

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTEMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT
SCHOOL OF GRADUATE

FACTORS LEADS TO TEACHING STAFF TUROVER IN
SECONDARY SCHOOLS OF WEST SHOA ZONE

BY

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NOVEMBER 2014

ADDIS ABABA

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SECONDARY SCHOOLS OF WEST SHOA ZONE**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDISABABA UNIVERSITY IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE MASTERS
DEGREE OF EDUCATIONAL LEADERSHIP AND MANEGEMENT**

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ACKNOWLEDGMENT'S

I gratefully acknowledge my extensive debt to Ato Haileselassie W/Gerima, my thesis Advisor. It would not have been possible to make this thesis appear in its present form without his professional guidance and assistance in the reshaping and continuously scrutinizing my works and advising me at all critical steps.

My appreciation also goes to the staff at Ejere, Meta Robi and Adea Berga woredas educational experts, Ejere, Inchene and Shino secondary schools leaders, department heads, selected teachers and teachers who left the school for their generosity and assistance in all aspects of this thesis work. I would also like to extend my appreciations to my peers Gizachew Abebe and Garoma Segni for their material support and encouragement.

Moreover, I would like take this opportunity to thank my father Ato Berhanu Balemi for his meticulous continuous encouragement and financial assistances throughout the course work in general.

Finally, Sinke, Ibsa, Dejene and Wakjera Berhanu, Emabet Betru, Daniel Shiferaw and Daremelesh Faye also deserve appreciations for their patience to bear my pressures of forcing them to leave me alone during my study time.

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Abbreviations

BPR- Basic process Re-engineering

BSC- Balanced Score Card

E.C- Ethiopian Calendar

MOE- Ministry of Education

UNESCO- United Nation Educational, Social and Cultural Organization

List of appendixes

- Appendix A----- Questionnaire
- Appendix B ----- interview
- Appendix C----- focus group discussion

ABSTRACT

This study was aimed at assessing the triggering factors of teaching staff turnover in government secondary schools of west Shoa zone and to seek the possible solutions for problems identified. In order to conduct the study, a descriptive survey method was employed. This is because of the fact that descriptive survey method enables the researcher to obtain pertinent information in line to the recent factors for teaching staff turnover in west Shoa zone. Three woredas were selected for the study using simple random sampling technique. Out of 7 secondary schools in the selected woredas 3 secondary schools were selected for the study by using purposive sampling technique. The study had five groups of respondent namely 77 practicing teachers, 40 former teachers 3 school leaders, 3 woreda educational experts and 12 department heads. The respondents were selected for study by using simple random sampling technique for practicing teachers and woreda educational experts and availability sampling technique for school leaders, former teachers and department heads. In general out of 107,101 respondents filled the questionnaire and returned to the researcher. Interviews were conducted with school leaders and woreda educational experts. Focus group discussions were held with department heads. Research data collected through questionnaire were analyzed and interpreted by using percentage, mean value, spearman's rank correlation coefficient and chi-square. Information gathered through interviews and focus group discussions were analyzed qualitatively. The study showed that the annual average rate of teachers' turnover was 12.07% in the last four years (2009-2013). The study also revealed that the major triggering for teachers turnover were school related factors such as poor induction program, Inefficient school administrator and supervisors, poor working condition and student misbehavior and socio-economic related factors such as low social status of teaching profession and in adequate salary. The most prevailing problems resulted from the high rate of teachers' turnover were: students achievement was deteriorated, school programs were disturbed qualified and experienced teachers were replaced by non-qualified and non-experienced teachers, and the remaining teachers were demoralized. At last, the study forwarded plausible mechanisms such as reducing school related problems, improving socio-economic level of teachers, alleviating teachers' attitude towards teaching profession.

CHAPTER ONE

Introduction

1.1 Back ground of the study

As any organization Educational organizations combine human, material and financial resources to achieve their goals and objectives among which human resource is the most valuable asset in organizations' operations. In other words, human resource accounting has been accepted as the strategic process of productivity for organizations. This is because of the fact that an organization with enough materials and financial resource cannot operate its functions without appropriate human resource. From this point of view, talented, key personnel and teachers in a school set up are the prerequisite to the intended objectives. Education is recognized as the back bone of the development of all the countries over the entire world. But no educational system can play its pivotal roles in the development of countries without great contribution of competent and well qualified teachers. As it was postulated by Peraton cited in IICBA news Letter," Good education demands Good teachers."(UNESCO 2000:3). This simply implies that well qualified and experienced teachers play a vital role in the improvement of quality education. Thus sufficient numbers of qualified and experienced teachers are the key elements for the achievement of quality education.

Adequate number of well qualified and experienced teachers is corner stone for the delivery of quality education throughout the world .This is because the fact that what even sufficient instructional materials and financial resources are available in both developed and developing countries ; quality education cannot be carry out without sufficient number of qualified and experienced teachers . Generally, in absence of qualified and experienced teacher it is impossible to think the presence of quality education. As it was indicate by Zenebe and Wossen (1999:12), the efficiency of school to a great extent depends on the adequate supply of qualified teachers and proper utilization of them.

On other hand, a loss of these high potential teachers is a great worry for the education system in general. Gomez-Mejia and others (2003:265); Heneman and others (1980:

162); kalian (1976: 173) agree with the matter that the loss of such professionals can place current goal achievement in 'jeopardy'.

Different researchers use different terms for this loss of employee separations. Most of elites, like kalian (1976: 172); Ellen Burg (1979:188); Mathis and Jackson (1997:75) and the others used 'turnover' for employee separation. Chapman and Hutchison (1982:93) used 'attrition' instead of voluntary turnover. However, literature shows the conceptual differences between employees turn over and attrition. The former is a broader term and process in which employees leave the organization and leave to be replaced (Mathis and Jackson1997:75)

The later on the other hand, is relatively narrower term that emanates only the fewest number of employees. Moreover, attrition is an employment policy designed to reduce a company's work force through normal and voluntary separation (Werther 1999: 186) by not refilling the job vacancies that are created by turnover. Therefore, attrition, which seems to be similar with voluntary separation, is differ from turnover in that it has no replacement costs though it may present the fewest problem when those who remain are obliged to handle the same workload (ibid186).Besides to this attrition seems less applicable for specialized professional, like secondary school teachers, that one cannot handle the same work load.

Similarly dropout refers to wastage and brain drain is a figurative term that refers to any substantial departure from one local or field of work to the second local or field of work that offers greater attraction or rewards Hawes (1982: 130). However, for the above reasons 'turnover' is used in this research to include all the existing factors and relevant situations of teacher separation from west shoa secondary schools.

Broadly speaking, turnover of employees is often categorized into two; voluntary and involuntary. Voluntary turnover occurs when an employee decides for personal or professional reasons to end the relationship with an organization. It can be avoidable or unavoidable. Avoidable turnover could be the result of an employee's decision made to obtain better job, change career, or wanting more time for family or leisure activities. Alternatively, the decision can also be based on the employee's feeling that the present

job is unattractive because of poor working conditions, low salary, inefficient administration and supervision and the others (killian,1976:172).

The other broad category of employee turnover is involuntary separation, which is defined by Heneman and others (1980;163)as the separation of employees that occurs when an employer decides to terminate its relationships with an employee due to economic necessity or poor fit between the employee and the organization. Because of the fact that the researcher is interested to focus on the voluntary turnover, the involuntary turnover has been ignored purposely.

Since the teachers play a major role in the provision of quality education a number of well experienced and qualified teaching staff left teaching voluntarily due to several reasons in the current year. Theoretically, there are many factors influencing the teachers to leave their job. That is, turnover is not something that happens just out of nothing. Specially, voluntarily teaching staff turnover occurred largely due to inadequate salary, Poor working conditions, inappropriate recruitment, promotion, policies, inadequate induction program, poor administrative support and poor communications. (Destefano1989: 18)

As Getachew (1999:30-40) indicated that it was the employment conditions rather than factors intrinsic to teaching that made teaching more stressful. Ineffective administration, low professional recognition, poor working condition, low salary and uncertainty about the curriculum are found are the major source of stress. In contrast, Darge (2002: 7-15) determined that salary and opportunity(advancement and fringe benefits), student's character, performance evaluation, resources and facilities, social relationship descending order are the major sources of the teachers' stress. This in turn resulted in teacher turnover in secondary school.

This all problem and other would negatively affect teachers' attitude regarding their job satisfaction and perseverance with in teaching profession. This is to mean that where a number of the elements are seen by teachers as unsatisfactory and a cause of stress teacher tend to leave teaching profession or to consider leaving it (Temesgen2005).

As Mulugeta 2010 indicated that Ethiopia has set education and training policies in 1994. Then, after the formulation of the policy a number of efforts have been done to strengthen the qualification and professional development of teachers and retain them in the education system. However, the retention of qualified teachers is a serious problem in Ethiopia particularly in Oromia governmental secondary schools.

Turnover may have definite implication both on personal and organizational aspects. Excessive employee turnover may affect the morale of the remaining workers and the organizations itself. The lower morale, in turn affects more than just the productivity and students' achievement.

Supporting this point Pennington and Edward (2000: 137) suggested that excessively high turnover of employees can result in an acceptable replacement costs through recruitment, selection, training and socialization, employment relocation, and additional supervision. Furthermore, too much turnover can have an adverse effect on recruiting efforts in that prospective staff want to know why the former teachers left or were discharged. It impacts negatively on those remaining teachers creating a feeling that may be something is wrong with the company or that opportunities are better elsewhere. In general turn over can affect the whole human resource management process.

High teaching staff turnover creates low students' performance and disrupt the effectiveness of school. It is fact that the quality of education offered in school has direct relationship with the competence of teachers.

Highly qualified teaching staff turnover will results in high number of under qualified teachers and low school performance. So it is necessary to make sure that in every school there are well experienced, dedicated qualified teachers and those who stay for a long period of time in teaching profession throughout the country.

In order to ensure controlling and monitoring turnover, Killian(1976) stated that

...programs must be designed, initiated, administered, monitored, changed to retain the valuable human resource asset. It should be remembered that the discharge or resignation of an employee often represents failure and waste .the company has possibly

failed in the responsibility of development and utilization. It might have failed to provide appropriate leadership or forms of compensation. (P.174)

Varies studies and surveys were undertaken on teachers turnover at different levels of schools in Ethiopia. But most of the studies have not incorporated the effect of teachers' turnover on the quality of education. Therefore, this study is designed to incorporate the effect of teachers' turnover on the quality of education. Hence this study is useful and timely to investigate the triggering factors of teaching staff turnover and come up with recommendations to retain them in their teaching profession and assuring the general educational package of current situation at the zone level.

Finally, the study of teachers' turnover is relatively new area of engagement in the country and in the zone in particular. Therefore, there is an evidently wide room or additional investigation in to the present subject (performance evaluations related to all salary, promotion, administration and student character can be studied in greater depth)

1.2 Statement of the problem

In Ethiopia, there is a high rate expansion of secondary schools and rapid growth of students' enrollment since the last decades of twenty century. For instance secondary schools enrollment eighteen has grown at annual average percent of twenty, while secondary schools increased (MOE 2006|07:13). This demands high number of qualified and experienced teachers.

Never the less, there is a great gap between high rate expansion of secondary school as well as rapid growth of students' enrollment, and the availability of well qualified and experienced teachers. This means, there is shortage of qualified and experienced teachers in the education system especially in secondary schools. One of the reasons for the shortage of qualified teachers is teachers' turnove. For example, the research conducted by Motuma (2006:42) indicates that means within the year of (2001-2004) the average rate of teacher turn over in the Oromia government secondary school was seventeen percent. Many local researchers like Menna (2000) and Tesfaye (2003) express their concern about the major factors for teachers turn over and its significance of the problems of teachers' departure from their jobs in our country. Their major finding showed that

inadequate salary, low social status, low commitment for teaching professional and students' characteristics were the dominant causes for teachers' turn over.

According to ILO(1996:23-4), the deterioration of teacher working conditions and the consequent brain drain of qualified and experienced teachers to other professional field have threatened the quality of education. In fact, several factors may cause the shortage of well experienced and qualified teachers. Teaching staff turnover is one of the major factor that cause of the shortage of experienced qualified teachers. As it was stated by ILO (1996:29) teachers' turnover has negative effect to teaching or when the schools programs are undergoing rapid growth and development. It reduces the overall effectiveness of the school and finally leads to the deterioration of quality of learning

Teacher quit teaching profession in the secondary school of West Shoa zone due to different reasons .As result of the aforementioned serious problem in the government Secondary school of zone, Teachers' business to the national education and training policy implementation. Because of these, the problem of teaching staff turnover is an issue that needs to get more serious relationship policy attention. Thus, it is necessary to assess major cause of teaching staff turnover, its consequences on the quality of education and sector necessary to find solution for the problem in the secondary schools of West Shoa Zone.

Therefore, this study was aimed at seeking answers for the following basic questions.

1. What are the major factors causes teachers' turnover in the secondary of west shoa zone?
2. How did teachers' turnover affect Teaching –learning process?
3. What are the attitudes of teachers towards teaching profession and what are their intentions in the future?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of the study is to assess the factors that force teachers to leave teaching professional and consequences on the quality of education in the secondary school of west shoa zone.

1.3.2 Specific objectives

The specific objectives of the study are

- ❖ To identify major factors that contribute to teaching staff turnover in the recent year in the secondary school of West Shoa zone.
- ❖ To Examine the major consequences of teaching staff turnover in the secondary school of the west zone.
- ❖ To examine the attitudes of teachers towards teaching profession and their future intention in the current year.

1.4 Significance of the Study

Retaining experienced and qualified teaching staff was of great importance to education planners and policy maker to realize the educational objectives of the country.

Accordingly, this study was useful and timely in assessing the main factors contributing staff turnover and its effects on the quality of education in the secondary schools of the West Shoa zone

Hence this study would be significant for the following reasons.

1. The study would add to the awareness of education planners and policy makers at zone, woreda, and school level concerning the major causes of teaching staff turnover and its effects on the quality of education in the zone
2. The finding indicated and suggested recommendation for the ways of managing teachers' turnover and thereby increasing teachers' retention in the system for a long period of time.
3. The finding of the study may initiate and encourage other researchers for further nation-wide investigation.
4. The study may also play a role in improving the retention of experienced teachers in the secondary schools of the west shoa zone and as result the students may improve their achievement.

1.5 Delimitation of the study

The problem of teachers' turnover is a nation –wide problem which needs great attention and rigorous study. However, this study was delimited to the secondary school of West Shoa Zone. This zone was selected because the researcher of the study has experience in

the secondary school of West Shoa Zone and felt that there was the problem of teaching staff turnover in the zone. The study concentrated on voluntary teachers' turnover (teachers' decision to leave teaching profession by their own interest) in the secondary school of west Shoa Zone. To make the study manageable, it was confined to three government secondary schools which are found in three woredas namely: Adea Berga, Meta Robi, and Ejere woreda.

The major reason to delimit at secondary levels was that since secondary school are the immediate sources for future trained manpower need of the zone, because of shortage of qualified teachers at the aforementioned level jeopardizes, among other things the very objectives of economic development and social progress of the zone.

1.6 Limitation of the study

There were a number of problems which the researcher faced while conducting the study.

One of the problems that the researcher faced while conducting the study was the difficulty of collecting data with electronic records. The other problem was that in some of the selected secondary schools, there were no organized documents concerning those teachers who left teaching profession. As a result the researcher attempted to use the data available at woreda and zone levels. Besides the school supervisors at woreda level were busy in a serious of meeting to provide information for the researcher's interview.

1.7 Definition key Terms

Attrition: An employment policy designed to reduce the company's work force by not refilling job vacancies that are created by Turnover.

Former teachers: Government secondary school teachers left teaching profession.

Internal migration: moving from one woreda to another woreda

Involuntary turnover: separation that occurs when an employer fires or decides to terminate its relation with an employee due to Economic necessities or poor fit between employee and organizations.

Practicing teachers: Teachers who are currently serving in government secondary schools.

Retention: The keeping of teachers in their teaching profession

Teachers' turnover- process in which teachers leave the organization and have to be replaced (Mathis and Jackson1997;75)

Voluntary turnover: separation that occurs when an employee decides, for personal or professional reasons, to end the relationship with the employer.

Woreda: An area marked off developed for administrative purpose with defined authority and responsibility representing population number up to 100,000 people (proclamation No. 7/1992)

Zone: – An intermediate level between the region and woreda

1.8 Organization of the study

This study has five chapters. Chapter one concerns with the back ground of the study , statement of the problem , objective of the study ,significance of the study ,delimitation of the study ,limitation of the study and definition of key terms. Chapter two deals with the review of the related literature, Chapter three deals with the research design and methodology. Chapter Four deals with presentation, analysis and interpretation of the data. The last chapter (chapter5) presents the summery of findings, conclusion, and recommendations.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter deals with review of various literatures which have relevance to the study.

2.1. Concepts and Definitions of Employee Turn over

The research conducted by Alaezer (2007) revealed that the term turnover is defined differently by different researches and schools. Basically it refers to the movement of employees in out of an organization. Turn over can also be defined as loss of employee by the organization. It represents those employees who depart the organization for a variety of reasons. As it was stated by Armstrong (2001:139) turnover is a term used to describe the departure of people from their organization.

In an human resource context, turnover or labor turnover refers to the characteristics of a given company or industry relative to rate at which an employer gains and losses staff (Wikipedia, 2006). It is usually defined as the influx and exit of an individual in to and out of the working force of an organization over a specific period of time

On the basis of three definitions, teachers turn over can be conceptualized as the departure of the teachers from their teaching profession. In Gersoll (2001:6) defined teachers turn over as the leaving teachers from their teaching jobs. Turnover and brain drain are used interchangeably to refer to the leave of teacher from their profession. Thus, teaching staff turnover means separation or departure of teachers from their teaching profession.

2.2. Major Types of Turn Over

2.2.1. Voluntary or In Voluntary Turn Over

From the concept of employees turn over can be considered as voluntary or involuntary. Robbins and Coulter (2000,343) described turn over as voluntary & involuntary permanent with drain from an organization. Voluntary turn over refers to termination instigated by employees. Voluntary turnover is instated the choice of the employee. That means the decision of employee, for the personal or professional reasons, to end the relationship with employer. Involuntary turn over, on the other hand refers to the departure initiated by the employer of organization (Henaman 1998:181). Under involuntary turnover the employee has no choice in their termination (such as long term

sickness; death and moving over season or employer initiated termination).while voluntary turnover happens due to resignation or early retirement, involuntary can take place as a result of death illness, dismissal, or compulsory retirement age. (Bennel, 2006:22)

2.2.2 Internal or External turnover

Turnover can be classified as internal and external turnover on the basic of the perspective of the organization and the country. Internal turn over involves employees leaving their current positions and taking a new positions with the same organizations bishop (1989:54) states the profession also the migrate from region to region or sector to sector is in a country are in the process of internal brain drain .As it was states by Habtamu (2006:2), External brain drain is migration of professional and skilled man power from one country to another or from sources countries to recipients countries .Some others schools postulate that turnover in general, teachers, turnover in particular occurs in five different circumstances. They are

- (1) Departure of teachers at the school levels
- (2) Movement of teachers between public and non –state schools
- (3) Teachers up grading (primary schools moving to jobs in secondary school teachers to government higher institution)
- (4) Occupational turnover (teachers leaving the profession to take up other jobs)
- (5) Internal migration

Even though these circumstances mentioned above vary in the degree of their existence, the Ethiopian in teaching staff turnover general and west Shoa zone teaching staff turnover in particular is occurred under all such circumstances, for instance, some teachers were assigned to be directors or vice directors or school supervisors. They quitted their teaching profession which in turnover resulted in the departure of teachers at school level. Due to transfer, some teachers moved from one woreda to another woreda, from one zone to another zone and /or from one region to another region with the same country that is what we call it internal migration.

In the Ethiopian context in general and west shoa zone in particular, the most commonly prevailed circumstances are the movement of teachers between public and non-state schools, teacher upgrading and occupational turnover. That means teaching left public schools and joined non – state school to get better salary most teachers left primary schools and joined jobs in secondary school by improving their qualifications. The teacher who improved their qualification at secondary school left secondary school and joined jobs in government and non-government institutions. Large number of teachers left teaching profession and joined another jobs in different offices.

2.3 Major Factors Causing Teachers' Turnover

Most reason for teacher turnover can be explained by Gomez (2003:62) the level of dissatisfaction of the present job and the needs of attractive alternative employment outside the organization are the results of the lack of motivations which are extrinsic with the present job.

According to Nias 1981:240 in the absence of motivator's employees will probably not be satisfied with their job or motivated to perform up to their potential. Motivators are; the work itself, achievement, recognition, responsibility and opportunity for development. On the other hand, the dissatisfaction (extrinsic) factors, which are found in the work environment are; company policies, working conditions, job security, salary, employee benefits and human relation. It is obvious that the climax stage of any type of employee dissatisfaction and lack of satisfaction, in one way or the way round, results in teacher turn over.

Based on these concepts, studies on the following categories were reviewed with context of Ethiopian (west Shoa) secondary school teacher turnover.

- 1) Un conducive working environment
- 2) Poor administrative power
- 3) Students' character and misbehavior
- 4) Lack of good technical support and supervision
- 5) Low social status of teaching profession
- 6) Inadequate salary and lack of advancement opportunities

2.3.1. Un Conducive working Environment

Poor induction program is one of the conducive working environment related reason for teaching staff turnover. According to Fallon (1997:11) induction programs defined as a package of support, development and standard bases on assessment provided to the beginning teachers during at least full time professional teaching. As with happen (2012:119) states that a good induction program will or create a favorable impression can have last in effect on teachers' retention. Inspire of the fact that good induction program plays a great role in socializing the newly employed teachers' most of the time at secondary school effective induction program is not practiced.

National reform reports from both local and state education agencies indicate that, a high percentage of the those leaving teaching are both new to the field and academically able one of the primary reasons for the beach of support from both their principal and colleagues (Schlechty1984:53).this implies that effective (successful) support is very indispensable for newly employed teachers.

According to Venman(1984:76), the first year of teaching has been described as a time of survival for the beginning teachers, one of the most difficult and critical periods in a teachers. Career at this time many beginning teachers program has a strong get discouraged and abandon their teaching profession. Hence, a good solution to the problem of retention of qualified teaching in preparing good induction and giving support for beginning teachers. A comprehensive induction mentoring positive effect on teachers' commitment and that this effect is greater for teachers' out education degrees than for those in education degree (Duke, Karson and Wheeler, 2006:39). Many worst problems stressing and demoralizing today are poor working (teaching) environment and serious difficulties related to teaching in disadvantage areas ILO(1991:101) illustrated that due to financial and demographic reasons developing countries do not have the required resources to create the ideal environment in which teachers can give of their best. This fact create many problem in teaching learning environment problems like scarce equipment, poorly maintained building poor quality furniture, poor staff room facilities, lack of resource in general show poor working conditions which add to teachers stress and turnover.

As it was stated by Bennel (2004:16). Schools in many countries lack basic elements such as; tap water and electricity, staff rooms and toilets. Mathis and Jackson (2005:56) state that individuals spent significant time at work when they expected to work in modern equipment and technology and have good working conditions. Such factors as space, lighting, temperature, noise, layout, and other physical and environmental factors affect retention of employees.

There must be a conducive teaching environment in the school to carry out high quality education. Teacher's working conditions play a central role in attracting, developing and retaining teachers. Bennel and Akyeampong (2007) stated that working and living conditions have an impact on teachers' morale and motivation and their classroom performance.

As it was posed by Fuller (1991:12) in both developed and developing countries, poor working conditions have been found to be powerful reasons for qualified individuals leaving positions prematurely. According to him, work place has powerful socialization and motivational effects. Employees' perceptions about their work place during the recruitment and development stages greatly contribute to whether or not they will choose to work and stay in the place where they are assigned to work.

As it was explained by Getachew (1991:20) poor working conditions in schools affect the teaching learning process. It is one of the causes for teaching stress, burn out and turnover. Chapman (1994:9) on his part stated that the education sector in developing countries has come under increasing poor working conditions relative to the other sectors. He also said that teachers' morale dropped and they were forced to leave the profession and attracted by other employment opportunities.

2.3.2. Poor Administrative Power

Effective administrative systems play an important role in making schools a conducive teaching learning environment which plays a central role in retaining teachers. A committed leader can create a favorable working environment which is an essential ingredient to ensure quality teaching in all classrooms by dramatically reducing the amazingly high rate of teacher turnover. Establishing such a culture in school is one of the most significant educational challenges (Sparks 2002:178)

Lockburn and Hadyon (2004:138). Pointed out that the most important reason to stay teachers in their profession is the head as are responsible human being and this was seems as having a powerful impact on overall climate in schools.

According to Mulaford (2003) schools leaders need to have the managerial ability to butter teachers from external pressure and lead them to greater satisfactions. Greater teachers' satisfaction leads to improved teachers classrooms performance. Increased classroom practice and teachers leadership lead to enhanced student out come. School leadership, improved classroom practice, teacher leadership and enhanced student outcome lead higher teacher development and retention.

Chorlote (2003:22) advocates for education argued that out standing principals who believe that all children can learn and who have the position and committeemen are keys to the success of students and to increasing teacher's retention. Despite the fact that effective school leaders plays an important role in retaining teachers in their teaching profession, evidence in many educational setting reveal that the actual performance of leaders in education at different levels against the expectation.

Getachew (1999:56) postulate that the existing educational leadership is found to be a major obstacle that contributes to the increased teaching stress and turnover. The prevailing incompetence and irresponsibility in management of education from region to woreda level seem to play a negative role by increasing the number of teachers leaving their profession.

As it was indicated by Motuma (2006:29).administrative problem are major reasons contributing to teachers' turnover from the reason schools of Oromia region. Teachers pointed out that administrative problem in Oromia secondary school, causes teachers to quit teaching such as poor performance evaluation unnecessary intervention, lack of clear unit command and unit of direction, unfair power given directors and lack of democratic school management.

It was asserted by Getachew (1999:25) unfair and in competent education managers create teachers job dissatisfaction and greater psychological stress, which facilitate turnover. Lock burn and Hayden (2004:138) pointed out that forty five percent of former

teachers attribute school management for quitting their work. Therefore, administration leaders play a vital role in retaining teachers. Generally speaking, in effective and incomplete education managers lead to the un conducive teaching environment this in turn facilitates teaching staff turnover.

2.3.3. Students' character and misbehavior

Now days, student secondary school are demotivated and characterized by misbehavior that means they are not voluntary to do their home work, they have no respect for their teachers and patents which intern demotivate the teachers and forced them the quit their teaching profession. As it was asserted by Lock burn and Hayder (2004:74), the most commonly mentioned school factor cited by teacher was the difficult and frustration of dealing in disruptive students. In many cases the problem is connected to feeling of teacher in which senior managements of school were strong and cooperative to deal students disrupt behavior.

It is obvious that there is pair expansion of secondary school in Ethiopia. In the expansion of secondary schools, the problem of students' misbehavior is becoming more and head ache. In fact, the students' character is the kind of problem that frustrates teachers to day in Ethiopia and Addis Ababa in particular (Darge, 2002:22)

Many studies evidenced that students' misbehavior is the major brocade for the newly employed teachers to be a teacher. For example when lock burn asked their post graduate students what they were most anxious when they were teacher, almost all out exception said controlling disruptive students (clock burn and Hayden, 2004:19-20). Thus controlling disruptive students' very difficult work for newly employed teachers and is a major factor for leaving their profession. Student also commonly claimed that deficient student academic back ground and misbehavior is a source of disappointment for teacher (Darge, 2002:3)

Taye (1997 :55-96) posed that disciplinary problem such as cheating during exams refusing to do Assignments, class hour, non attendance plate coming were found to be most recurrent disciplinary problems. Disciplinary problems such as ridiculing their

teacher, making noise, damaging school property stealing and engaging in desirable practice were found to be less frequent problems.

Getachew (1993:3) postulated that teaching in all level of school is more stressed and less satisfying. Female teachers and younger, less experienced, less qualified teachers felt greater stress than their order, more experience and more qualified counter parts. Thus students' disciplinary is one of the major factors that demonstrative teachers and forced them to develop negative attitude towards teaching profession. This in turn leads to a high rate of teaching staff turnover.

2.3.4. Lack of Good Technical Support and Supervision

Technical support and supervision are very essential at secondary school level in order to encourage teachers in their work and promote conducive teaching – learning environment according to Mulukene (2005:17) teachers need both technical and supervision support thrown out their careers. If would be naïve to assume that teachers can go through a preserves program and then perform well for the reminder of their career in our professional development.

Halliday (1999:54) pointed that support for teacher can take several of forms including access to resource, in councils, and peer groups. Such practice has been successful in principal and other promoted staff in moving beginning teachers in an induction stages to that, they improve their teaching classroom management abilities in the first years of teachers. Mulukene(2005:19) also noted that there is a need for teachers supervision and mentoring.The need to be a system to help teacher develop good practice and to ensure that teachers are in a place to teaching the required resource materials: never the less, in many Africa countries such inspection systems forces on fault founding, rather than support. In some cases supervision visit can be thus in frequency.

(Hazard 2002:98). Accordingly committed supervision plays importance role in returning teachers in their profession while lack of good (committed) supervision increase teacher turn over.Teachers are highly influenced by supervision circumstances. Regarding to the supervision circumstances, Bame (1991:115) illustrated that over

whelming majority of administrator and teachers acknowledged use fullness of supervision carried out by the officials to help teachers improve their teaching.

On the country to this fact, Dassalegne(1997:67) argued that secondary school teachers were not satisfied but rather irritated by the “deficient” leadership skills supervisors. It is a fact that teaching always tried to find out mistakes of teachers rather than supporting. Teachers feel tension and anxiety when think about their supervisors rather than a relaxation. Hence, in appropriate supervisors activities create the atmosphere which is not conducive between teachers and school supervisors which result in more stressed teacher. This in turn leads to a high rate of teaching staff turnover. Local studies like Temesgen (2005:29) suggested that teachers leave teaching due to the problems suggested that teachers leave teaching due to the problems created by school administrations, and supervisors in different government primary secondary schools. Accordingly, there were no properly handled supervisors’ activities at school level. Schools supervisors were assigned and only in out the necessary skill and qualification. As result school supervisors do not given a necessary technical support for the teachers. They wrongly used their power and tried to tension teachers rather than relaxing and encouraging. Thus teacher were dissatisfied in technical support given by supervisors and this in turn lead to teaching staff turnover.

Darge (2002:43) found out that performance evaluators and regulation are inconsistent because of limitation of the school supervisors. Obviously, this is one of the major reasons that lead to teachers’ acute stress, which in turn results in serious teachers’ turnover. School Administrator and supervision have responsibility in the delivery of quality education. Therefore, school administrator and supervisor must work together in teachers: they should respect teacher and treat them in a good manner. However, Desalegn (1997:37) argued that, the supervising skill of the supervisors were insufficient in managing instructional supervision. He also noted that, supervisor were not putting the necessary effort providing in service education enhance teachers professional competencies. Accordingly, supervisors at different levels are less committed they are mostly and purpose full avoided holding conference before and after class room visits.

2.3.5. Low social status of teaching profession

Low social status of teaching profession has a long lasting history in Ethiopia. For instances Akililu(1967:31) posed that several teachers left teaching due to low social status of teacher accorded by the parents, students, government officials and the economic at large. The governments' several of teachers friends are amused when they get them still a teachers; this is because teaching has a low social status on the eye of most people .Thus, teaching professional has low social status from a long period of time. Some current studies such as Befikadu(2001:46) pointed out that a low social status of teacher is the most frequently mentioned reason for teachers, turn over in primary and secondary school of Ethiopia. This facts indicator that even though the role of teachers in promoting quality education is high, very low social status is accorded to teaching professsion in Ethiopia. Thus, Temesgen (2005:19) suggested that social status of the teaching profession of the broader community is an important in the retention decision of teachers.

Regarding to the respect of teachers in the society ,Motuma(2006:100) indicated that lack of recognition and respect are the cause of the teacher turn over in Oromia secondary schools From this suggestion it can be concluded that teacher have low recognition in the boarder community compare to other workers. This circumstance highly influences teachers retention and leads to high rate of leaching staff turnover .In addition the finding of Tesfaye (1991:63)Showed that respect recognition and prestige that were given to the teachers were low in Benshangul Gumuz primary and secondary schools. Broadly speaking, how respect, prestige,and recognition given to teachers by the community at different level demoralized teachers and this in turn resulted in the rate of teaching staff turnover.

2.3.6 In adequate salaries and lack of advancement opportunities

General economic conditions and an employee's sense of confidence in the marketability of personal skills probably play major roles in the decision to seek a new job (killian 1976: 17).

In Ethiopia the inequality in salary between teachers and non-teachers with similar qualification and service years, low or inadequate salary and inadequate chance for career

advancement has been identified as a critical issue for teachers' dropout or brain drain or turnover (Aklilu, 1967: 30-9)

Discussing those economic factors, the earlier researcher Aklilu (1967:44) explained that the highest reason for teacher withdrawal was money, which has not been changed yet. Low starting salary, absence of regular salary increment, lack of salary scale to indicate the maximum teacher may aspire meagerness and infrequency of increments awarded not on the bases of merit lack of any provision for salary adjustment, lack of hope for future advancement, absence of fringe benefits were some problems that caused brain drain from the primary schools to others during early 60s.

Nelson and Thompson claimed that , out of the list of seventeen reasons why teachers quite their job, the one given the most frequently was salary, followed by teaching loads, inadequate, supervision, poor assignment during first year at teaching, disciplinary problems, pressure groups, marriage and inadequate preparation in the subject field.

Darge (2002:26-27) concluded and suggested that the single most important preoccupation of high school teachers is related to salary. According to study, degree-holder experienced and pedagogically trained teachers, contrary to what Getachew (1999) has said, bear greater stress than their counterparts. Darge(2002:34) expresses that this is particularly a crucial point because it is precisely those kinds of professionals that have better chance for employment elsewhere even though they are most needed by the educational system. This idea is supported by Gomez-Mijia and others (2003:200) and Killian (1976:173) who stress that the loss of talented key personal (teachers) cripples the moral of the schools and other teachers, which intern causes turnover teachers in bunches ;” one triggering the others”.

2.4 Consequences of Teaching Staff Turn Over

Teaching staff turnover has several consequences on the education .As it was indicated by Crossman, Hampton and Harman (2006:8-9) a high rate of turnover can destabilize an organization and discourage those who attempt to maintain level of service & output against to back ground of vacant posts, in experienced staff and general disconnect thus, teaching staff turnover may create instability which in turn leads to un

conducive teaching-learning process. In stability learning environment is a major obstacle for the success of education. Teaching staff turnover leads to the shortage of more experience and qualified teachers. The exit of teachers from the profession or the movement of teachers to better school is a country phenomenal both for the student who lose value of begin taught by experienced teachers and to the school and districts which must recruit and train their replacement. The high rate of teaching staff turnover paved the way for the replacement of experience teachers by in experienced teachers.

According to Ingorsoll (2002:2) teachers' turnover has negative effect on teaching organization particularly when best experienced teachers quit teaching or when the school program undergoing rapid growth in development. Hence, it reduces the overall effectiveness of the school and finally leads to the deterioration of quality education. The other effect of teaching staff turnover on the quality of educations that is create a demoralized teachers in the teaching staff regarding to the phenomena ; Ingorsoll (2002:2) asserted that turnover has a demoralizing impact on the prospective teachers, the remaining workers in the school may feel discomfort and develop dissatisfaction simply by watching the leaves teachers .When the large number of teachers have left the school , the remaining teachers feel suffer and demotivate besides this remaining teachers have no extra time for better preparation for other activities of the school and this intern has a divers effect on the quality of education.

Murray (1997:165-67) stated that missing of experienced employees leads to the Failure instructional quality and wastage of scarce resources since replacement employees have to recruited and trained by incurring costs. As a result the aspiration of sending children to higher education is not realized for most parents. Numerous youths are idle after failing in the national in examinations. The continuity of the scenario might discourage parents' participation in school matters and youths' attitude towards education.

Arega(2007:34) also reported that, globally their impact of attrition is viewed as an impediment to the educational, social, cultural and economic goals of school and communities. Discontinuity of staff can be a major inhibitor the efficiency of school in promoting students development and attainment. The pattern of attrition is from

particular location and subject areas generate problems of maladministration of teaching staff across a region of country there by creating poor quality educational provision.

To sum up, whatever the reason of turnover of employee is acceptable or unacceptable, loss of qualified, experienced, hard working teachers and costs of replacement can represent sizable expense. In addition to the monetary costs and loss of such potential teachers, turnover can affect the moral, quality and productivity of education system in general. Turnover implies “push” and “pull” factors just like a magnetic characteristic, while the poor working conditions, poor salary, deficient students’ character, and inadequate management of an organization repel teachers, while the better condition is in other schools or organizations attract them.

2.5 Mechanisms of Minimizing Teaching Staff Turnover

Shaw (1999:76) out list a model for developing an employment turn over and retention stress. The model in the figure premised on assumption that: turnover is rarely due to one easily fixed cause and thus solution require organizational focus on commitment: executive Accountability and responsibility are critic: a successful retention strategy must be built bottom up, that is identifying cause of turnover and reasons for retention reducing under lined turn over takes time and effort no quick fixes and an ongoing and measurement of retention of turnover integral to sustaining low voluntary turnover. From the above realities, it can be concluded that organizational focus commitment plays a vital role in minimizing teachers’ turnover. The executive organs must discharge.

Benardin (2004:258) postulated the following strategies and actions that should be undertake to minimize un necessary employee turnover or: improving government polices and dialogue in professional at all levels: creating and sustaining fair relationship among employees that are considerate of procedural and distributive justice issue: providing conducive working environment in at least the minimum facilities :providing a rate and secure work environment in which the employee does not feel threatened: providing opportunities for growth and career development: providing some incentive mechanism and improving socio- economic condition by providing pay and benefits commensurate in other organizations. Improving government polices and dialoguing about teaching profession. At different levels is very indispensable in minimizing teaching staff turnover.

Cock burn and Haydon (2004:79) suggested that teachers' turnover may be reduced through reduction of class- size, more learning support assistance, better resource for teaching, recognition, less change and facilitating –learning environment which make schools attractive working place.

There are also other important mechanisms which can be used to minimize teachers' turnover. Ingersoll (2002:7) asserted that improvement the condition of teaching job, such as increased support for school Administrations, increased salaries, reduction of students discipline problem and enhanced faculty input in to school decision making would all contribute to lower than rate of turnover, in turn diminish school staff problems and hence ultimately aid the performance of schools. According to Temesgen (2005:63) teacher turnover would be minimized by improving security of work place and system of teacher transfer, scale of salary, enhancing administrative support and facilitating profession development. Good induction program must be implemented to the newly employed teachers.

As it was stated by Hamond(1997:8) when beginning teachers get a continuous support from an experienced mentor. They are much less likely to leave the profession: Duke, Karson and Wheeler (2006:74) suggested that school district should implement policies such as increase access to induction program for all beginning teacher and allow campus-level discretion tailoring induction and mentoring to meet local needs. Accordingly, providing support to new teachers has been considered as an effective strategy to retain teachers. Broadly speaking, quality induction program provide the solid foundation that Novice teachers needs they are enter the profession in increasing complexity new challenges thus, increase teachers retention and reduces teaching staff turnover particularly for newly employed teachers.

In order to monitor and control turnover of teachers, programs must be designed, initiated, administered, monitored, and changed to retain the valuable human resource assets. Turnover can be anticipated and controlled within acceptable limits. Because it is not something that just happens, It is caused by internal conditions that motivate the employees to seek more attractive conditions at competitive companies. Killian

(1976:137-174) discussed some important ways of controlling turnover. Among these some of them are:

1. Building the communication bridges between leaders and subordinates and among themselves.
2. Creating and monitoring leadership credibility.
3. Building teamwork among workers.
4. Identifying (democratic) leadership required for results.
5. Creating a favorable human climate.
6. Developing and monitoring supervisory leadership skills.
7. Designing and implementing balanced, competitive and enough incentive compensations.
8. Designing attractive compensation, considerations including salary.
9. Ensuring freedom to discuss mobility for employees.
10. Planning productive use of human time.
11. Ensuring full utilization of talent workers.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

The major objective of the study was to investigate the factors that contribute to teaching staff turnover in secondary schools West Shoa zone. In order to achieve this objective the sources of data were determined and different data collection instruments and techniques of data analysis were employed. Therefore, this chapter presents the research method, sources of data, sample population and sampling technique, instrument of data collection, procedures of data collection and methods of data analysis

3.1. THE RESEARCH METHOD

To attain the purpose of this study a descriptive survey method was used on the assumption that it helps to portray the recent rates of teaching staff turnover in secondary schools of west Shoa zone. It also helps to obtain pertinent information concerning the teaching staff turnover in the secondary schools of the zone to assess the existing conditions of the problem and it provides very valuable data. Seyoum and Ayalew (1989: 17) posed that descriptive survey method becomes useful when the purpose of the research is to picture the current situation. It also allows collection of the data using tools and documentary analysis.

3.2. SOURCES OF DATA

The data were collected from both primary and secondary sources. The main sources of data for the study were practicing teachers, school leaders, educational experts, department heads and former teachers. These were used as primary sources for the study. On the other hand the official statistical data reports obtained from woreda education office used as the secondary sources for the study

3.3. SAMPLE POPULATION AND SAMPLING TECHNIQUE

West Shoa zone is one of the 18 zones of Oromia region. The zone has 17 woredas like other parts of Ethiopia in general and Oromia in particular; there is rapid expansion of secondary schools in the zone. According to the annual statistics of the zone education office in 2013/14, West Shoa zone has 35 government secondary schools. However, there was the problem of teaching staff turnover in the zone.

Of the 17 woredas 3 woredas (16.7%) were selected for the study by using random sampling technique. This was because random sampling technique given equal chance for each woreda. The selected woredas were Meta Robi, Adea Berga and Ejere woreda.

According to west Shoa zone education office statistics of 2013/14 there are 7 secondary schools in the selected woredas. Among these secondary schools 3 secondary schools were selected for the study by using purposive sampling technique. This is because purposive sampling technique helps the researcher to avoid the possibility of selecting two secondary schools from one woreda. Thus the selected secondary schools were Shino secondary school, Enchene secondary school and Ejere secondary school.

There are about 114 practicing teachers in the selected secondary schools. Among 114 practicing teachers 77 practicing teachers (50%) were selected as samples for the study by using simple random sampling technique. Because in simple random sampling technique every teacher has an equal and independent chance for being selected for the sample

In order to increase the participation of females, 13 (50%) females teachers and 64 (83.1%) of male teachers from the available teachers were included in the study. The selected secondary schools have 3 directors and 12 department heads. All of them were included in the study. Because they were few in number and the data can easily be collected from them. About 40 (30 male and 10 female) former teachers were included in the study by using availability sampling technique. This was because it was very difficult to get the whole leaver teachers in the zone.

Three woreda education experts were included in the study by using purposive sampling technique because they were very few in number.

Table 1: The sample Woredas, Schools and Respondants

NO	Selected Woredas	Selected school	Respondents																	
			Total No. of Teachers			Selected Teachers			Principals			Former Teachers			Dept. Heads			Woreda Experts		
			M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Meta Robi	Sheno secondary school	31	9	40	22	5	27	1	-	1	11	4	15	3	1	4	1	-	1
2	Adea Berga	Enchene	29	9	38	21	4	25	1	-	1	9	4	13	3	1	4	1	-	1
3	Ejere Woreda	Ejere secondary school	28	8	36	20	4	24	1	-	1	9	3	12	3	1	4	1	-	1
Total	3	3	88	26	114	64	13	77	3	-	3	29	11	40	9	3	12	3	-	3

3.4 INSTRUMENTS OF DATA COLLECTION

The following instruments were employed to collect the necessary information for the study. In the study a questionnaire with close and open ended questions was developed for practicing teachers and former teachers. Questionnaire was used as data collection instrument for its appropriate and for its nature of characteristics that allow informants to express their ideas and opinions freely

In order to gather information about teaching staff turnover from school leaders and woreda educational experts structured interviews along with a few unstructured questions were conducted. This was because interview is appropriate to get depth information from school leaders and Woreda educational experts.

Focus group discussion was also employed as the data gathering instrument from department heads. For the reason that it is used to get triangulate information regarding the problem and helpful in order to explore different views for facilitating the discussion, so that the participant can revolve around the theme of the study.

3.5 PROCEDURES OF THE STUDY

In order to assess the major causes for teaching staff turnover in the secondary schools of west Shoa zone the following procedures were taken in to consideration.

First, relevant literatures were reviewed to investigate what had so far been done in relation to the problem under the study. Secondly, documentary statistical analysis was made thirdly, specific basic question were formulated. Next to that, data gathering tools were prepared and pilot tested. The questionnaires were pilot tested in Reji secondary school. In the trying out of the questionnaire 4 practicing teachers 1 school Leader and 2 former teachers were participated. Reji secondary school 4 current teachers 1 school administrator and 2 former teachers who were selected for the pilot test were not included in the final study as the sources of the data

The reliability of the items was tested by using the Crombach's alpha formula. The Crombach's alpha formula was calculated and thus the results of reliability analysis for practicing teacher with 55 items was 0.78 for former teacher with 20 items was 0.85 and for school administrators with items 37 was 0.85. Accordingly since all the calculated results were nearer to 1 they indicated that the questionnaires were considered to be reliable.

Based on the feedback of pilot test some necessary corrections were made. For examples good orientation was given to the participants, the objectives of the study was made clear to the participants, in order to increase the rate of return attempts were made to distribute the questionnaire at convenient time for participants, some questions were modified and some repeated words and vague statements were avoided. After modifying the questionnaires on the basis of the feedback from the pilot test administration of the instruments was carried out. Finally after analysis of the collected data was made using appropriate statistical tools the report of the research was prepared.

3.6 METHOD OF DATA ANALYSIS

After the distributed questionnaires were collected, the work of tabulation was carried out. The items were classified in to different tables in line with the basic questions. Each of the items was analyzed and interpreted. In analyzing the data both quantitative and qualitative methods were used. The data collected through interview and focus group discussion were presented and analyzed qualitatively. The quantitative data obtained through questionnaire was tabulated, analyzed and interpreted by using appropriate statistical tools. In this case the following statistical tools were used in analyzing the collected data. Frequencies and percentages were used to analyze various characteristics such as sex, age, academic qualification, work experiences, salary and other nominal and ordinal data.

Calculated mean value was used to rank the dominant factors for teachers' turnover. Chi-square was used as statistical tools for analysis to identify whether or not there were relationships between the categories of the respondents. On certain factors the spearman rank order correlation (Rho) was used to see the relationship between the rankings of the two groups of respondents.

3.7 Pilot Test

The questionnaires were pilot tested in Reji secondary school. In the trying out of the questionnaire 4 practicing teachers 1 school Leader and 2 former teachers were participated. Reji secondary school 4 current teachers 1 school administrator and 2 former teachers who were selected for the pilot test were not included in the final study as the sources

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data gathered from the sample population. The main purpose of this study was to assess the major factors for teachers' turnover in the Secondary Schools of Showa Zone. To this end, two categories of respondents participated in responding to the two sets of questionnaires. These were practicing teachers who are currently serving in government secondary schools of the zone, school former teachers who left teaching profession in the Secondary Schools of west Shaw Zone from 2009-2013. Hence, 107 copies of questionnaires were distributed to 77(64 male and 13 female) practicing teachers; 40 (30 male and 10 female) former teachers and 3 school administrators. In order to maximize the participation of female in the study, greater chance was given for the female teachers. Accordingly, out of the total of 77 copies of questionnaires distributed to practicing teachers 70 (94.38%) of practicing teachers 58 (87.13% male and 13 (12.87% female) filled in and returned; Out of 40 former teachers 35 (87.5%) of former teachers- 28 (80%) male and 7(20%) female were filled in the questionnaires and returned. In addition to the questionnaires, structured and unstructured interviews were conducted with 3 school leaders, 3 woreda educational experts. Focus group discussions were made by using check lists to extract the existing factors for teachers' turnover at school level. with regard to monthly salary, Table 3 displayed that out of 71 practicing teachers about 67 (88.11%) of practicing teachers monthly salary was below 1935 birr. The remaining practicing teachers were paid monthly salary above 1935 birr. On the other hand majority of the former teachers 25 (71.43%) were paid salary above 1935 Birr. All the school administrators have monthly salary above 1935 Birr.

Finally the data obtained through these instruments were organized, tabulated, analyzed, and interpreted in the context of the triggering factors for teaching staff turnover.

4.1: Characteristics of Respondents

Table 2: Characteristics of Respondents

Item	Characteristics	Teachers who left the school		School leaders		Woreda educational expert		Department heads		Selected teachers	
		N	%	N	%	N	%	N	%	N	%
Sex	Male	28	80	3	100	3	100	9	75	58	81.69
	Female	13	20	-	-	-	-	3	25	13	18.31
	Total	35	100	3	100	3	100	12	100	71	100
Age	20-25years	-	-	-	-	-	-	2	16.7	-	--
	26-30years	-	-	-	-	-	-	10	83.3	46	65.35
	31-35years	29	84.29	-	-	-	-	-	-	25	34.65
	36-40years	6	84.71	3	100	-	-	-	-	-	-
	Above 40years	-	-	-	-	3	100	-	-	-	-
	Total	35	100	3	100	3	100	12	100	71	100
Service Years	Beginners and junior teachers(1-5 years)	-	-	-	-	-	-	2	16.6	46	65.35
	fully registered and senior teachers (6-13) years	35	100	1	33	2	67	7	58.4	25	34.65
	Associated lead and lead teachers (above 14 years)	-	-	2	67	1	33	3	25	-	-
	Total	35	100	3	100	3	100	12	100	71	100
Education Level	Diploma	-	-	-	-	-	-	-	-	-	-
	Degree	29	84.29	3	-	3	100	12	100	71	100
	Master	6	15.71	-	-	-	-	-	-	-	-
	Total	-	100	3	100	3	100	12	100	71	100
Salary	1644-2151 birr	-	-	-	-	-	-	3	25	58	88.11
	2151-2570 birr	-	-	-	-	-	-	7	58.4	13	11.99
	2570-3204 birr	35	100	-	-	2	67	2	16.6	-	-
	above3656 birr	-	-	3	100	1	33	-	-	-	-
	Total	35	100	3	100	3	100	12	100	71	100

The researcher believed that describing the sex, age, service year, educational level and salary of the respondents is useful in determining whether our respondents can give valid information or not to conduct the study.

Among 71 practicing teachers male constituted 58(81.69%) where as female counterparts constituted 13(18.21%). All the school leaders and woreda educational experts were male. Moreover, out of 35 former teachers 28(80%) were male while 7(20%) were female. Among department heads 9(75%) were male and female constituted 3(25%). In relation to the age of respondents (81.19%) of practicing teachers were within the age range of 21-30years. Regarding the school leaders all of them were within the age range of 36-40 years old. On the other hand all woreda educational experts were within the age

range of 41 and above years. With regard to department heads 10 (83.3%) were with the age range of 26-30 years and 2(16.7%) were with the range of 20-25 years.

Concerning to academic qualification, all practicing teachers, department heads, woreda educational experts and school leaders were degree holders. Furthermore, 29(84.29%) of former teachers were degree holders and 6 (15.71%) of them were master’s degree holder. With regard to work experience, 65.35% of practicing teachers have 1-5 years work experience. Similarly, 71.43%of former teachers have 6-15 years work experience. On the other hand, all school leaders and woreda educational experts have 6-10 work experience. In relation to monthly salary 88.11%of practicing teachers have earned below 2450birr.Concerning the salary of former teacher 71.43% have earned above 3108 birr. All school leaders have earned above 2450birr.

4.2. Trends of Teachers Turnover in Secondary Schools of West Show Zone

Table 3: Rate of Teacher Turnover in Secondary Schools of West Show Zone (2009-2013)

Level of qualification	2009/10			2010/11			2011/12			2012/13			Total		
	Teachers at work		Teachers left	Teachers at work		Teachers left	teacher at work		Teachers left	teacher at work		Teachers left			
	F	F	%	F	f	%	f	F	%	F	F	%	f	F	%
Diploma	315	44	13.9	272	30	11.02	356	31	8.7	375	32	8.53	1318	137	10.39
Degree	161	26	16.1	302	37	12.25	216	36	16.7	265	37	13.96	944	136	14.4
Master	-	-	-	-	-	-	2	2	100	4	4	4	6	6	100
Total	476	70	14.7	574	67	11.67	572	67	11.7	640	69	10.78	2262	273	12.07

Source, Reported Document from Woreda Education office

As indicated in Table 4, within the last four years (2009- 2013) over 73 (12.07%) secondary school teachers, both diploma and degree holders left government secondary schools of West Showa Zone. As can be seen from the data in the table the annual average rate of teacher turnover was exceeding 10%. There no well organized documents

about those teachers who were retired, discharged and died in the zone. Because of this fact the calculated rate of teachers' turnover was based only on those teachers who voluntarily left teaching profession. As illustrated in the same Table in the last four years diploma teachers and 70 of degree teachers and 3 master teachers left teaching profession in the Zone. From this reality, one can easily understand that degree and master teachers had high rate of turnover than diploma holders.

This means that well qualified teachers were more likely to quit teaching profession than less qualified teachers. Thus, in most secondary schools of the zone, teaching learning process was delivered by sub qualified teachers. On the other hand, a great loss of qualified teachers negatively influences the provision of quality education which in turn leads to low achievement of student's performance.

4.3 School Related Factors for Teaching Staff Turnover

4.3.1 Poor Working Condition

Poor working condition is one of the triggering factors that repel teachers from their job. It is fact that teachers in developing countries work in poor working conditions. Those conditions can affect teacher's moral and motivation to carry out their activities and may force them to quit their job (Fireston and Panel, 1993: 509).

To examine the problem concerning the working conditions as a cause of teachers turnover, practicing teachers and school, administrators were asked to rate factors related to poor working conditions using a likert scale as: Very Good=5; Good=4; Fair-3; Poor=2 and Very Poor=1. This fact was more illustrated in Table 5 below.

Table 4: Poor Working Condition as Causes of Teachers' Turnover

	Items	s	Responses										Chi square result	Calculated P
			5		4		3		2		1			
			F	%	F	%	f	%	F	%	F	%		
1	Implementation of quality induction	PT	2	1.98	12	17.82	0	0	26	36.63	30	43.55	1.47	0.826
		FT	1	5	3	10	0	0	12	35	18	50		
	The conduciveness	PT	3	2.97	4	5.94	4	3.96	26	37.62	35	49.50	2.46	0.664
		FT	0	0	2	5	0	0	17	50	16	45		
3	School facilities (staff room, recreation center, computer, health	PT	0	0	2	1.98	3	2.97	32	45.54	35	49.50	2.03	0.703
		FT	0	0	0	0	0	0	21	60	14	40		
4	Collegial relationship among the	PT	50	49.5	33	47.52	1	0.99	2	1.98	0	0	1.02	0.891
		FT	21	60	14	40	0	0	0	0	0	0		

NB. **PT**- Practicing Teachers FT= former Teachers

If the calculated P value is greater than 0.05, there is no significant difference.

- If the calculated P value is less than 0.05, there is significant difference.

The practicing teachers and former teachers were asked to give their suggestion about the working condition of their school in current year. The result in the table revealed that most of the practicing teachers and former teachers were highly dissatisfied with the working conditions like poor implementation of quality induction program, lack of conducive classroom condition, poor school facilities (such as absence of staff room, recreation center for teachers, lack of Computer, lack of tap water, shortage of toilet, lack of health care service for teachers, etc and the unattractive physical environment of the school.

Implementation of poor quality induction program negatively influence teachers' retention in the school. Majority of practicing teachers and former teachers 63 (80.20%) and 30 (85%) reported that there was poor implementation induction

program. Few number of practicing teachers and former teachers reported that there was good implementation of quality induction program in secondary schools. From this, one can easily understand that there was very poor implementation of induction program in the secondary schools of West Show Zone. Hence, lack of quality induction program is one the factors that discouraged beginner teachers and induced them to abandon their profession.

Some of the responses raised by practicing teachers in open-ended questions indicated that as there was no enough budget allocated for the implementation of induction program, the quality of its implementation at school level was very poor. Teachers had no great attention to the induction program. There was no better mentoring system. The experienced teachers also had no much time to .mentor the newly employed teachers. Since, lack of quality induction program was one of the reasons for teachers' turnover, the concerned body at different levels, particularly educational experts at Zone level and school supervisors at Woreda level should give great attention to the implementation of quality induction program.

As indicated in Table 5, large number of both practicing teachers 67 (87.13%) and 33 (95%) of former teachers reported that there was very low level of class room conduciveness. This may imply that the -conduciveness of classroom condition was poor in the secondary schools of the zone. This means that in most secondary schools of west Showa Zone, the floor of the classroom was unclean, the wall of the classroom was not attractive, the room has no ceiling, sitting arrangement of students are not comfortable for teachers. In general, the classroom was not attractive. This in turn highly decreases the morale and motivation of teachers in teaching learning activities and leads to teaching staff turnover. As can be seen from the Table, most of the practicing teachers 70 (95.05%) and all former teacher pointed out that there was lack of school facilities in their school.

An interview conducted with school leader and woreda educational experts indicates that there was no conducive working condition at school level. This means that there was no quality induction program, there was very poor classroom conduciveness, there was shortage of school facilities such as lack of staffroom, lack of recreation center for

teachers, lack of computer, shortage of toilet, health care service, lack of tap water, lack of library, lack of laboratory, etc were the factors that forced teachers to quit teaching profession.

The focus group discussion conducted at school level also revealed that there was lack of school facilities particularly, staffroom, recreation center, library, laboratory, computer, pure water, chairs for teachers health care service in the school and the physical environment of the school was not attractive. All these problems were poor working condition related factors that repel teachers from teaching profession. As it was reported by USAID (2008: poor working conditions such as waste disposal, school facilities, lecture halls, chemicals and: other consumable teaching and research equipments are all in short supply in secondary schools of Ethiopia.

As shown in the Table, about 69 (97.03%) of practicing and 32 former teachers respond that there was good collegial relationship among the staff. This implies that there was good interpersonal relationship among the staff member. The observations made also revealed that there was very good interpersonal relationship among the teachers.

Generally speaking, poor working conditions in the secondary schools of west Showa Zone were becoming a growing concern and were aggravating the dissatisfaction of practicing teachers and school administrators. This in turn forced teachers to quit teaching profession and increased teaching staff turnover in the zone.

Moreover, all items in the table were tested to see whether there was statistically significant difference between the two categories of the rating scores concerning poor working condition as the factors for teaching staff turnover. Accordingly, the calculated chi-square result for all items shows that the opinions of the two categories did not indicate a statistically significant difference (Chi square critical=9.48, df=4, at 0.05 level of significance difference). This means that all the factors mentioned in the table can be considered as the poor working condition related factors for teaching staff turnover except collegial relationship among staff.

4.3.2 School Administrative System

Inefficient school administrators are one of the major factors that induced teachers to leave teaching profession at secondary schools. According to Cockburn and Hayden (2004: 138), one of the problems i forced teachers to quit teaching is the inefficient school administrators. With regard to poor school administrators, practicing teachers and former teachers were asked to rate the items related to administrative problems using a likert rating scale as followed: Strongly Agree= 5; Agree=4; Undecided=3; Disagree=2 and Strongly Disagree= 1. This fact was more illustrated by Table 6 as follow

Table 5: School Administrative System as Causes of Teachers' Turnover

N O	Items	Respon den ts	Rating scores					Mean	Chi Square result	P Calculated Value
			5	4	3	2	1			
1	School administrators are well qualified in educational	PT	1	5	1	26	37	2.0	2.2	0.995
		FT	2	4	2	11	16	2.0		
2	School administrators are	PT	1	4	6	28	32	2.1	53	0.000
		FT	14	12	5	4	0	4.0		
3	Teachers have positive attitude towards school	PT	3	13	9	30	16	2.3	2.1	0.205
		FT	2	3	4	15	11	2.0		
4	Inefficient school administrators are one of the reason	PT	27	35	6	3	0	4.2	4.2	0.529
		FT	18	11	3	3	0	4.3		

NB. PT- Practicing Teachers, FT- Former Teachers

- Mean > 4.5 strongly agree, 3.5 to 4.5 agree, 2.5 to 3.5 undercided, 1.5 to 2.5 disagree, mean < 1.5 strongly agree
- If the calculated P value is greater than 0.05, there is no significant difference.

- If the calculated P value is less than 0.05, there is significant difference.

As shown in Table 6, both practicing and former teachers (calculated mean value 2.0) were disagreed on Item 1. This implies that most of secondary school administrators were inefficient in school administration.

As can be seen from the sample, large number of practicing teacher's, (calculated mean value 2.1) was disagreed on item 2. On the contrary to this, large number of former teachers, (calculated mean value 4.0) was agreed on item 2. Therefore, there was great significant difference between the two groups.

Moreover, all items in the table were tested to see whether or not there was a significant difference between practicing teachers and former teachers in their perception of administrative related factors for teaching staff turnover. Thus, the calculated chi-square result for all items except item 2 were below the critical value (Chi square critical = 9.48 with $df=4$ at 0.05 level of significance). The result revealed that there was a statistically significant difference between the two groups on item 2.

However, the observations made at school level revealed that most of the school administrators were busy by serious meetings. They lost most of their time by participating in meetings at different level than carrying out their educational responsibilities. They have no time to work according to the school program/plan. This implies that school administrators were not well committed in carrying out their educational responsibilities. They have no time to support teachers, initiate teachers and solve different problems that teachers may phase at school level. These facts forced teachers to leave teaching profession. Thus, low commitment of school principals was considered as a course for teachers' turnover.

The Table also depicted that most practicing teachers (calculated mean value 2.3) were disagreed on item 3. Similarly, large number of former teachers (calculated mean value 2.0) was disagreed on item 3. The same Table postulated that large number of practicing teachers (calculated mean value 4.2) and former teachers (calculated mean value 4.3)

were agreed on item 4. This portrays that teachers have no positive attitude towards school administrators.

The interviews made with woreda educational supervisors and zone educational experts revealed that school administrators were not qualified in educational leadership and management, they were busy in administrative work and teachers have no positive attitude towards school principals.

The finding indicated that, administrative problems are the dominant reason that forces teachers to quit teaching profession unless corrective measures have been taken. This finding was supported by the findings of Cockburn and Hayden (2004: 138) which was stated as 15% of former teachers quit their job due to school management problems.

To sum up, administrative problem was one of the factors for teacher turnover. Therefore, if these factors are not solved properly on time, they continue to adversely affect the retention of teachers and as a result it will affect the quality of education.

4.3.3 Lack of Good Technical Support and Supervision

It is fact that technical support and supervision are very essential at secondary schools in order to encourage teachers in their work and promote conducive teaching learning environment. Mulkeene (2005) posed that teachers need both technical support and supervision throughout their careers. However, one of the major problems in the Ethiopia education system is poor technical support and supervision. Regarding this, USAID (2008: 21) reported that poor technical support and supervision is one of the major factors that discourage individuals from becoming and remaining secondary school teachers in Ethiopia. These facts were more summarized by Table 7 and 8 as follows

Table 6. Technical Support and Supervision as Causes of Teachers' Turnover.

No	Items	Respondents	Responses										Calculate P-value	
			5		4		3		2		1			
			f	%	F	%	f	%	F	%	F	%		
1	Supervisors are well qualified in their profession	PT	2	1.98	3	2.97	1	0.99	43	42.58	52	51.48	4.71	0.334
		FT	0	0	0	0	2	5.71	13	37.15	20	57.14		
2	Supervisors are faultfinders than giving constructive support for teachers	PT	34	49.50	29	41.58	4	4.96	3	3.96	0	0	0.77	0.955
		FT	20	57.14	12	34.29	2	5.71	1	2.86	0	0		
3	Woreda and zone educational supervisors failed to give technical support for teachers	PT	28	39.60	33	47.52	5	6.93	4	4.96	1	0.99	8.32	0.063
		FT	21	60	14	4	0	0	0	0	0	0		
4	Supervisors are not well committed in discharging their responsibilities	PT	34	49.50	29	40.50	4	5.95	3	3.96	1	0.99	2.56	0.662
		FT	22	62.86	10	28.57	1	2.86	2	5.71	0	0		

NB. PT- Practicing Teachers, **FT-** Former Teachers

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As shown in Table 7, very large number of, practicing teachers 67(94.06%) and about 33 (94.28%) of former teachers were disagreed on item 1. This implies that supervisors at different levels were not qualified in supervising and giving necessary technical support for teachers. Hence, incompetent supervisors were one of the major factors for teacher turnover. As can be seen from the same Table, majority of practicing teachers about 65 (91.10%) and about 32 (91.43%) of former teachers had positively rated item 2.

Their responses on an open ended questions shows that school supervisors usually came to the school when there was certain problems in the school, they usually gave unfair criticism, they acted as inspectors than providing appropriate support and they usually came to school either at the beginning of the lesson or at the end of the lesson to find mistakes on the teachers. From these facts one can understand that school supervisors were fault finders. Thus, teachers have no positive outlook towards supervisors. This in turn increased teachers' turnover and negatively affected the provision of quality education.

The Table also depicted that, majority of practicing teachers about 62 (87.13%) and 64 (90.09%) were positively agreed on item 3 and 4 respectively. Similarly, out of 35 former teachers all of them and about 32 (91.02%) were agreed on item 3 and 4 respectively. Their responses on open ended questions indicated that supervisors at different levels have no time to visit secondary schools. They were not well committed in discharging their responsibilities. They only came to the school if only if there were certain problems in the school and they did not give any training, support, fair criticism, motivation and morale for teachers. Thus, supervisors were failed: to give technical support. This means that, they were not well committed in supervising and supporting secondary school teachers.

An interview conducted with Educational experts at woreda level and school leaders indicates that there was lack of budget, time and other necessary support by the higher official to run our supervisory activities properly. As a result school supervisors were forced to supervise only those schools which were nearer to them. Most of rural secondary schools have no opportunity to get good technical support and supervision.

To sum up, since poor technical support and supervision was one of the reason for teaching staff turnover in the secondary school of West Showa Zone, necessary consideration must be given by the higher officials to the supervisory activities.

In general, a significant number of both the practicing and former teachers reflected that they were dissatisfied with technical support given to teachers by school supervisors. The computed chi-square result shows that the opinion of the two categories did not indicate

a statistically significant difference for all items (Chi square critical 9.48, df=4 and at 0.05 level of significance difference). Indicating agreement of responses in groups, therefore, poor technical support and supervision was one of the reasons for teachers' turnover.

4.3.4 Student's Characteristics and Misbehavior

Many studies adequately; evidenced those students' characteristics and misbehavior is one of the major factors that forced teachers to dislike teaching profession. For instance, Cockburn and Hayden (2004: 74) asserted that the most commonly mentioned a school factor cited by teachers was the difficulty and frustration of dealing with disruptive students. Darge (2002: 12) also stated that students' character is the kind of problem that frustrates teachers today in Ethiopia and Addis Ababa in particular. In line with this, practicing teachers and school administrators were asked to rate their response to the items related¹ to students' character and misbehavior related problems.

Rating scores were used as: Strongly Agree=5; Agree=4 Undecided=3, Disagree=2 and Strongly Disagree=1 and the results were more illustrated by Table 8 as follows.

Table 7: Students' character as cause of teachers' turnover

No	Items	Respondents	Responses										Chi square	Calculated P-value
			4		3		2		1					
			f	%	f	%	f	%	f	%				
1	Most students have no respect for their teachers	PT	32	44.55	27	37.63	4	5.94	5	7.92	3	3.96	2.23	0.723
		FT	16	45	14	40	0	0	3	10	2	5		
2	Current students have no motivation	PT	30	42.57	23	32.67	4	5.95	8	11.88	6	6.93	4.94	0.226
		FT	16	45	16	45	3	10	0	0	0	0		
3	Students' lack of self reliance during exam affects	PT	36	50.49	22	31.68	4	4.96	6	8.91	3	3.96	4.28	0.351
		FT	16	45	16	45	0	0	3	10	0	0		
4	More freedom is given to students than teachers	PT	39	54.45	20	28.71	2	2.97	6	8.91	4	4.96	4.00	0.382
		FT	16	45	12	35	0	0	7	20	0	0		
5	Fair measure is not taken against the misbehaved students	PT	32	1C	25	34.6	4	5.95	6	8.91	4	4.96	2.93	0.645
		FT	16	45	14	40	0	0	5	15	0	0		

NB. PT- Practicing Teachers, FT-former teachers

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As shown in Table 9, regarding to students characteristics and misbehavior, majority of practicing teachers, about, 53 (82.18%) former teachers about 32(90%) were strongly agreed on item 1. An interview conducted with school leaders also indicated that most of current students did not respect and fear their teachers. They were not voluntary to hear the advice of their teachers. The focus group discussion held with department heads also revealed that the students have low respect for their teachers. This may imply that low respect accorded to teachers by the students was demoralized teachers and forced them to quit teaching.

The Table also depicted that majority of practicing teachers and former teachers, about 54 (76.24%) and 32 (90%) were agreed on item 2. Class room observations conducted at

school level indicated that there was low students motivation while the teacher was teaching. Very few students have motivation to answer classroom oral questions. This may imply that low motivation of students demotivated teacher. An interview conducted with school supervisors also portrayed that most students have no motivation to learn. These demotivated students were highly misbehaved and have no smooth relationship with their teachers. This in turn forced teachers to quit teaching profession and negatively influenced quality of education.

As can be seen from the same Table about 53 (82.18%) of practicing teachers and 32(90%) of former teachers, were strongly agreed on item 3. Their responses in an open-ended item also indicated that most students did not study hard during exam. They; did not feel anything while failed in exam. Rather than studying what they have learnt, they were studying about some hard worker students in their class. There was lack of independent during exam. Therefore, lack of self reliance during examination demotivated teachers and induced them to dislike teaching profession.

As it was displayed in the table, large number of both categories \ agreed on item 4 and 5. That means about 59 (83.12%) of practicing teachers and (90%) of former teachers, were strongly agreed on item 4. Similarly, about 56 (80.20%) of practicing teachers and former teachers 30 (85%) of were agreed on item 5. former teachers, Very few numbers of practicing teachers and former teachers were disagreed on the items mentioned above.

Some points raised in open ended questions indicated us: more freedom is given to students than teachers. The higher officials criticized teachers and school administrators while actions were taken against misbehaved students. They highly feared that the students may upraise in the school when those misbehaved students were punished former teachers, have no confidence to take a proper punishment against those misbehaved students.

To sum, up low respect of students for their teachers, low motivation to learn, students' lack of self reliance during exam, full freedom that students have in the school and unfair measure taken against misbehaved students were some students' characteristics and misbehavior related problems that forced teachers to dislike teaching profession.

Therefore, students' character and misbehavior should be one of the major concerns of all individuals, including school administrator's teachers, parents, local community, and other government bodies.

To see whether there was statistically significant difference between the two groups, chi-square was computed. Accordingly, the result revealed that the critical value of chi-square test was found to be less than the calculated value in all items in the table (Chi square critical= 9.48 df=4 at 0.05 level of significance difference). This means that the opinions of the two categories did not show a statistically significant difference.

4.4 Socio-economic Related Factors

One of the major factors that induced teaches to leave teaching profession is low social status of teaching profession. Regarding to this, Manna and Tesfaye (2005 :5-6) posed that low social status accorded to teachers by officials, parents and the community to be one of the outstanding reasons that teachers compelled to leave the profession. The other triggering factor for teachers' turnover is inadequate salary.

Concerning this many local studies such as Motuma (2006), Aleazer (2007), Temesgen (2005), and others revealed that the most frequently raised reasons for teachers to leave their job were inadequate salary and non-salary benefits.

In line with this, practicing teachers and school administrators were asked to rate the items related to social status accorded to teachers and teachers salary and non- salary benefit or socio-economic related factors for teachers' turnover; using a likert rating scale as: Strongly Agree=5; Agree=4; Undecided =3; Disagree=2, and Strongly Disagree=1

Table 8: Social Status and Inadequate Salary as Causes of Teachers Turnover

	Items	Respondents	Responses										Chi square result	Calculated P value
			5		4		3		2		1			
			f	%	F	%	F	%	f	%	f	%		
1	Teaching profession has very low social status	PT	36	51.48	23	32.67	4	4.95	4	5.95	4	4.95	3.35	0.483
		FT	17	50	12	35	0	0	4	10	2	5		
2	Teachers have low salary and no additional incentive compared to other employees	PT	44	61.39	25	35.64	2	2.97	0	0	0	0	1.60	0.784
		FT	21	60	9	25	3	10	0	0	2	5		
3	Poor living environment (no house is given to teachers) is one of the reasons for teachers' turnover	PT	47	65.35	22	31.68	2	2.97	0	0	0	0	1.02	0.917
		FT	21	60	14	40	0	0	0	0	0	0		
4	High mismatched of teachers' income and market situation repels qualified and experienced teachers	PT	37	53.47	23	32.67	4	4.95	4	4.95	3	3.96	0.13	
		FT	17	50	12	35	2	5	2	5	2	5		

NB. PT- Practicing Teachers, SA-School Administrators

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As shown in Table 9, majority of practicing teachers and former teachers, were strongly agreed on item 1. Out of 71 about 60(84.16%) of practicing teachers and out of about 17(85%) of former teachers, they were strongly agreed on low social status of teaching profession. The responses most practicing teachers and school administrators in an open ended questions indicated that there was lack of respect and recognition by officials, community and the society at large.

An interview conducted with school leaders and educational experts at woreda level also indicated us: low social status of teaching profession was one of the major reasons for the teaching staff turnover. Accordingly teaching profession has low respect in the society. They saw teaching as the lowest work. This is because of the fact that other jobs have additional incentive comparing to teaching profession.

As can be seen in the Table with regard to the adequacy of teachers-salary 67(97.03%) of practicing teachers and about 35 (85%) of former teachers, were positively agreed on the fact that teachers' salary was inadequate compared to the other employees. This may imply that inadequate salary is one of the major factors that induced teachers to dislike teaching profession.

Therefore, qualified and experienced teachers left teaching profession for better benefits. The Table also depicted that very large number of practicing teachers 67(97.03%) and all former teachers; they were strongly agreed on the fact that teachers' living environment was relatively poor. The response of both categories in an open ended question stressed that teachers do not have equal opportunity to rent kebele house, to get better land to build houses, and in general no house is given teachers. Teachers rent houses very expensively. From this fact one can easily conclude that poor living environment of teachers forced teachers to dislike teaching profession.

The same Table also displayed that both categories of respondents were positively agreed on item 4. This means, about 61 (88.12%) of practicing teachers and 30 (85%) of were strongly agreed on the fact that the highly mismatched of teachers' monthly income and market situation former teachers, repels qualified and experienced teachers from teaching profession. The suggestion of practicing teachers on the open ended question indicated that salary increment has no advantage unless the market situation was managed. Teachers' monthly income did not cover the house hold management Market situation highly influences teachers retention.

In general, from the data investigated all items related to socio-economic related problems had adverse effect on teachers' retention' in the secondary schools of West

Showa. Hence, it is better to give good attention to divert the out look of the society towards teaching profession, salary 'increment with good managed market situation and improvement of teachers' living environment to increase teachers' retention in government secondary schools. The chi-square test was computed to check if there were perceptual differences between the two groups. Accordingly, the result revealed that the critical value of Chi-square test was found to be less than the calculated value in all items in the table (Chi square critical=9.48, df=4 at 0.05 level of significance difference). This means that there is no significant difference between the participants

4.4.1 Teachers Attitude towards Teaching Profession and their Future Intention

In order to examine teachers attitude towards their profession and their future intention in teaching profession, practicing and former teachers were asked to rate factors related to teachers' attitude towards teaching profession and their future intention using a likert rating scale as: strongly agree =5, Agree=4, Undecided=3, Disagree=2, and Strongly Disagree=1. This fact was more summarized by the following table.

Table 9: Teachers' Attitude towards Teaching Profession

No	I joined profession because		Responses											
			5		4		3		2		1			
			F	%	f	%	F	%	f	%	F	%		
1	I respect Teaching profession than other work	PT	5	6.93	7	9.90	6	8.91	25	34.66	8	39.60	7.88	0.092
		FT	2	5.71	2	5.71	3	8.58	11	31.43	17	48.58		
2	interested in the salary of teaching profession	PT.	4	4.95	5	6.93	4	4.95	26	36.64	33	46.53	5.57	0.234
		FT.	0	0	0	0	1	2.86	14	40	20	57.14		
3	There was no alternative employment opportunity at that time	FT	30	42.57	23	32.68	4	4.95	8	10.89	6	8.91	3.18	0.631
		FT	19	54.29	12	34.28	1	2.86	2	5.71	1	2.86		
4	I love teaching profession that any other work	PT	5	6.93	7	9.90	2	2.97	30	42.57	27	37.62	2.63	0.731
		FT	1	2.86	2	5.71	1	2.86	13	37.14	18	51.43		

NB. PT- Practicing Teachers, FT- Former Teachers

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As shown in Table 12, 53 (74.26%) of practicing teachers and 28 (80%) of former teachers were somewhat disagreed on item 1. Very few number of both categories 12(16.83%) of practicing teachers and four of former teachers were agreed on item 1. This implies that most teachers did not consider teaching profession as respected work. Their opinion mentioned in an open-ended question also postulated that teaching profession has very low respect compared to other work.

The Table also illustrated that majority of both categories, about 59 (83.17%) of practicing teachers 34 (97.14%) of former teachers were strongly disagreed on item 2. The remaining respondents 17 (16.83%) of practicing teachers were agreed on item 2 and one of the former teachers undecided on the item. From the result it is possible to conclude that most of the practicing and former teachers were not joined teaching to get high salary. This means salary in teaching profession is not the base for teachers to join teaching profession.

The interview conducted with school supervisors at woreda level and educational experts at zone level shows that teachers were usually dissatisfied with the salary in teaching profession. Therefore, teachers' salary did not attract the qualified teachers or any teachers to join the profession.

As can be seen from the same Table 53 (75.25%) of practicing teachers and 31 (88.57%) of former teachers were positively agreed on item 3. The remaining respondents 18 (19.80%) of practicing teachers and 3 (8.51) of former teachers were disagreed on item 3. On the other hand, 57 (80.21%) of practicing teachers and 31 (88.57%) of former teachers were strongly disagreed on item 4. Few numbers of practicing teachers 12 (16.83%) and three of former teachers were agreed on item 4. From this one can conclude that 'teachers joined teaching profession as a last employment opportunity. This might be because of the fact that teaching profession needs large number of teachers. That means employment opportunity was wider than other job. Item 4 portrays that most teachers

have no positive attitude towards teaching profession. That means both practicing and former teachers did not join teaching profession by having initial commitment to the profession.

Generally speaking, from the very beginning teachers joined teaching profession without their interest and did not have positive outlook for the profession. Therefore, it would be better to give great consideration on the selection and recruitment of teachers for secondary school.

The chi-square test was computed to check if there were perceptual differences between the two categories. Thus, the result revealed that the critical value of chi-square test was found to be less than the calculated value in all items in the table (Chi square critical=9.48, df=4, at 0.05 level of significance difference). This means that there is no statistically significant difference between both categories of rating scores.

Table 10: Practicing Teachers future intention in teaching profession

No	Items	Respondents	Responses										Chi square	Calculate d P value
			5		4		3		2		1			
			F	%	f	%	f	%	f	%	f	%		
1	Teachers stay in teaching profession until they get other job opportunity	PT	43	61.39	22	31.68	2	2.97	2	1.89	2	1.98	1.47	0.867
	FT	23	65	12	35	0	0	0	0	0	0			
2	Teachers want to stay in Teaching profession until retirement age	PT	2	2.97	2	2.97	2	2.97	12	35.64	39	55.45	2.55	0.641
	FT	0	0	0	0	0	0	11	30	24	70			

NB. PT- Practicing Teachers, FT- former teachers

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As can be seen from Table 13 , about 66 (93.07%) of practicing teachers and all former teachers, were strongly agreed on item 2. This implies that, most of the teachers quit teaching profession if there is other job opportunity. This means that teachers joined teaching profession to use it as a spring board for other employment opportunity. The Table also depicted that, 64 (91.09%) **of** practicing teachers and all the school administrators were disagreed on the fact that teachers want to stay in teaching profession until their retirement year. The result implies that most teachers have the intention to leave teaching profession before their retirement age.

Broadly speaking, most of practicing teachers in the secondary have no intention to stay in teaching profession for a long period of time or until their retirement age.

The chi-square test was computed to check if there were statistically significance differences between the two categories on the teachers' future plan to stay or not stay in teaching profession. Accordingly, the result revealed that the critical value of chi-square test was found to be less than the calculated value in all items in the table (Chi .square critical value = 9.48, $df = 4$, at 0.05 level of significance difference). This means that there is no significant statistical difference between both categories of rating scores

Table 11: Former Teachers' Future Intention

	Items	Respondent s	Responses									
			5		4		3		2		1	
			f	%	F	%	f	%	f	%	f	%
1	I have the intention to turn back to teaching profession	Former teachers	2	5.7	0	0	0	0	23	65.7	10	28.6
2	I do not encourage the other generation to be a teacher	Former teachers	1	2.9	3	8.6	0	0	12	34.3	19	54.3

As indicated in Table 14, about 33 (94.3%) of former teachers were positively agreed on item 1. Some of the points raised by former teachers in open ended questions indicated that even if the salary of teachers was increased, former teachers have no intention to turn back to teaching profession. This fact highly shows that former teachers strongly disliked teaching profession. This in turn discourages the practicing teachers and increases teachers' turnover.

The Table also shows that, 31 (88.6%) of former teachers were somewhat agreed on item 2. The remaining respondents about four of former teachers were disagreed on item 2. This implies former teachers have no intention to encourage the future generation to join teaching profession.

4.5. Dominant Factors for Teaching Staff Turnover

Practicing and former teachers were asked to rate the dominant factors that induced teachers to leave teaching profession. A rating score was used as Strongly Agree=1; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1. Then after, a mean value was calculated in order to rank the possible major factors that forced teachers to leave teaching profession in the recent year.

Table 12: Dominant Factors for teaching staff turnover

	Items	Practicing teachers							Former teachers								
		Rating scores					X	r ₁	Rating scores					X	r ₂	r ₁ r ₂	d ²
		5	4	3	2	1			5	4	3	2	1				
1	Implementation of poor induction program	40	20	1	6	4	3.95	6	12	16	1	4	3	3.83	6	0	0
2	Teachers' salary was inadequate	44	20	0	4	3	4.46	1	19	16		0	0	4.54	1	0	0
3	Teaching profession has low social stakes	42	20	4	3	2	4.45	2	18	15	0	1	1	4.37	2	0	0
4	There is students disciplinary problem	36	20	7	4	4	4.34	4	19	10	0	3	3	4.11	5	1	1
5	There is poor school facilities	30	20	5	9	7	4.06	5	19	11	0	2	0	4.17	4	1	1
6	From the very beginning I joined teaching profession without my interest	40	19	3	5	4	4.36	3	17	15	0	1	2	4.28	3	0	0
Spearman's rank coefficient = 0.16																	

As it was indicated in Table 15, the dominant triggering factors for teachers' turnover were ranked on the basis of the calculated mean value from highest to lowest. Thus, both categories believed that inadequate teachers salary (rank first) and low social status of teaching profession (ranked second) were the most widely mentioned¹ reasons that induced teachers to quit teaching profession. Both categories ranked item 6 as the third most widely accepted factors for teaching staff turnover. On the other hand the calculated mean value revealed that poor school facilities was ranked 3rd by practicing teachers and ranked fourth by former teachers and students disciplinary problem was ranked fifth by practicing teachers and ranked third by former teachers. Therefore, one can conclude that students' disciplinary problem and lack of school facilities were also the other important factors that forced teachers to leave teaching profession.

Finally, the calculated mean value depicted that former teachers considered the fact that mentioned in item 6 as the fourth factor to leave teaching profession where as practicing teachers ranked item 6 as the 5th important factors for teaching staff turnover. Both categories ranked item 1 , as a 6th important factor that forced teachers to quit teaching profession.

Spearman's rank correlation coefficient was calculated to investigate whether there was statistical difference between the two categories of respondents. The statistical result ($r_s=0.16$) revealed that there was a great similarity between practicing teachers and former teachers on the most prevailing reasons for teaching staff turnover.

4.6. Major Consequences of Teachers Turnover

Teaching staff turnover has several consequences, on the quality of education. Practicing teachers and school administrators were asked to rate the major effect of teachers' turnover on the quality of education. A rating Scores was used as Strongly Agree= 5, Agree=4, Undecided=3, Disagree=2 and Strongly Disagree=1 A mean value was calculated to rank the possible effects of teachers turnover on the quality of education.

Table 13, Major Consequences of Teachers Turnover on the Quality of Education

No	Items	Practicing teachers							School Administrators								
		Rating scores					x	r ₁	Rating scores					X	r ₂	r ₁ -r ₂	d ₂
		5	4	3	2	1			5	4	3	2	1				
1	Teachers turnover highly influences instructional quality	63	29	1	4	4	4.41	2	18	2	0	0	0	4.90	0	0	0
2	One of the major factor for the deterioration of students achievement is teachers	64	31	-	4	2	4.49	1	19	1	0	0	0	4.95	1	0	0
3	Teachers' turnover disturbs school program	61	28	3	5	4	4.36	4	17	3	0	0	0	4.85	3	0	0
4	Teachers turnover has a demoralizing effect on the remaining teachers	58	25	7	5	6	4.23	5	12	3	1	3	1	4.10	6	-1	1
5	Teachers turnover replace experienced and qualified teachers by non-experienced and non-qualified teaches	60	30	5	3	3	4.40	3	18	1	0	0	1	4.75	4	-1	1
6	Teachers turnover negatively influences budgets allocated for the provision of quality education	50	25	6	11	9	3.95	6	15	3	0	0	2	4.45	5	1	1
Spearman's rank correlation coefficient = 0.92 ,																	

As can be seen from the Table, both practicing teachers and school administrators believed that one of the major factors for the deterioration of students' achievement is teachers turnover (ranked first); teachers turnover highly influences instructional quality (ranked second) and teachers turnover disturbs school program (ranked 3rd) as the most important effect of teachers turnover on the quality of education.

This may imply that when large number of qualified and experienced teachers left teaching profession, students could not get quality education.

The Table also indicated that, when large number of qualified and experienced teachers left teaching profession, there was a replacement of non-qualified and non-experienced teachers. This fact was ranked third by practicing teachers and ranked fourth by school administrators. Therefore, the replacement of qualified and experienced teachers by non-qualified and non-experienced teachers was other important effect of teachers' turnover on the quality of education. Thos student who were taught by non-qualified and non experienced teachers may achieve very low result in their examination. Teaching staff turnover also negatively influences the budget allocated for the provision of quality education. This item (item 6) was ranked sixth by practicing teachers and ranked fifth by school administrators.

Spearman's rank correlation coefficient was calculated to investigate whether there was statistical difference between the two categories of respondents. The statistical result ($r_s=0.92$) revealed there was great similarity between practicing teachers and former teachers on the most prevailing effects of teachers' turnover on the quality of education.

4.7. Major Mechanisms to Reduce Teaching Staff Turnover

Practicing teachers and school administrators were asked to forward their suggestion for possible mechanisms that would reduce teaching staff turnover by using rating likert: scale's as: very important=5, important =4, somewhat important =3, less important=2 and least important = 1.

Table 14: Major Mechanisms to Minimize Teachers Turnover

No	Items	Respondents	Responses										Chi square result	Calculated P value
			5		4		3		2		1			
			f	%	f	%	f	%	f	%	f	%		
1	Improving	PT	45	62.37	22	29.70	1	1.98	3	2.97	2	0.99	1.23	0.896
		FT	21	60	10	30	0	0	2	5	2	5		
2	Implementing quality induction program	PT	40	57.43	30	36.63	2	1.98	2	2.97	1	1.98	1.30	0.875
		FT	17	50	9	25	0	0	3	10	5	15		
3	Improving qualification of administrators	PT	62	61.39	31	30.69	2	1.98	2	2.97	1	0.99	1.33	0.782
		FT	21	60	14	40	0	0	0	0	0	0		
4	Improving working condition	PT	58	57.43	35	34.65	2	1.98	3	2.97	1	0.99	1.32	0.893
		FT	21	60	14	40	0	0	0	0	0	0		
5	Increasing the status of	PT	61	60.39	29	28.72	5	4.95	4	3.96	1	1.98	2.59	0.676
		FT	21	60	12	35	0	0	2	5	0	0		
6	Reducing students disciplinary problem	PT	59	58.42	30	29.70	5	4.95	4	3.96	3	2.97	2.81	0.625
		FT	17	50	13	35	0	0	3	10	2	5		

PT –practicing teachers

FT-former teachers

As can be seen from the Table, about 65 (92.08%) of practicing teachers and 22 (67%) of former teachers, were positively responded that improving teachers salary was very important mechanisms to reduce teachers' turnover. Similarly about 62 (87.13%) of practicing teachers 26 (75%) of former teachers, responded that implementing quality induction program was important in reducing teaching staff turnover. Few numbers of practicing teachers and school administrators, 8 (10.89) and five were replied that item 2 was less important to reduce teachers turnover. The Table also indicated that, about 62 (92.08%) of practicing teachers and all school administrators were replied that item 3 was very important to reduce teachers' turnover] Very few numbers of practicing teachers and former teachers, were considered improving qualification of school administrators as the less important to reduce teachers'

turnover. Similarly, about 65 (92.08%) of practicing teachers and all the former teachers, were reported that improving working condition was very important mechanism to reduce teachers turnover. The remaining respondents, only about four practicing teachers replied that improving working condition was less important to reduce teaching staff turnover.

As it was indicated in the same Table, about 63 (89.11%) and 62 (88.12%) of practicing teachers were reported that item 5 and 6 were very important to reduce teachers turnover respectively. On the other hand, about 33 (95%) and 30 (85%) of former teachers, were replied that increasing the status of teaching profession and reducing students disciplinary problem was very important to reduce teachers turnover. The remaining few respondents, only about 6 (5.94%) and 7 (6.93%) of practicing teachers¹ and one and four of school administrators were reported that item 5 and 6 were less important to reduce teachers turnover.

To sum up, the results of table depicted that to retain teachers in secondary schools, teachers salary should be improved, quality induction program should be implemented, there must be qualified school administrators in leading schools, and working condition must be improved. Negative attitude of the society towards teaching profession must be alleviated and students' disciplinary problem should be reduced. The focus group held with school leader and educational experts at zone level revealed that improving teachers salary, improving the implementation of induction program, training school administrators in educational management and leadership, improving working condition, taking proper measures against misbehaved students and giving a necessary awareness about teaching profession for the society may increase teachers retention.

The chi-square test value was calculated to investigate whether there was statistically significant difference between the two categories of respondents. The statistical result revealed that the critical value of chi-square test was found to be less than the calculated value in all items in the table (Chi square critical =9.48, df = 4, at 0.05 level of significance difference). This means that there no statistically significant difference between both categories of rating scores.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions. The main purpose of this study was to assess the plausible factors for teaching staff turnover and to find the possible mechanisms to reduce teachers' turnover that could encourage teachers to stay in their profession.

To achieve the objective of the study three woredas were selected from 17 woredas of the wets shoa zone by using simple random sampling technique. The selected woredas were Meta Robi woreda, Adea Berga woreda and Ejere woreda. Out of 7 secondary schools in the selected woredas, 3 secondary schools (Shino secondary school, Enchene secondary school and Ejere secondary school) were selected for the study by using purposive sampling for reason stated in the chapter 3 of the study.

To this end, the following basic questions were formulated.

1. What are the major factors that contribute to teaching staff turnover in the secondary school of west shoa zone?
2. How did teaching staff turnover affect teaching-learning process?
3. What are the attitudes of teachers towards teaching profession and their intentions in the future?

So as to deal with the basic questions relevant literature were reviewed to investigate what had so far been done in relation to the problem, documentary statistical analysis was made and internet was used to get recent information in relation to the problem under the study. Furthermore, three types of data gathering instrument (questionnaire, interview and focus group discussion) were conducted.

The subjects of the study were 71 practicing teachers, who were involving in teaching – learning process at the secondary schools, 35 former teachers that left teaching profession

and are currently working out of government secondary schools in the west shoa zone; and 3 selected school leaders.

In addition, 12 department heads who were currently involved in teaching learning process and 3 woreda educational experts were included in the study. To select practicing teachers as the respondents for the study simple random sampling technique was used. Former teachers, department heads, school leaders and woreda educational experts were included in the study by using availability sampling technique.

The statistical tools used to analyze the data were percentage of the frequency, calculated mean value, spearman's rank order correlation coefficient, and chi-square.

Finally, the following major results were obtained from this study.

1. Among 71 practicing teachers male constituted 58(81.69%) where as female counterparts constituted 13(18.21%). All the school leaders and woreda educational experts were male. Moreover, out of 35 former teachers 28(80%) were male while 7(20%) were female. Among department heads 9(75%) were male and female constituted 3(25%). In relation to the age of respondents (81.19%) of practicing teachers were within the age range of 21-30years. Regarding the school leaders all of them were within the age range of 36-40 years old. On the other hand all woreda educational experts were within the age range of 41 and above years. With regard to department heads 10 (83.3%) were with the age range of 26-30 years and 2(16.7%) were with the range of 20-25 years.
2. Concerning to academic qualification, all practicing teachers, department heads, woreda educational experts and school leaders were degree holders. Furthermore, 29(84.29%) of former teachers were degree holders and 6 (15.71%) of them were master's degree holder. With regard to work experience, 65.35% of practicing teachers have 1-5 years work experience. Similarly, 71.43%of former teachers have 6-15 years work experience. On the other hand, all school leaders and woreda educational experts have 6-10 work experience. In relation to monthly salary 88.11%of practicing teachers have earned below 2450birr.Concerning the salary of former teacher 71.43% have earned above 3108 birr. All school leaders have earned above 2450birr.
- 3 The finding indicated that the annual average rate of teachers' turnover in the secondary schools of west shoa zone was 12.07%in the last four years (2002-2005E.C). In relation to their academic qualification master degree holder teachers left the school at higher rate

(24%) than degree holder (10.39%) teachers. This is confirmed with the research conducted by Mulugeta (2010).

- 4 The weightiest school related factors for teaching staff turnover were; poor working condition, poor school administration, lack of good supervision and technical support and students' misbehavior.

These working condition related factors include poor induction program, unconductiveness of class room condition, lack of school facilities such as lack of staff room, lack of technological materials, shortage of pure water, shortage of toilet, lack of recreation centre, lack of technological materials, lack of health care service for teachers and students and unattractive physical environment of the school.

School administrators' related problems include lack of qualification in educational leadership and management, lack of commitment for education responsibility, and negative perception of teachers towards school administration. Cockburn and Hayden (2004: 138) stated that one of the problem that forced teachers to quit teaching is the inefficient school administrators. School supervisors' related problems include, incompetent supervisors, improper use of supervisory system, and lack of commitment to give a necessary support for teachers by woreda supervisors.

Students' characteristics and misbehavior related problems include; low respects accorded to teachers by most current students, low motivation of most current students to learn ,student's lack of self reliance during exam unnecessary freedom given to the students, and lack of fair measures taken against misbehaved students.

- 5 The findings also depicted that socio-economic related factors are the other most important factors for teaching staff turnover. Motuma (2006) reported that the most frequently raised reasons for teachers' turnover salary and non salary benefit for teachers. The socio-economic related factors for teaching staff turnover include low social status accorded to the teaching profession and teachers compared to other jobs and inadequate salary paid for teachers, poor living environment of the teachers (no house and place given to teachers), and high mismatch between the salary of teachers and market situation. The possible reasons for low social status of teaching profession were low salary of teachers.

- 6 Concerning the teacher's attitude towards the profession the finding of the study inferred that teachers were disliked teaching profession and had no positive perception for the profession. Most of the teachers joined teaching profession not because of its attractive salary, not because of respect given to the profession and not because of the fact that they loved teaching profession rather they joined teaching profession as the least opportunity. Teachers joined teaching profession as there was no alternative employment opportunity and to use it as a stepping stone for other job. Furthermore, the findings indicated that most of the practicing teachers have no intention to stay in teaching profession. Most teachers have the intention to stay in teaching until they get other job opportunity and have no intention to stay in teaching until their retirement age. Similarly, teachers who left teaching profession and engaging in different sectors(offices) also have no intention to return back to teaching profession even if the salary of teachers was increased .In addition they did not have the intention to encourage the new generation to be a teacher in the future.
- 7 Regarding the dominant reasons that forced teachers to leave teaching profession, inadequate teachers' salary was the most important reason for teachers turnover that has been reported frequently and it was ranked 1st. The other most widely accepted reasons for teachers turnover was low social status of teaching profession (ranked 2nd); poor administration (ranked 3rd) students' misbehavior (ranked 4th); poor school facilities (ranked 5th) and poor induction program (ranked 6th).
- 8 With regard to consequences of teaching staff turnover, the most significant were: low achievement of students performance (ranked first); teachers anxiety (ranked 2nd) and the school program was highly disturbed (ranked 3rd).
- 9 Finally the finding shows that mechanisms that should be used to reduce teachers' turnover were: improving teachers salary, improving the qualification of school administrators in leading the school (Educational and Management; implementing quality education program) , improving working condition , increasing the status of teaching profession and reducing students disciplinary problems.

5.2. Conclusion

Based on the facts of data analysis and summary made the following conclusions were made.

1. The annual average rate of teachers' turnover in the secondary schools of West Shoa Zone within the last four years was 12.07%. Therefore, the trend of teachers' turnover looks like to continue. About 24% of teachers who left teaching profession were master degree holders whereas 10.39% were degree holders. Thus, there was high rate of qualified teachers' turnover than unqualified teachers.
2. As shown in the findings, 81.19% of the practicing teachers were younger teachers. On the other hand, 74.28% of former teachers were matured teachers. In terms of practicing teachers, about 65.35% have below 5 years work experience while 71.28% of former teachers have above 15 years work experience. Hence, there was high rate of the loss of experienced teachers. This means that more experienced teachers left teaching at the higher level than non-experienced teachers. This leads to the replacement of experienced teachers by non-experienced teachers.
3. School related factors such as poor working condition, lack of qualification in educational leadership and management, lack of good supervision and technical support, and students' misbehavior highly forced teachers to leave teaching profession. In terms of poor working condition : lack of school facilities (lack of staff room, lack recreation centre lack of technological materials, shortage of pure water, absence of health care services for teachers and students) were the most widely prevailed reasons for teaching staff turnover. All school leaders have no qualification in education management and all school supervisors have no qualification in supervising the schools and giving appropriate support for teachers. Therefore, incompetent school administration and school supervisors play vital role in exacerbating the rate of teacher turnover in the zone. In most of secondary schools, full freedom was given to the students. Appropriate measures were not taken against misbehaved students. This was because of the fear that students may disturb the school and associate to political affairs if the misbehaved

students were punished. Such unnecessary freedom given to the students degraded the respect of teachers and increased the rate of teachers' turnover.

4. As shown in the finding, inadequate salary and low social status accorded to the profession and the teachers were the two most widely prevailing reasons that highly associated to socio-economic factors that triggered teachers to quit teaching profession. Teachers were considered as the poorest workers compared to the other government workers. As a result low respect was given to them by society at large. This negative perception of the society towards teaching demoralized teachers and forced them to leave teaching.
5. Currently, most teachers joined teaching profession without their interest. Those who joined teaching without their interest had low job satisfaction and low commitment for their work. Those teachers had not positive attitude toward teaching and had no intention to stay in teaching profession.
- 6.** As it was inferred in finding of the study, the major consequences of teaching staff turnover were the deterioration of students' achievement, the disturbance of school program, replacement of qualified teachers and experienced teachers by non qualified and non experienced teachers.

5.3. Recommendations

On the basis of the summary of findings and conclusions, of the study the following possible solutions are suggested to reduce teaching staff turnover, maximize teacher retention, and make teaching an attractive work in the secondary schools of west shoa zone.

1. Government organs at different levels were recommended to give great attention to the school related problems that repel teachers from teaching profession. Those problems that should be given great consideration are; incompetent school administrators, poor good supervision and technical support, students' misbehavior, lack of school facilities and poor induction program. Hence, to minimize school related problems and to create conducive school environment for teachers, the following are recommended as:
 - a. It is better if the school administrators and supervisors are qualified in educational leadership and management and supervision respectively.
 - b. It is suggested that both school administrators and supervisors at different levels able to be well committed in providing participatory administrative system and good technical support and supervision for teachers.
 - c. Regional education bureau was recommended to allocate enough budgets to improve school facilities such as staff room for teachers, recreation centre, lecture hall, chemicals and laboratory, pure water, lack of health care services in the schools etc.
 - d. It is better if unnecessary freedom should not be given to the students and fair measures should be taken against misbehaved students at school levels.
 - e. Political issue should not be a pre-request in the secondary school to punish misbehaved students.
2. Improving socio-economic levels of teachers is another important mechanism to reduce teaching staff turnover. The followings are recommended in line with the socio-economic related problems for teaching staff turnover.
 - a. It is recommended that the government should improve the salary of teachers and create other non-salary benefits for teachers. For example houses should

be given to teachers, fair rewards for outstanding teachers, creating means of additional incentives for teachers.

- b. It is better to make respect for teaching profession and teachers the slogan of all citizens.
 - c. It is suggested that government organs at different levels should initiate and encourage the society to give great respect for the teaching profession and teachers.
3. The finding of the study indicated that most of the teacher joined teaching profession without their interest. Those teachers who joined profession without their interest has negative attitudes towards teaching profession and have no intention to stay in teaching profession for a long period of time. In order to alleviate such kind of problems the following recommendations are forwarded for different government organs.
- a. It is recommended that due attention should given to the recruitment of trainees for teaching profession. That means the selection of trainees should be based on their interest rather than inducing them to join teaching. This can be done by inculcating the love of teaching profession in the mind of new generation at lower grade.
 - b. It is better if the government give good attention to the distribution of qualified teachers for university and secondary school. That means there should be equal consideration for university and secondary school teachers. Because the findings revealed that high performed students at university level were mostly assigned to teach at university level but low performed students at university were forced to teach at secondary schools. Such kind of imbalanced consideration should be avoided.

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Appendix A

Addis Ababa University

School of graduate studies

Departments of Educational Planning and Management

Questionnaires to be filled by practicing teachers and former teachers

The main purpose of this questionnaire is to collect necessary information to assess the major triggering factors for teaching staff turnover in secondary schools of west shoa zone.

It is believed that you are the right person who knows the issue in detail and who can give the relevant information. The success of the study entirely depends on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly; I would be most grateful if you would answer all the questions in the questionnaire. The study is purely academic and hence all the information will be kept confidential. You do not need to write your name on the questionnaire.

Thank you in advance for your cooperation.

Section I. Characteristics of respondents

Sex-----

Age-----

Qualification-----

Service in year-----

Salary in month-----

Section II. School Related Factors

a. Different statements are listed below. They are about the work environment related factors. Read each statement carefully and put “y ” mark below your response for each statement (filled by practicing teachers and former teachers).

No	Items	Choices				
		Excellent	Good	Fair	Poor	Very poor
1	Implementation of quality induction program					
2	The conduciveness of class room condition					
3	School facilities (staff room, recreation center, toilet, electricity, internet access, etc.)					
4	Collegial relationship among teachers					

5) If any others, please specify

b. Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “y ” mark below your response for each statement (filled by practicing teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	School administrators are well qualified in leading school					
2	School administrators are well committed in their work					
3	Teachers have positive attitude towards school leaders					
4	In efficient school leaders are one of the reason for teachers turnover					

5) If any others, please specify

c. Different statements are listed below. They are about the effectiveness of school supervisors. Read each statement carefully and put “y” mark below your response for each statement (filled by practicing teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	School supervisors are well qualified in supervising schools					
2	Supervisors are fault finders than giving constructive support for teachers					
3	Woreda and zone educational supervisors failed to give technical support to teachers					
4	Supervisors are not well committed in discharging their responsibilities					

5) If any others, please specify

d. Different statements are listed below. They are about the problem of students' misbehavior. Read each statement carefully and put "y" mark below your response for each statement (filled by practicing teachers and former teachers).

No	Teachers dislike teaching profession because	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Most students have no respect for teachers					
2	Most of the current students have no motivation to learn					
3	Students lack of self reliance during examination affects teachers morale					
4	More freedom is given to students than teachers					
5	Fair measures (action) is not taken against the misbehaved students					

6) If any others, please specify

Section III Socio-Economic Related Factors

b. Different statements are listed below. They are about Teachers' salary and social status. Read each statement carefully and put "y" mark below your response for each statement (filled by practicing teachers and former teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Teaching profession has very low social status					
2	Teachers have low salary compared to other employers					
3	Poor living environment(no house is given to teachers)is one reason for teachers turnover					
4	High mismatched of teachers' income and market situation repels qualified and experienced teachers					

5) If any others, please specify

Section IV. Personal Related Factors

a. Different statements are listed below. They are about the factors of low job satisfaction. Read each statement carefully and put “y” mark below your response for each statement (filled by practicing teachers).

No	Items	Very high	High	Not sure	Low	Very low
1	Teachers' interest in teaching profession in your school					
2	Teachers' satisfaction in job security					
3	Teachers' satisfaction with their living environment					

4) If any others, please specify

b. Different statements are listed below. They are about the commitment of teachers in secondary schools. Read each statement carefully and put “y” mark below your response for each statement (filled by practicing teachers and former teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Teachers feel discomfort and most of the time they do not come to school on time					
2	Teachers do not take much time to prepare them selves for effective teaching					
3	Teachers have no interest in giving tutorial ,make up class other helps for students					
4	Teachers feel nothing while large number of student was failed in exam.					

5) If any others, please specify

Section V. Teachers' Attitude towards Teaching and their Intention in the future

a. Different statements are listed below. They are about teachers attitude towards teaching profession. Read each statement carefully and put “y” mark below your response for each statement (filled by practicing teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Teaching profession is more respected work than other work					
2	There is high salary in teaching profession					
3	There was no alternative employment opportunity at that time					
4	I love teaching profession than any other work					

5) If any others, please specify

b. Different statements are listed below. They are about teachers intention in the future. Read each statement carefully and put “y” mark below your response for each statement as usual (filled by practicing teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Teachers stay in teaching profession until they get other job opportunity					
2	Teachers want to stay in teaching profession until their retirement age					

3) If any others, please specify

Section VI. Prominent Factors for Teaching Staff Turnover

b. Different statements are listed below. They are about prominent factors for teaching staff turnover. Read each statement carefully and put “y” mark below your response for each statement (filled by practicing teachers and former teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Implementation of poor induction program					
2	Teacher salary was in adequate					
3	Teaching profession has low social status					
4	There was students’ disciplinary problem					
5	There were poor school facilities					
6	From the very beginning I joined teaching profession without my interest					

7. If any others, please specify

Section VII mechanisms of minimizing teaching staff turnover

- a. Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “y ” mark below your response for each statement (filled by practicing teachers).

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Improving teachers salary					
2	Implementing quality induction program					
3	Improving qualification of administrators					
4	Improving working condition					
5	Increasing the status of teaching profession					
6	Reducing students disciplinary problem					

7) If there are any other mechanisms of reducing teaching staff turnover, not stated in the above table please list down.

Appendix B
Addis Ababa University
School of graduate studies
Departments of Educational Planning and Management
Focus Group Discussion Guidelines for Department
Heads

1. Is there teachers' turnover in your woreda?
2. If your response is yes what do you think cause this turn over?
3. . Do you think that this turn over affect teaching-learning process?
4. How did it affect the quality of education?
5. What did you suggest to reduce teachers' turnover and attracts best recruits to the profession in general?
6. If you have suggestion or comment regarding the problem, please you can for ward?

Appendix C
Addis Ababa University
School of graduate studies
Departments of Educational Planning and Management
An Interview for Woreda Educational Experts and School
Leaders

1 What are the major for teachers to leave the West Shoa zone secondary schools?

Is it in adequate salary?

Is it management/administration problem?

Is it students' misbehavior?

Is it un conducive teaching-learning environment? or what else?

2 What do you think about the commitment and morale of teachers at moment? High or low? If high or low why?

3 What do you perceive about the social attitudes towards teaching profession (teachers)?

4 How much you discharge your responsibility in retaining the retaining the existing (practicing teachers and attracting new teachers)?

5 What mechanisms should be taken to reduce the teachers' turnover?

6 If you have any other suggestion or comment in relation to the teachers' turn over?