent with previous studies which indicate that supportive leadership enhances teacher commitment and job satisfaction.

Visuals

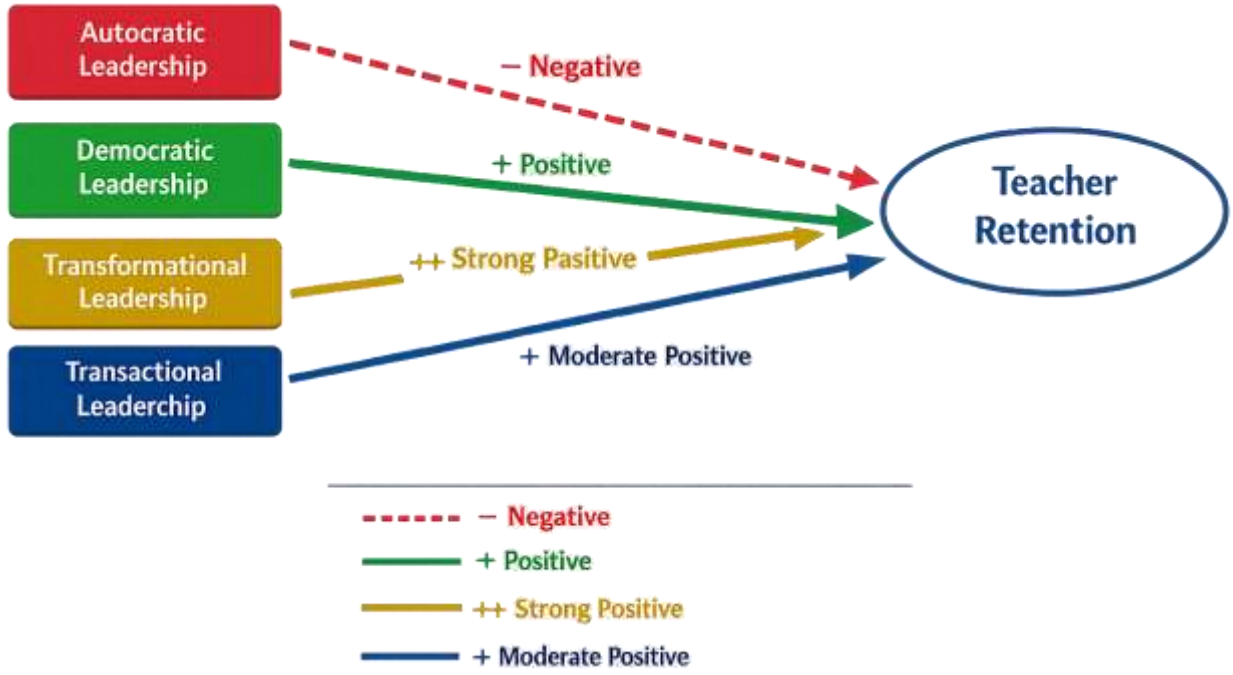


Figure 1 Conceptual Path Model of Leadership Styles Predicting Teacher Retention

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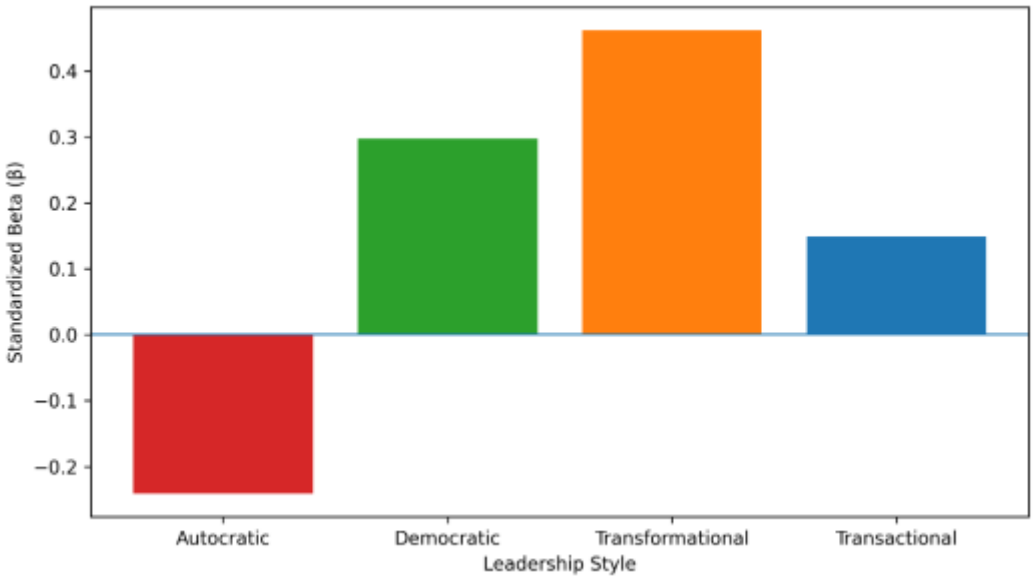


Figure 2 Standardized Effect Sizes (Beta Coefficients) Chart

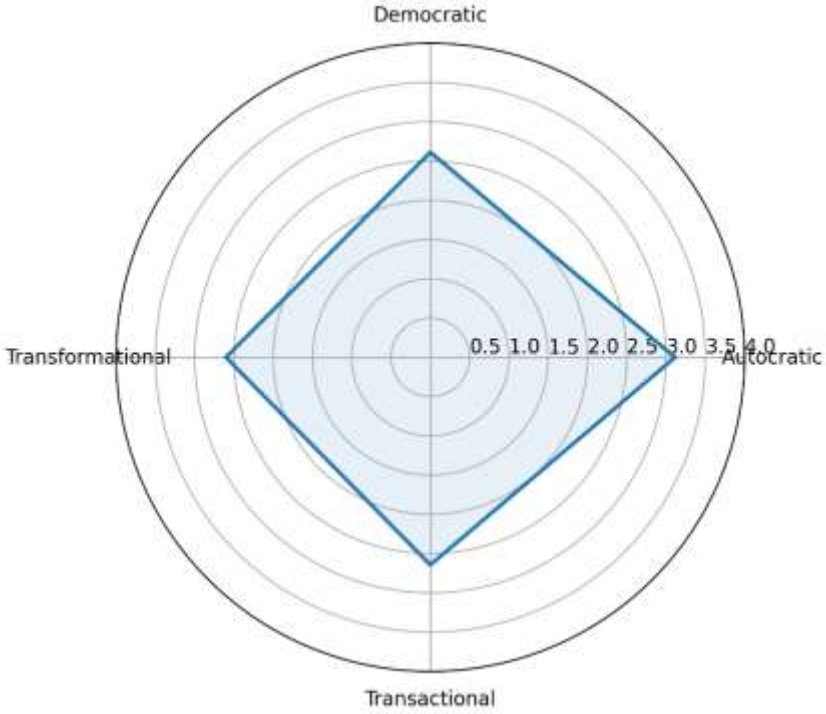


Figure 3 Leadership Style Profile Radar Chart

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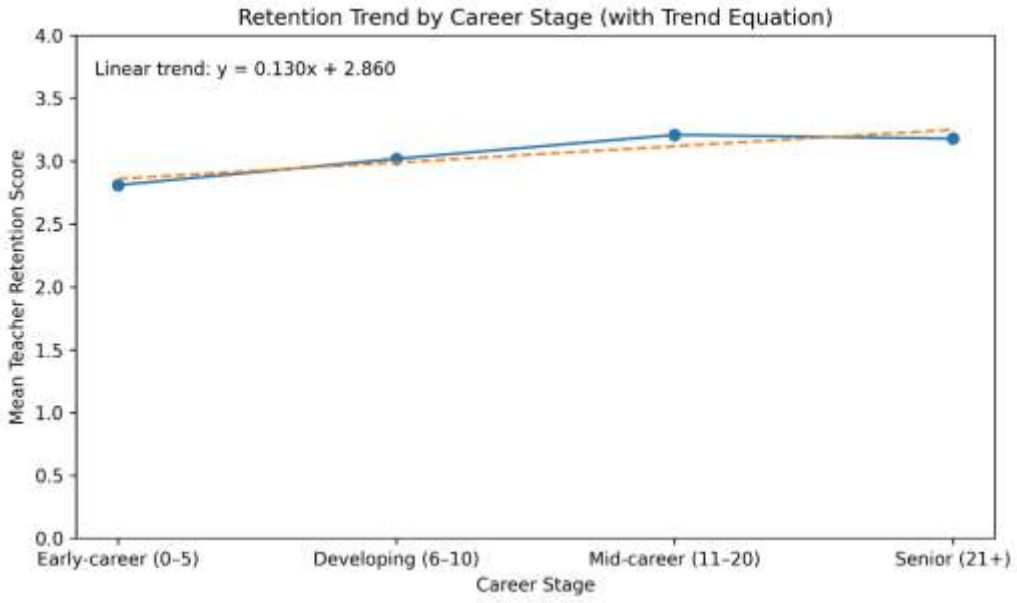


Figure 4 Retention Trend by Career Stage

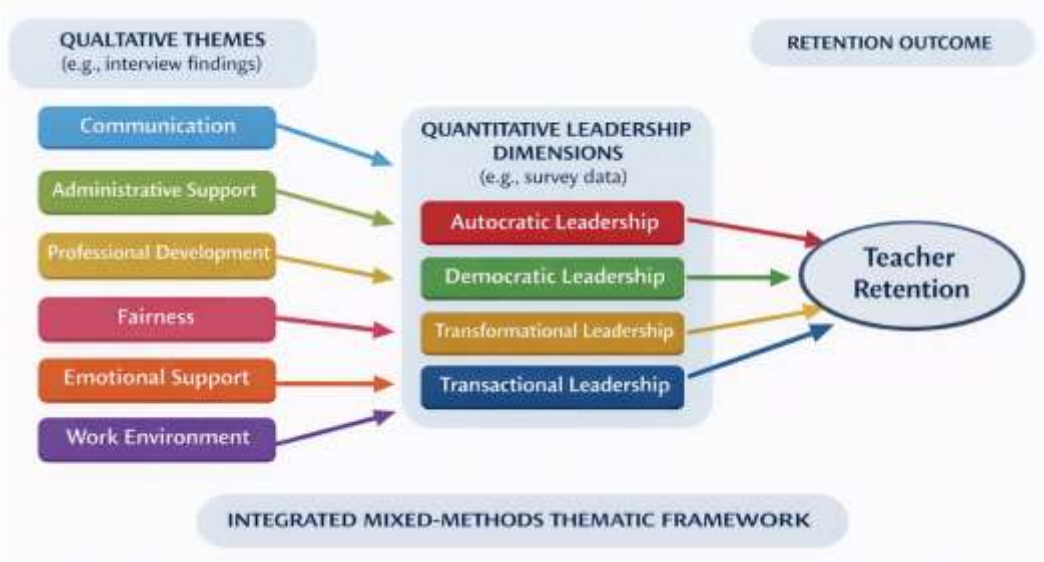


Figure 5 Integrated Mixed-Methods Thematic Framework

Discussions

The first research question examined the principals' leadership styles, and the question was assessed through a questionnaire. The data showed leadership styles of principals are exhibited in different ways. In all, principals' training, leadership experiences and working environment help to determine and fashion out the best practices and the resultant effect of such traits being exhibited.

The second research question dealt with the probable impact of principals' leadership styles on teacher retention. The table revealed that principal's leadership style was a significant predictor of teacher motivation. Found a negative correlation between the behaviour of school principals and the length of time teachers remain committed to continuing to teach or wish to remain in a school.

The content analysis of the qualitative data revealed that most of those involved in the interview expressed the vital role of principal's leadership styles on teachers' motivation and retention in schools.

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The study also adds to the current research on leadership styles and teacher retention. It must be noted that employees' commitment, affects and determines the success of an organisation, schools, inclusive. Principals may learn which of the identified factors do teachers perceive is critical in maintaining high levels of job satisfaction, that will motivate them and encourage their motivation to teach, which could help them adapt their style of leadership or behaviour to develop and maintain a healthy support system for their teachers. Doing so may help improve teachers' retention, particularly among early-career teachers, for whom support from administration and colleagues has been found to be particularly important.

The leadership styles of principals have a great impact on teacher retention can be interpreted from Figures 1 to 5. The Hypothesized and Empirically Supported Directions of Influence are depicted in Figure 1, the path model. The graphic illustrates how the route behind autocratic leadership is negative, while the routes for democratic leadership, transformational leadership, and transactional leadership are positive, with transformational leadership being the strongest. This diagram illustrates direction and strength that cannot be interpreted by regression output graphs.

In addition, to compare the effect size, we also present the standardized beta coefficients in Figure 2. It is clear from the graph transformational leadership causes the largest positive standardized impact. Following this, we see democratic and transactional leadership also enjoy a positive impact. However, autocratic leadership features a negative impact. Through visual comparison, the intuition given by coefficients on likelihoods gives a clear ranking of effects in magnitude.

The radar chart in Figure 3 illustrates the leadership profile of the so-called "leader" and draws attention to the need to move away from using isolated predictor variables in favor of looking at the overall pattern of behavior. When mean scores are aggregated through the dimensions of leadership these points towards the dominant and subordinating style being used by the principals. Further, it shows that the overall balance among leadership styles is more important than an item-by-item variation. This offers a sophisticated perspective of leadership practice as a composite construct.

According to Figure 4, retention scores across career stages for teachers has expanded further investigation. The line graph shows an overall enhancement from early to mid-career, and a little stabilization in the senior stage. This shows enhancement helps with retention as professionals age but may plateau at later stages. A time component adds weight to the argument.

Figure 5 showcases the mixed-methods thematic framework for qualitative and quantitative evidence. The themes obtained from interviews, communication, administration, professional development, fairness, emotional support and work environment are mapped onto the quantitative leadership dimensions and ultimately retention outcomes. This integration shows how the methods converge and the ways through which leadership behaviors impact teachers' sustained commitment. These figures demonstrate a shift in analysis from statistics to explanatory accounts of leadership and retention.

Conclusion and suggestions

A principal's job is complicated and multidimensional, and the effectiveness of principals depends, in part, on their proper management of their time across daily their responsibilities. For an organization like a school to achieve success, it must allow its teachers to operate somewhat autonomously. The findings of this study indicate that teachers are more satisfied with their jobs when their school principals exhibit transformational leadership style that has the characteristics of idealized attributes and behaviors, inspirational motivation, intellectual stimulation, and individual consideration. Acute shortage of teachers in some

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schools in Oyo State has encouraged some of those schools engaging in the employment of part time teachers or contract staff, which most times are not the most qualified hands.

It is in the best interest of schools to ensure the commitment of teachers beyond the requirements of the job. Principals need to create good atmosphere for their teachers, especially newly employed teachers, beginning with the appropriate orientation on what it takes to be a good teacher. Appropriate involvement of good leadership styles, to create enabling environment that will motivate teachers to be attracted to teaching is also important. It is further concluded from this study that teachers and principals working together collaboratively goes a long way to encourage teachers' retention in schools. Therefore, there should be positive symbiotic relationship between the two. As without teachers who are motivated to teach, the search for academic excellence in the education setting will be a great mirage.

The following recommendations were put forward by the researcher based on the findings of the study. That all principals should involve a combination of leadership styles that will motivate and attract teachers to teaching that will as such encourage their wish to remain in the profession. Moreover, principals should involve teachers the more in their daily administration of school, through delegation of duties, proper mentoring and monitoring of teachers' classroom interactions and involving good communication that will motivate them to teaching. The government through good remuneration, proper supervision of schools and the provision of good teaching learning environments should encourage and adequately take care of teachers to disabuse their mind from leaving the profession of teaching for a greener pasture.

New knowledge and the effects on society and communities

Qualitative findings further highlighted communication, administrative support, fairness, and professional development as key factors influencing teacher retention. The study concludes that transformational and democratic leadership practices significantly enhance teacher retention in Nigerian secondary schools.

Contribution of the Study: Using a mixed-methods approach, the study contributes to literature by providing empirical evidence on how different leadership styles affect teachers' retention in Nigerian secondary schools. In contrast to earlier reports, which had mainly used the descriptive analysis approach, the present study did not only rely on descriptive statistical analysis, having used correlation, regression as well as the qualitative thematic analysis. These statistical approaches were to relate and further clarify the relationship between leadership and retention in education with the Nigerian context.

Ethical Considerations: Ethical approval for the study was obtained from the relevant educational authorities in Oyo State. Participation in the study was voluntary, and informed consent was obtained from all participants prior to data collection. Respondents were assured of confidentiality and anonymity, and all data were used solely for academic purposes.

Limitation of the Study: This study focuses on public secondary school in Ibadan Metropolis which may limit the generalization of the study to other parts of Nigeria. Additionally, the data collection method that was mainly used was self-reported questionnaire. Thus, they may dismiss it. Future studies could feature a longitudinal design with larger national samples.

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