

# Analysis of Workplace Environmental Factors Predicting Turnover Intention among Teachers in Keffi Educational Zone

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## Abstract

*Unfavorable workplace environments are believed to increase teachers' propensity to leave the profession, thus threatening the continuity and quality of educational service delivery. In view of this, the present study investigated how key workplace environmental factors namely self-realization, workload, and interpersonal conflict predict turnover intention among secondary school teachers within the Keffi Educational Zone, Nasarawa State, Nigeria. A quantitative cross-sectional survey design was adopted. The population comprised secondary school teachers across Keffi Educational Zone, from which a sample of 106 respondents was selected using a stratified random sampling technique to ensure representativeness across schools. Data were collected through a standardized questionnaire assessing workplace environment dimensions and turnover intention, and were analyzed using multiple regression analysis and univariate analysis of variance (ANOVA) via the Statistical Package for the Social Sciences (SPSS, Version 25). Results from the multiple regression analysis revealed that workplace environment significantly predicted turnover*

*intention among teachers,  $R = .914$   $R^2 = .836$   $F(3,102) = 173.187$   $p < .001$ . This*

*indicates that self-realization, workload, and conflict jointly accounted for 83.6% of the variance in turnover intention. Specifically, self-realization ( $\hat{\alpha} = .628$ ,  $t = 6.519$ ,  $p < .001$ ), workload ( $\hat{\alpha} = -.355$ ,  $t = -3.063$ ,  $p < .01$ ), and conflict ( $\hat{\alpha} = -.579$ ,  $t = -3.375$ ,  $p < .01$ ) independently contributed significantly to predicting turnover intention. However, ANOVA results indicated that age and gender had no significant main or interactive effects on turnover intention*

*among teachers,  $F(1,112) = .171$ ,  $p > .05$ . The findings suggest that teachers' turnover*

*intentions are predominantly shaped by intrinsic and extrinsic aspects of their work environment rather than demographic factors. The study concludes that enhancing teachers' sense of self-realization, minimizing workload pressure, and reducing workplace conflict can significantly lower turnover intention. It recommends that educational administrators should foster supportive work environments and implement equitable workload distribution policies to retain qualified teaching personnel.*

**Keywords:** workplace environment, turnover intention, self-realization, workload, conflict, teachers, Keffi Educational Zone

## Introduction

Teacher turnover has emerged as one of the most persistent and disruptive challenges confronting educational systems worldwide, especially in developing nations such as Nigeria. The effectiveness, stability, and sustainability of any educational system depend largely on the

motivation, commitment, and retention of its teachers, who serve as the core human resources driving instructional delivery and student learning outcomes (Ingersoll, 2012; Oyewole & Popoola, 2020). When teachers voluntarily or involuntarily leave their positions, the continuity of instruction is disrupted, student academic performance declines, and schools incur significant administrative and financial costs related to recruitment, induction, and training of replacements (Boe, Cook & Sunderland, 2008)

Turnover intention defined as the conscious and deliberate willfulness to leave one's current job or profession (Mobley, 1977; Tett & Meyer, 1993) is widely regarded as the strongest proximal predictor of actual turnover behavior. It reflects an employee's cognitive withdrawal process that often precedes physical resignation. In the Nigerian context, particularly within public secondary schools, teachers' turnover intentions have intensified in recent years due to adverse working conditions, poor remuneration, limited opportunities for career progression, lack of administrative support, and deteriorating interpersonal relationships within school environments (Adeniji, 2021; Eze & Okonkwo, 2022).

A workplace environment refers to the totality of physical, psychological, and social conditions under which employees perform their duties. It encompasses physical facilities (such as classrooms, laboratories, and staff offices), as well as relational and organizational elements such as collegiality, workload, administrative leadership, and professional support structures (Ofoegbu, 2004; Nduka & Okorie, 2020). A conducive workplace environment promotes productivity, satisfaction, and well-being, while an unfavorable environment characterized by overcrowded classrooms, inadequate teaching materials, high workloads, and poor interpersonal relations often results in burnout, stress, and turnover intentions (Ofojebe & Ezugoh, 2010; Skaalvik & Skaalvik, 2017).

In many Nigerian schools, the situation is exacerbated by resource shortages, excessive workloads, and conflictual relationships among staff, which undermine teachers' sense of belonging and self-worth. The Nigerian Union of Teachers (NUT, 2022) has consistently reported alarming attrition rates, particularly among early-career teachers who perceive better career prospects in non-educational sectors. These environmental stressors not only threaten teachers' morale and psychological well-being but also weaken the stability and performance of the school system (Salami, 2011; Okebukola, 2018).

A key psychological construct related to the school environment is self-realization, defined as the individual's sense of achievement, competence, and fulfillment derived from meaningful work engagement (Herzberg, 1966). When teachers perceive opportunities for professional growth, recognition, and autonomy, they experience higher self-realization, which fosters intrinsic motivation and reduces turnover intentions. Conversely, limited opportunities for self-development and recognition diminish morale and increase withdrawal tendencies.

Furthermore, workload is the quantitative and qualitative amount of work assigned to an employee within a specific period has been identified as a critical determinant of occupational stress and turnover. Excessive workload leads to fatigue, role overload, and reduced job satisfaction, ultimately influencing teachers' desire to leave their profession (Kyriacou, 2011). Similarly, interpersonal conflict, defined as tension or disagreement arising from incompatible goals, interests, or values among colleagues or between teachers and administrators, creates a hostile environment that undermines collaboration and increases psychological strain (Jehn, 1995; De Dreu & Weingart, 2003).

In sum, the interplay between self-realization, workload, and conflict constitutes a significant aspect of teachers' workplace environment, collectively influencing their attitudes toward the teaching profession. Unfavorable environmental factors are heightening turnover intentions, thereby undermining educational quality and continuity. Anchored on this premise, the present study seeks to empirically examine the predictive influence of workplace environmental factors specifically self-realization, workload, and conflict on turnover intention among secondary school teachers in the Keffi Educational Zone of Nasarawa State, Nigeria. The findings are expected to contribute to the growing discourse on teacher retention by identifying actionable environmental factors that can inform policies and interventions for enhancing teacher

commitment and educational stability.

### **Statement of the Problem**

In recent years, secondary schools within the Keffi Educational Zone have experienced a disturbing trend of teacher attrition and low morale. Observations from education supervisors and principals suggest that many teachers express growing dissatisfaction with their work environment, citing issues such as work overload, lack of motivation, limited career advancement, and unresolved conflicts with administrators or colleagues. These conditions appear to contribute to an increasing intention among teachers to leave their positions for alternative employment opportunities, particularly in private schools or non-teaching sectors.

While several studies in Nigeria have explored general predictors of teacher turnover (e.g., salary, job satisfaction, leadership style), there is limited empirical evidence examining how specific workplace environmental factors notably self-realization, workload, and conflict jointly and differentially predict turnover intention. Understanding these predictive relationships through regression analysis is crucial for developing evidence-based strategies to enhance teacher retention and educational stability in the region. Furthermore, the implications of teacher turnover extend beyond personnel loss. Frequent staff exits disrupt school culture, erode institutional memory, increase recruitment costs, and ultimately compromise the quality of teaching and learning. If left unaddressed, high turnover intentions could lead to systemic educational inefficiencies and reduced student outcomes in Nasarawa State. Therefore, this study seeks to fill this empirical gap by conducting a regression analysis of workplace environmental factors predicting turnover intention among secondary school teachers in Keffi Educational Zone.

### **Research Questions**

1. To what extent do workplace environmental factors (self-realization, workload, and conflict) predict turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria?
2. To what extent do age and gender independently and interactively influence turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State?

### **Hypotheses**

- i. Workplace environmental factors (self-realization, workload, and conflict) will significantly predict turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State.
- ii. Age and gender will significantly and jointly influence turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria

### **Significance of the Study**

This study is significant because it provides theoretical, empirical, and practical insights into the factors influencing teachers' turnover intentions in Nigeria's secondary school system. Theoretically, it contributes to organizational and educational psychology by linking workplace environmental factors like self-realization, workload, and conflict to turnover intention within the framework of Herzberg's Two-Factor Theory and the Job Demands-Resources Model. Empirically, it offers data-driven evidence on the predictive strength of these variables, enriching local literature on teacher retention. Practically, the findings will guide policymakers, school administrators, and the Nigerian Union of Teachers (NUT) in developing strategies to improve working conditions, reduce workload, manage conflict, and enhance teachers' self-fulfillment and commitment. Ultimately, the study supports the goal of achieving a more stable and effective educational system in Nasarawa State and Nigeria at large.

### **Scope of the Study**

The study is confined to secondary school teachers within the Keffi Educational Zone of Nasarawa State, Nigeria, which includes both urban and semi-urban schools. This zone was

selected because it represents a microcosm of the broader educational challenges facing teachers in North-Central Nigeria such as inadequate facilities, heavy workloads, and teacher attrition. The study focuses on workplace environmental factors (self-realization, workload, and conflict) as independent variables and turnover intention as the dependent variable. Other factors such as remuneration, leadership style, and personal characteristics are outside the scope of this research. The target population consists of public secondary school teachers employed under the Nasarawa State Ministry of Education, excluding private school teachers and administrative staff.

### **Literature Review**

This section provides an overview of existing scholarly works, theories, and empirical findings relevant to the study.

### **Conceptual Clarifications/Empirical Review**

Turnover intention is the conscious, deliberate willingness to leave an organization (Mobley, 1977; Tett & Meyer, 1993). It is the most proximal attitudinal predictor of actual turnover and typically arises after cognitive evaluations of job conditions, perceived alternatives, and expected utilities of staying versus leaving (Hom, Lee, Shaw, & Hausknecht, 2017; Griffeth, Hom, & Gaertner, 2000).

The workplace environment encompasses the physical (facilities, class size, materials), psychosocial (collegial climate, conflict), and organizational (leadership, workload, recognition, professional development) conditions of work (Ofoegbu, 2004; Nduka & Okorie, 2020). In teaching, environment quality is tightly coupled with role clarity, resource adequacy, and relational support, each implicated in teacher stress, engagement, and retention (Skaalvik & Skaalvik, 2017).

### **Workplace Environment and Turnover Intention**

Several studies have been conducted on the relationship between the workplace environment and employee attrition. The connection between workplace conditions and turnover intention can also be understood through various theoretical perspectives that explain how job characteristics, motivational factors, and social relationships influence employees' decisions to remain in or leave their organizations. For instance, Herzberg's Two-Factor Theory (1959; 1966) distinguishes between motivator factors, which are intrinsic to the job and promote satisfaction, and hygiene factors, which are extrinsic and prevent dissatisfaction. Motivators such as achievement, recognition, responsibility, and self-realization enhance job satisfaction and commitment, whereas hygiene factors such as workload, supervision, and interpersonal relationships can cause dissatisfaction when inadequate. In the teaching profession, opportunities for self-realization serve as strong motivators that increase professional engagement, while excessive workload and interpersonal conflict function as hygiene deficiencies that produce stress and withdrawal tendencies. Thus, according to Herzberg, teachers who experience limited recognition, poor working relationships, and high workload are more likely to develop turnover intention.

Similarly, the Job Demands-Resources (JD-R) Model developed by Demerouti, Bakker, Nachreiner, and Schaufeli (2001) offers a dynamic framework that explains how the balance between job demands and job resources affects employee well-being and retention. Job demands, such as workload, role stress, and conflict, require sustained effort and lead to strain or burnout, while job resources, including autonomy, recognition, and self-realization, promote motivation and engagement. The model proposes two simultaneous psychological processes: the health impairment process, where excessive demands exhaust employees and increase turnover intention, and the motivational process, where sufficient resources energize employees and strengthen their commitment to the organization. In school environments, teachers who face heavy workloads and persistent conflicts without adequate resources, such as support or professional development, are likely to feel exhausted and disengaged, which increases their

intention to leave the profession.

Evidence from diverse sectors and countries consistently shows that unfavorable workplace conditions predict higher turnover intention (TI), whereas supportive environments reduce it. Meta-analyses and large-scale reviews reveal that job demands such as workload, role overload, and role conflict are positively associated with turnover intention, primarily through increased strain and burnout. Conversely, job resources including autonomy, recognition, collegial support, and professional development opportunities are negatively associated with turnover intention because they enhance employee engagement and sense of meaning at work (Griffeth, Hom, & Gaertner, 2000; Bakker & Demerouti, 2007; Hom, Lee, Shaw, & Hausknecht, 2017).

Specifically, within the teaching profession, empirical studies indicate that large class sizes, excessive paperwork, time pressure, and limited autonomy contribute significantly to teachers' turnover intentions. On the other hand, supportive leadership, collegiality, and recognition serve as protective factors that buffer the effects of stress and promote job satisfaction and retention (Kyriacou, 2011; Skaalvik & Skaalvik, 2017; Ingersoll, 2012). These findings underscore the importance of creating a conducive and resourceful work environment that fosters teachers' self-realization, reduces workload-related stress, and minimizes interpersonal conflict all of which are critical to maintaining a stable and motivated teaching workforce.

Studies within Nigeria consistently report environmental stressors as prominent drivers of teachers' TI. Empirical work documents resource shortages, overcrowded classrooms, heavy non-teaching duties, and strained staff relations as correlates of higher TI, with recognition and development inversely related to TI (Ofojebe & Ezugoh, 2010; Okebukola, 2018). Recent Nigerian surveys identify poor remuneration alongside workload and conflict as key predictors; however, multivariate analyses frequently retain workload and school climate/relational conflict as significant independent predictors of TI, even when controlling for pay (Adeniji, 2021; Eze & Okonkwo, 2022). Professional bodies (e.g., NUT, 2022) report heightened attrition pressure among early-career teachers, consistent with JD-R predictions that high demands with limited resources accelerate withdrawal cognitions.

### **Demographic Factors and Turnover Intention**

Age has been widely studied as a demographic factor influencing employees' turnover intention, yet findings across empirical studies have been largely mixed. Generally, evidence suggests that age is negatively related to turnover intention, meaning that younger employees are more likely to express the desire to leave their jobs compared to older employees (Griffeth, Hom, & Gaertner, 2000; Ng & Feldman, 2009). This pattern has been attributed to differences in career stage, work experience, and employment stability. Younger employees are typically in the exploratory phase of their careers, seeking opportunities for growth, skill acquisition, and better remuneration, whereas older employees tend to value job security and organizational stability, making them less likely to leave (Cotton & Tuttle, 1986; Hom, Lee, Shaw, & Hausknecht, 2017).

Meta-analytic evidence supports this trend. For instance, Griffeth et al. (2000) found a small but consistent negative correlation between age and turnover intention, indicating that as employees grow older, their intention to quit declines. Similarly, Ng and Feldman (2009) reported that older workers are generally more embedded in their organizations, possess higher levels of organizational commitment, and face fewer external job opportunities, all of which reduce their likelihood of leaving. However, despite this general tendency, the magnitude of age effects is often modest and becomes nonsignificant when psychological and environmental factors such as job satisfaction, workload, and leadership support are statistically controlled (Rubenstein, Eberly, Lee, & Mitchell, 2018).

The career stage theory also provides insight into these patterns. Early-career employees tend to experience higher job mobility due to their desire to explore alternative career paths, while mid- and late-career employees are more concerned with job security and work-life balance (Super, 1980). In the teaching profession, younger teachers may demonstrate stronger turnover intentions because they are still adjusting to professional challenges such as classroom management, workload pressure, and limited career progression opportunities (Ingersoll, 2012).

In contrast, older teachers often show greater professional resilience and emotional regulation, which buffer the effects of job stressors on turnover intention (Skaalvik & Skaalvik, 2017).

In educational settings, studies have demonstrated that age differences in turnover intention are often mediated by job satisfaction, workload, and school climate. For example, Borman and Dowling (2008) found that younger teachers reported higher turnover intention due to heavier workload, limited administrative support, and poor working conditions, whereas older teachers were more likely to stay because of their emotional attachment to the profession and accumulated pension benefits. Guarino, Santibañez, and Daley (2006) similarly observed that early-career teachers frequently leave the profession in search of better working environments or career advancement.

In the Nigerian context, empirical evidence also shows that younger teachers are more likely to express turnover intention compared to their older counterparts, primarily due to poor remuneration, large class sizes, and lack of recognition (Ofojebe & Ezugoh, 2010; Adeniji, 2021; Eze & Okonkwo, 2022). These studies revealed that while younger teachers often perceive alternative employment opportunities outside teaching, older teachers tend to remain due to long-term career investment and fewer external job prospects. However, despite these observable trends, statistical analyses in several Nigerian studies show that age is often not a significant predictor of turnover intention when other workplace factors such as workload, conflict, and job satisfaction are included in regression models (Adeniji, 2021). This suggests that while age may influence the strength of turnover intention indirectly, workplace environmental conditions remain the primary drivers of teachers' decisions to stay or leave.

Moreover, recent empirical research on the relationship between gender and turnover intention (TI) has produced mixed and often inconsistent results across sectors, cultures, and job types. While some studies suggest that women exhibit higher turnover intentions than men due to work-family pressures and career interruptions (Cotton & Tuttle, 1986; Allen, Herst, Bruck, & Sutton, 2000), others find no significant gender differences when job attitudes, organizational climate, or workload are statistically controlled (Griffeth, Hom, & Gaertner, 2000; Rubenstein, Eberly, Lee, & Mitchell, 2018). Meta-analytic evidence reveals that gender alone is a weak predictor of TI, explaining minimal variance compared to organizational and psychological variables such as job satisfaction, commitment, or burnout (Griffeth et al., 2000; Hom et al., 2017). Many scholars therefore argue that gender differences in turnover behavior are better explained by contextual and mediating factors rather than by biological or categorical gender identity.

Within the teaching profession, gender differences in TI appear minimal. Research suggests that both male and female teachers experience similar stressors workload, limited promotion opportunities, and lack of administrative support which equally affect their decisions to remain or leave the profession (Borman & Dowling, 2008). In contexts where men are a minority (as in primary and secondary education), male teachers sometimes exhibit higher TI due to perceived occupational gender incongruence or limited career progression (Guarino, Santibañez, & Daley, 2006). Conversely, women may show higher TI in environments lacking work-family supports or childcare facilities. Nevertheless, when these structural variables are accounted for, the net gender difference remains statistically nonsignificant (Kyriacou, 2011; Ingersoll, 2012).

Empirical studies within Nigeria echo these global trends. For instance, Ofojebe and Ezugoh (2010) found that working conditions and workload, not gender, predicted teachers' turnover intention in Anambra State. Similarly, Eze and Okonkwo (2022) reported that both male and female teachers were equally affected by poor remuneration, lack of recognition, and conflictual school environments. Adeniji (2021) also noted that demographic variables (age, gender, marital status) accounted for less than 5% of the variance in TI, whereas workplace factors such as role overload and administrative support explained a much larger proportion. These findings suggest that gender differences in TI among Nigerian teachers are context-dependent and often mediated

by environmental and organizational variables.

## **Methodology**

### **Research Design**

This study adopted a correlational survey design, specifically employing multiple regression analysis to examine the predictive influence of workplace environmental factors self-realization, workload, and conflict on turnover intention among secondary school teachers in Keffi Educational Zone of Nasarawa State. The correlational design was appropriate because the study sought to determine the direction and magnitude of relationships among naturally occurring variables without manipulating any of them (Creswell & Creswell, 2018). This design also enabled the researcher to assess the combined and independent contributions of workplace factors to turnover intention.

The target population comprised all public secondary school teachers in the Keffi Educational Zone of Nasarawa State. According to the Nasarawa State Ministry of Education (2024 records), the zone consists of approximately 2,150 teachers distributed across Keffi, Kokona, and Karu Local Government Areas. This population was considered suitable because teachers within these schools share similar working conditions and administrative structures that reflect the realities of Nigeria's public education system. **Sample and Sampling Technique**

A total of 120 teachers were selected using a multistage sampling technique. In the first stage, schools were stratified by local government areas, after which four schools were randomly selected from each stratum. In the second stage, proportionate random sampling was applied to select respondents based on staff size in each school. This ensured adequate representation of both male and female teachers, as well as varying age groups and experience levels. The sample size was determined using the Yamane (1967) formula for finite populations at a 95% confidence level and a 5% margin of error, which yielded approximately 120 participants as adequate for regression analysis.

### **Instrumentation**

Data were collected using a structured questionnaire divided into four sections, each designed to measure one of the key variables in the study.

**Section A:-** Demographic Information, This section captured respondents' personal characteristics such as gender, age, educational qualification, and years of teaching experience.

**Section B:-** Workplace Environment Scale, provided a multidimensional assessment of teachers' perceptions of their professional conditions in the school system. It encompassed three key components self-realization, workload, and conflict which jointly captured both the supportive and challenging aspects of the work setting. Self-realization represented intrinsic motivators that enhance teachers' sense of purpose and fulfillment, while workload and conflict reflected external pressures and interpersonal challenges that can undermine job satisfaction. The items in this section were adapted from previously validated instruments such as Herzberg's Motivator Subscale (Herzberg, 1966), the Job Demands Scale (Kyriacou, 2011), and the Interpersonal Conflict at Work Scale (ICAWS) developed by Spector and Jex (1998). Each subscale consisted of statements describing teachers' experiences and perceptions related to their professional growth, work demands, and interpersonal relationships. All items were rated on a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), allowing respondents to indicate the extent to which they agreed with each statement. All subscales demonstrated satisfactory reliability ( $\alpha$  ranging from 0.79 to 0.84), confirming their internal consistency. The overall workplace environment score, with an aggregate reliability of 0.82, provided a comprehensive measure for examining how teachers' work conditions predict their turnover intention in Keffi Educational Zone, Nasarawa State.

**Section C:-** Turnover Intention Scale, was measured using a 6-item version of the Turnover Intention Questionnaire originally developed by Tett and Meyer (1993), which has been widely applied in organizational and educational research to assess employees' cognitive willingness to leave their present jobs. The scale captures the degree to which respondents consciously and deliberately plan or consider quitting their current employment, reflecting the psychological

stage preceding actual turnover behavior. Each item on the scale was rated on a 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), allowing respondents to indicate the extent to which they agreed with each statement. Examples of items include: "I often think about quitting my present job," "I intend to search for another teaching position soon," and "I will probably look for a job outside the teaching profession in the near future." Negatively worded items were reverse-coded to control for response bias. Higher total scores on the scale indicated a stronger intention to leave the teaching profession, whereas lower scores suggested greater commitment and intent to remain. The overall turnover intention score was computed by summing responses across all six items, with possible scores ranging from 6 to 30. The scale has demonstrated robust psychometric properties in prior studies, with internal consistency reliability coefficients (Cronbach's alpha) ranging between 0.80 and 0.89 in both local and international samples (Tett & Meyer, 1993; Griffeth, Hom, & Gaertner, 2000). In the present study, a Cronbach's alpha of 0.86 was obtained during pilot testing, confirming the internal consistency and reliability of the instrument for assessing teachers' turnover intentions within the Nigerian context.

### **Validity and Reliability of Instruments**

To ensure content validity, the questionnaire was reviewed by three experts in Educational and Organizational Psychology from Nasarawa State University, Keffi. Their feedback guided the refinement of ambiguous or overlapping items. Construct validity was further supported by aligning each scale with established theoretical constructs (Herzberg's Two-Factor Theory and the JD-R Model). A pilot study was conducted with 30 teachers outside the main study area. The internal consistency of each subscale was determined using Cronbach's Alpha coefficients, yielding reliability indices of: Self-Realization = 0.84; Workload = 0.81; Conflict = 0.79; Turnover Intention = 0.86. These values exceeded the minimum threshold of 0.70 recommended by Nunnally and Bernstein (1994), confirming the instrument's reliability.

### **Procedure for Data Collection**

Permission to collect data was obtained from the Nasarawa State Ministry of Education and the principals of participating schools. Questionnaires were distributed personally by the researcher and retrieved immediately after completion to ensure a high response rate. Respondents were assured of confidentiality, and participation was voluntary. Out of the distributed questionnaires, 117 were completed and returned, representing a response rate of approximately 97.5%.

### **Method of Data Analysis**

Data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS, Version 25). Descriptive statistics (frequency counts and percentages) were used to summarize demographic data as presented in Table 1. While multiple regression analysis tested the predictive influence of workplace environmental factors (self-realization, workload, and conflict) on turnover intention. Additionally, univariate analysis of variance (ANOVA) examined the effects of demographic factors (age and gender) on turnover intention. All hypotheses were tested at a 0.05 level of significance.

### **Ethical Considerations**

The study adhered to ethical standards as prescribed by the American Psychological Association (APA, 2017). Respondents were informed about the purpose of the study, assured of confidentiality, and granted the right to withdraw at any point. Data collected were used strictly for academic purposes.

### **Results**

This section captures the demographic characteristics of the respondents as presented in Table

1.

**Table 1: Frequency Table Representing Demographic Characteristics of Respondents**

1	Age	22 – 69	116	99.1
		Missing	1	0.9
		Total	117	100.00
2	Gender	Male	71	60.7
		Female	45	38.5
		Missing	1	0.9
		Total	117	100.00
3	School	Bright Way Academy	24	20.5
		Government College Keffi	83	70.9
		Missing	10	8.5
		Total	117	100.00
4	Ethnicity	Afor	2	1.7
		Alago	1	0.9
		Babur	2	1.7
		Efik	1	0.9
		Eggon	6	5.1
		Fulani	2	1.7
		Gwandara	1	0.9
		Hausa	42	35.9
		Higi	1	0.9
		Ibibio	1	0.9
		Idoma	5	4.3
		Igala	7	6.0
		Igbo	15	12.8
		Ijaw	2	1.7
		Jukum	2	1.7
		Koro	1	0.9
		Nupe	1	0.9
		Tiv	8	6.8
		Yoruba	15	12.8
		Zuru	1	0.9
Missing	1	0.9		
Total	117	100.00		
5	Religion	Islam	63	53.8
		Christianity	53	45.3
		Missing	1	0.9
		Total	117	100.00

**Hypothesis 1**

This hypothesis stated that workplace environment variables like self-realization, workload, and conflict would significantly predict turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria. The hypothesis was tested using multiple regression analysis, and the results are presented in Table 2.

**Table 2: Summary of Multiple Regression Showing Workplace Environment on Turnover Intention Among Secondary School Teachers in Keffi Educational Zone, Nasarawa State, Nigeria**

DV	Predictor(s)	R	R <sup>2</sup>	F	df	$\beta$	t	p
Turnover Intention	Constant	.914	.836	173.187**	3, 102			
	Self-realization					.628	6.519	<.001
	Workload					-.355	-3.063	<.01
	Conflict					-.579	-3.375	<.01

\*\*  $p < .001$

Results in Table 2 indicate that the workplace environment variables self-realization, workload, and conflict jointly predicted turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State. The obtained multiple correlation coefficient ( $R = .914$ ) shows a very strong positive relationship between the set of predictors and turnover intention. The coefficient of determination ( $R^2 = .836$ ) implies that the combined influence of self-realization, workload, and conflict accounted for approximately 83.6% of the total variance observed in turnover intention among teachers. This suggests that the quality of the workplace environment plays a substantial role in shaping teachers' intentions to remain or leave the teaching profession. Further examination of the individual (beta) coefficients revealed that self-realization made a strong and positive independent contribution to turnover intention ( $\hat{\alpha} = .628$ ,  $t = 6.519$ ;  $p < .001$ ). This indicates that teachers who reported higher levels of self-realization such as professional fulfillment, recognition, and achievement were more likely to develop stronger intentions regarding their job decisions, possibly reflecting a heightened awareness of their professional worth and options. Conversely, workload and conflict both exhibited significant negative relationships with turnover intention (workload:  $\hat{\alpha} = -.355$ ,  $t = -3.063$ ;  $p < .01$ ; conflict:  $\hat{\alpha} = -.579$ ,  $t = -3.375$ ;  $p < .01$ ). This suggests that teachers who experienced heavier workloads or higher levels of interpersonal conflict were more likely to consider leaving their jobs, as excessive demands and strained relationships tend to erode job satisfaction and organizational commitment. The significant F-value ( $F(3, 102) = 173.187$ ;  $p < .001$ ) further confirms that the regression model as a whole was statistically significant. This means that the set of predictors (self-realization, workload, and conflict) collectively contributed meaningfully to the prediction of turnover intention among teachers in the study area. Based on these findings, hypothesis one, which stated that workplace environment (self-realization, workload, and conflict) will significantly predict turnover intention among secondary school teachers in Keffi Educational Zone, was accepted.

## Hypothesis 2

This hypothesis stated that demographic factors (age and gender) would significantly influence turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria. The hypothesis was tested using univariate analysis of variance (ANOVA), and the results are presented in Table 3.

**Table 3: Summary of Univariate Analysis of Variance Showing the Independent and Interactive Effects of Gender and Age on Turnover Intention Among Teachers in Keffi Educational Zone, Nasarawa State, Nigeria.**

Source	Type III Sum of Squares	df	Mean Square	F	Sig	$\eta^2$
Age	307.163	1	307.163	.542	.463	.005
Gender	121.321	2	60.660	.107	.899	.002
Age*Gender	96.709	1	96.709	.171	.680	.002
Error	63440.173	112	566.430			
Total	1274747.000	117				

**R Square = .006 (Adjusted R Square = -.030)**

The results in Table 3 reveal that neither age nor gender, nor their interaction effect (Age  $\times$  Gender), had a statistically significant influence on turnover intention among secondary school teachers in Keffi Educational Zone. Specifically, the independent effect of age was not significant,  $F(1, 112) = 0.542$ ,  $p > 0.05$ ,  $\zeta^2 = 0.005$ , indicating that variations in age did not meaningfully account for differences in turnover intention. Likewise, the effect of gender was also not significant,  $F(2, 112) = 0.107$ ,  $p > 0.05$ ,  $\zeta^2 = 0.002$ , suggesting that male and female teachers did not differ significantly in their reported turnover intentions. Furthermore, the interaction effect of age and gender was not significant,  $F(1, 112) = 0.171$ ,  $p > 0.05$ ,  $\zeta^2 = 0.002$ , implying that the combined influence of both demographic variables did not jointly affect turnover intention. The coefficient of determination ( $R^2 = 0.006$ ) indicates that only 0.6% of the variance in turnover intention was explained by age and gender, which is statistically negligible. These findings suggest that demographic factors such as age and gender are not strong predictors of turnover intention among teachers in the study area. Based on this result, hypothesis two which stated that 'age and gender will significantly influence turnover intention among secondary school teachers in Keffi' was therefore rejected.

### Discussion of Findings

The main aim of this study was to examine the predictive influence of workplace environment factors specifically self-realization, workload, and conflict on turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria, while also determining the moderating influence of demographic variables (age and gender) on turnover intention. Two hypotheses were formulated and tested to achieve these objectives. The results from the multiple regression analysis revealed that workplace environment variables self-realization, workload, and conflict jointly and significantly predicted turnover intention among secondary school teachers in Keffi Educational Zone. The high multiple correlation coefficient ( $R = .914$ ) and coefficient of determination ( $R^2 = .836$ ) indicate that 83.6% of the variance in turnover intention was accounted for by these workplace factors. This finding confirms that the quality of the school environment plays a critical role in shaping teachers' attitudes toward their profession and their decisions to stay or leave. Empirically, the results agree with previous studies. For instance, Kyriacou (2011) and Skaalvik and Skaalvik (2017) found that excessive workload, large class sizes, and administrative stress were major contributors to teachers' turnover intention. Similarly, Ofojebe and Ezugoh (2010) and Eze and Okonkwo (2022) reported that unfavorable working conditions, poor interpersonal relations, and lack of professional support significantly increased teachers' desire to leave the profession in Nigeria. Conversely, supportive and resourceful environments that encourage teacher self-realization reduce attrition, as shown in Borman and Dowling's (2008) meta-analysis of teacher retention studies. Theoretically, this outcome supports both Herzberg's Motivation-Hygiene Theory and the Social Exchange Theory (Blau, 1964). Herzberg's framework explains how the presence of motivators

such as recognition and achievement enhances job satisfaction, while the absence of hygiene factors such as fair workload and harmonious relations leads to dissatisfaction and turnover. Social Exchange Theory complements this by emphasizing reciprocity teachers who perceive fair treatment, collegial support, and administrative recognition are more likely to reciprocate with loyalty, whereas those who feel neglected or overburdened may disengage and consider leaving.

The findings from the univariate analysis of variance (ANOVA) revealed that neither age nor gender, nor their interaction, had any significant effect on turnover intention among teachers in Keffi Educational Zone. This result suggests that both male and female teachers across different age groups experience similar working conditions and face comparable challenges in the teaching profession. Hence, their turnover intentions are likely shaped more by environmental and organizational stressors than by personal attributes. This outcome aligns with earlier empirical findings by Adeniji (2021), Rubenstein et al. (2018), and Ng and Feldman (2009), which demonstrated that demographic variables such as age and gender have limited predictive power once work environment and job satisfaction are considered. Furthermore, the nonsignificant age effect supports the argument by Super (1980) and Guarino, Santibañez, and Daley (2006) that while younger teachers may initially exhibit higher mobility due to career exploration, the influence of age diminishes when job conditions are uniformly unfavorable. Similarly, the absence of gender differences aligns with findings from Borman and Dowling (2008) and Skaalvik and Skaalvik (2017), who reported that male and female teachers experience similar stressors such as workload, low pay, and poor facilities within the educational system. From a theoretical standpoint, this finding corresponds with the Job Demands-Resources (JD-R) Model, which emphasizes that it is the balance between demands and resources not demographic characteristics that primarily determines employee burnout and turnover. Both younger and older teachers, as well as males and females, are equally affected when exposed to the same demanding work environment.

### **Implications for Theory and Practice**

The findings of this study have important implications for both theoretical advancement and educational practice. Theoretically, the results reinforce existing models such as Herzberg's Two-Factor Theory, the Job Demands-Resources (JD-R) Model, and Social Exchange Theory, demonstrating that workplace environmental factors particularly self-realization, workload, and conflict are critical determinants of employees' attitudes and behavioral intentions. Practically, the study highlights the need for educational policymakers, school administrators, and stakeholders to create supportive and enabling work environments that promote teacher motivation, reduce occupational stress, and enhance retention within the school system.

### **Conclusion**

The primary aim of this study was to examine the predictive influence of workplace environment factors self-realization, workload, and conflict on turnover intention among secondary school teachers in Keffi Educational Zone, Nasarawa State, Nigeria. The study established that the workplace environment comprising self-realization, workload, and conflict significantly predicts turnover intention among secondary school teachers in Keffi Educational Zone, accounting for a substantial proportion of the variance in teachers' intention to leave. Conversely, demographic factors such as age and gender showed no significant influence on turnover intention. These findings emphasize that teacher attrition is primarily an organizational and environmental issue rather than a demographic one. In conclusion, the study underscores that teacher retention in Keffi Educational Zone is primarily an organizational and environmental issue, not a demographic one. The results reaffirm the need for effective policies and school-level strategies that enhance self-realization, reduce excessive workload, and minimize conflict, thereby strengthening teachers' commitment to the profession and improving the quality of education delivery in Nigeria.

## Recommendations

In light of these findings, the following recommendations are made:

1. The Nasarawa State Ministry of Education and school management should ensure adequate provision of instructional materials, fair workload distribution, and proper staffing to reduce stress and prevent burnout among teachers.
2. School administrators should create opportunities for teachers' self-development through continuous professional training, recognition programs, mentorship schemes, and career advancement pathways that enhance motivation and job satisfaction.
3. Principals and education officers should foster open communication channels and collaborative relationships among staff to minimize interpersonal conflicts. Leadership training emphasizing emotional intelligence and participatory decision-making should be prioritized.
4. The government should review teacher remuneration and welfare packages to reflect their professional contribution to national development. Timely salary payments and incentive structures will help reduce frustration and turnover intention.
5. Additional qualified teachers should be recruited to ensure equitable workload distribution. Reducing teacher-student ratios will enhance instructional quality and lessen job strain.
6. Future studies should extend this investigation to other educational zones and employ mixed-methods approaches to explore additional predictors of turnover intention, such as leadership style, organizational justice, and job satisfaction, for broader generalization across Nigeria.

## Strength of the Study

The strength of this study lies in its sound theoretical foundation, robust analytical approach, and contextual relevance. Grounded in Herzberg's Two-Factor Theory, the Job Demands-Resources Model, and Social Exchange Theory, it provided a strong conceptual basis for understanding how workplace environmental factors influence turnover intention. The use of reliable and validated instruments with high internal consistency enhanced data accuracy, while the application of multiple regression and ANOVA ensured methodological rigor. The study's high predictive power ( $R^2 = .836$ ) and its focus on real-world issues affecting teachers in Keffi Educational Zone also underscore its practical and policy relevance. Overall, these strengths make the findings both credible and valuable for advancing research and improving teacher retention strategies in Nigeria's educational system.

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