



Teacher Motivation and Retention in Rural Nigerian Schools: A Mixed Methods Inquiry

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Published: 02 November 2009 | **Received:** 11 May 2009 | **Accepted:** 07 September 2009

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DOI: [10.5281/zenodo.18895716](https://doi.org/10.5281/zenodo.18895716)

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Abstract

Teacher retention in rural Nigerian schools remains a significant challenge due to inadequate motivation factors such as low salaries and limited resources. A mixed methods design was employed, integrating semi-structured interviews with focus groups for qualitative insights, alongside a stratified random sample survey to gather quantitative data on motivation factors and retention rates. The analysis revealed that financial incentives were the most critical motivator for teachers, with over 60% of respondents indicating salary as their primary concern. However, schools reported higher retention when these incentives were accompanied by professional development opportunities. While salaries are essential, a holistic approach including ongoing training and career advancement prospects can significantly enhance teacher motivation and retention in rural settings. Implementing targeted financial support programmes coupled with robust professional development initiatives could lead to improved teacher satisfaction and stability in rural Nigerian schools.

Keywords: *African, Contextualization, Mixed Methods, Qualitative Inquiry, Quantitative Analysis, Retention Strategies, Teacher Motivation*

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