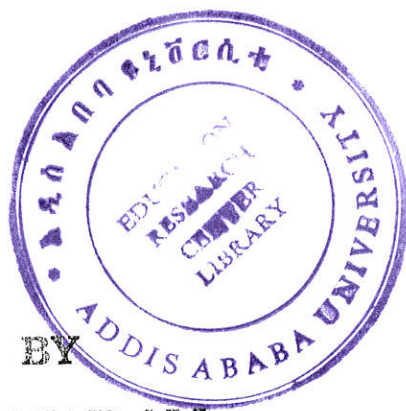


**ADDIS ABABA UNIVERSTY
SCOOOL OF GRADATE STUDIES**

**TEACHERS' TURNOVER IN GOVERNMENT
SECONDARY SCHOOLS OF ADDIS ABABA
CITY ADMINISTRATION**



**BY
ALEAZAR ALI**

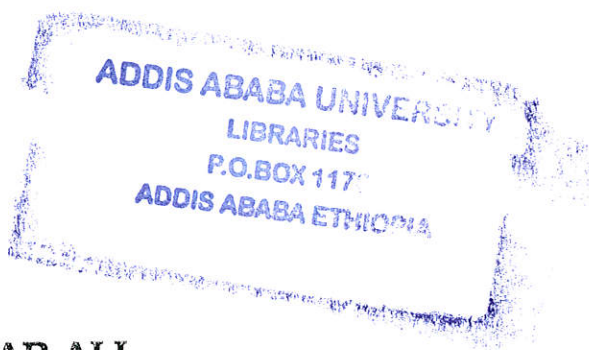
JUNE 2007

**TEACHERS' TURNOVER IN GOVERNMENT SECONDARY
SCHOOLS OF ADDIS ABABA CITY ADMINISTRATION**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY**



**IN PARTIAL FULFLLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
PLALANNING AND MANAGEMENT**



**BY
ALEAZAR ALI**

JUNE 2007

ACKNOWLEDGEMENTS

First, I would like to express my heart-felt and deepest gratitude to my Advisor Ato Ayalew Shibeshi (associate professor) for his unreserved intellectual guidance, polite and persistent encouragement, extremely helpful comments, and timely responses to every parts of the writing in this study.

Moreover, my special thanks also go to my wife W/ro Fikrte Girma, my friends Ahmed Ayele and Zewdu Bogale for their moral support and unreserved financial backing through out my stay in the university.

I am also indebted to the school of graduate studies, Addis Ababa University, for covering the expenses incurred in this research work.

Finally, I appreciate the willingness of practicing teachers and directors in the sample schools and former teachers who work in different institutions who in one way or the other contributed to completion of this study.

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ABSTRACT

The major purpose of this study was assessing the major causes and possible solutions for teachers' turnover in government secondary schools of Addis Ababa city administration .To achieve the purposes, descriptive survey method was employed. The study had three groups of samples, which encompass 183 practicing teachers, 53 former teachers and 15 directors. Questionnaires and interview through random, stratified, available and purposive sampling techniques were used to collect pertinent data. The gathered data through these instruments were analyzed using percentages, mean scores, spearman rank correlation and one-way analysis of variance.

The study revealed that the major causes of teachers' turnover in government secondary schools of Addis Ababa city administration were: insufficient salary and non-salary benefits, low status accorded to teachers by community and government officials, students misbehavior, lack of praise and rewards based on performance from manager, peers and parents, and the absence of advancement based on teachers accomplishment.

Finally, the study discussed the possible strategies to minimize teachers' turnover .These were: ameliorate salary and non-salary benefits, increasing status of teachers, minimize students' misbehavior, facilitating further education, and rendering recognition and respect for teachers based on performance.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Beginning from late 1990's into 21st century, there is immense number of literature investigating the situation of employees market. Organizations are not only on hard time to attract new employees but on also difficult time to keep their employees (Harkins, 1998:74). Labor turnover is one of the most crucial factors to decline productivity and to deteriorate employees' morale in government and private organization. Declining employees' morale drag performance while recruiting and training of new employee to replace the leavers increase the cost of organization which can find itself to negative spiral (Secretan, 2001:23).

Contemporary educational theory explains that one of the cornerstones to the causes of inadequate school performance is the inability of school to fill classroom with qualified teachers (Ingersoll, 2001:1). The major problem associated with staffing is the shortage of teachers, which in turn, is primarily due to increasing teachers' turnover and increasing student enrollments.

African countries show increasing demand for education to attain universal primary education on one hand. On the other hand, they try to increase access and quality of secondary schools program. However, the countries become enmeshed in multifaceted problem such as: lack of sufficient qualified teachers, poor facilities, lack of skilled educational leaders and other related educational obstacles. The problem also worsened by teacher's turnover. African countries teacher trained in teaching profession tend to leave teaching. They tried to use teaching profession as a ladder to seek other jobs (Oliveira and Farell, 1993:7). Studies found out some reasons that force good and/or talented teachers to leave their organization. These were lack of advancement, inadequate

salaries and non-salary benefit, lack of recognition, dissatisfaction with management and boredom with workload (werther and others, 1993:294-295).

Developing countries like Ethiopia invest large amount of money from their annual budget to expand education sector. However, the Ministry of Education has been losing teachers over a long period. It seems the problem got worse and worse as the Ministry of Education exerted more and more effort to increase the number of qualified teachers (Aklilu, 1967:2).Aklilu further stated that from over 600 qualified teachers produced by a training college for specified nine years period (from1958-1966), only less than 200 were still teaching in the classroom. In addition, the national conference held in Bahir Dar in 1997 in Tesfaye (1999:5) indicated that problem of teacher's turnover was high especially in the outskirts of the country. It was reported that out of 87 newly deployed high schoolteachers in Benishangul Gumz Regional State, 28(32%) have left teaching profession within the same school calendar.

Recent studies also elaborate the seriousness of the problem in Regional States of Ethiopia. For instance, the average rate of teachers' turnover for the three consecutive years (2001/02 to 2003/04) in government secondary schools of Oromia Regional State reached `17.62% (Motuma, 2006: 100). On his part, Temesgen (2005:64), revealed that 20% of degree holder teachers quit teaching in government secondary schools of Gambela in 2004.Hence, this study tried to identify the major causes of teachers' turnover in government secondary schools of Addis Ababa city administration and attempt to suggest possible solution to concerned bodies to motivate and retain teachers on their profession.

1.2. Statement of the problem

One of the important factors affecting quality of education is the effectiveness of the teachers. The effectiveness of teachers is also influenced by different factors. For instance, if extrinsic and intrinsic motivations are not awarded, teachers will be forced to leave their job. According to Ingersoll (2001:2), teachers' turnover has negative effect to teaching organization particularly when best-experienced teachers quit teaching or when the schools programs are undergoing rapid growth and development. It reduces the overall effectiveness of the school and finally leads to deterioration of quality of learning.

In addition to this, turnover of teachers also increases the costs of recruitment, and selection of new teachers. It also increases the loss of productivity until the new teachers has mastered the job. Ingersoll (2001:2) stated that turnover has demoralizing impact on prospective teachers. The remaining workers who work in schools may develop dissatisfaction simply by watching the leaver teachers. In addition, when teachers leave the teaching profession the students and the remaining staffs suffer. There will be disruption of activities, loss of extra time and spending of money for training, recruitment and selection to replace the leavers. Moreover, it increases the workload for remaining teachers and other staffs.

Teachers quit teaching in government secondary schools of Addis Ababa city administration in different reasons. Data gathered from education experts and directors revealed that teachers rate of turnover in Kirkos sub city government secondary schools (Abyot Kirse and Shimelse Habte), was 2.4, 7.4, 7.8, 9.1 and 10.6 percent in 2001, 2002, 2003, 2004 and 2005 respectively. Even the problem was more severe in some other schools. For instance, in Kokebe Tsibah and Dejach Wondrad secondary schools (Yeka Sub city) in 2003/04 where 14.1 and 11.2 percent respectively. Therefore, it is necessary to assess the major causes

of teachers' turnover and to find solution to the problem. Hence, this study tries to answer the following basic questions.

1. What are the major causes of teachers' turnover in government secondary schools of Addis Ababa city administration?
2. Do extrinsic motivations affect teachers' turnover more than intrinsic motivations?
3. What is the current extent of teachers' job satisfaction?
4. What measure should be taken to minimize teachers' turnover in government secondary school of Addis Ababa city administration?

1.3. Objective of the study

The objective of this study is to identify the major causes and possible solutions to minimize teachers' turnover. Generally the specific objectives of the study were:

- ☞ Find out the major causes of teacher's turnover in study area.
- ☞ Identify measures that should be taken to alleviate teachers' turnover.
- ☞ Identify the major motivational factors that minimize teachers' turnover.

1.4. Significance of the study

It is believed that the study may have the following importance for different concerned bodies.

- i) It is hoped that the study will suggest some possible recommendation to solve the existing teachers' turnover in government secondary school of Addis Ababa.
- ii) It may also create awareness among policy maker to take corrective actions to minimize teachers' turnover in government schools of Addis Ababa city administration.
- iii) The finding may motivate other researchers to undertake further study.

1.5. Delimitation of the study

This study is delimited to the government secondary schools of Addis Ababa city administration. This region was selected because the researcher of the study had experience as a teacher in government school of Addis Ababa city administration and knows that this was one of the problems. Since teachers' turnover is a nation wide problem that requires rigorous study, it is difficult to study all aspects of teachers' turnover. Thus, the study is delimited to voluntary teachers' turnover in government secondary schools of Addis Ababa city administration.

The study is also delimited to teachers' turnover for the last five years (2000/01-2004/05). This is because it is believed that recent data is more likely available and pertinent to study current problems.

1.6. Limitation of the study

The first major problem that the researcher confronted while conducting this research was difficult to know the total population and address of former teachers living in Addis Ababa. Because of some of them might go to abroad and others might move to other regions of Ethiopia. The second problem faced the researcher was lack of computer for graduate students in Educational planning and management department to avoid the technical errors observed in this research work.

1.7. Operational definition of terms

Extrinsic Motivation: are external rewards that occur, apart from work providing no direct satisfaction at the time the work is performed (Davis and Newstorm, 1989:16).

Former teachers: - represent teacher who left government secondary schools.

Intrinsic motivation: are internal rewards that a person feels when performing a job, so there is a direct connection between work and rewards (Davis and Newstorm, 1989:16).

Job satisfaction: - The quality, state, or level of satisfaction which is a result of various interest and attitudes of a person towards the job (Muchinsky, 1989: 201).

Practicing teachers: - represent teacher who are currently serving in government secondary schools.

Teachers' turnover: -represents the exits flow of teachers from government secondary schools.

1.8. Organization of the Study

This study is organized in to five chapters. The first chapter represents background of the study, statements of the problem, significance, delimitation, limitation, and organization of the study. The second chapter provides a literature review on the causes of teachers' turnover in government secondary schools. The third chapter represents research design and methodology of the study. The fourth chapter contains the finding and interpretation of the data. The last chapter focuses on summary, conclusion and recommendation of the study.

CHAPTER TWO

Review of Related literature

This chapter deals with review of various literatures, which are assumed to have relevance to the study. Thus, the major topics included here were: the effects of motivation on performance of people, impact of personal characteristics on teachers' turnover, relationship between teachers' satisfaction and dissatisfaction with teachers' turnover, major causes of teachers' turnover and minimizing teachers' turnover in teaching profession.

2.1. Effects of motivation on performance of people

The success of educational institution is highly influenced by the level of teachers' motivation. Officials of teaching institutions in different echelons should motivate their worker to attain the goals of the institution. Therefore, motivation has paramount significance to retain the practicing teacher and to attract new candidates. Employees calculate advantages and disadvantages that they get from the organization. The views of the employees directly or indirectly connected to the motivation to enter, to remain and to leave the organization. To retain the practicing employees and to attract new candidates different organizations build motivation elements in to the organization roles, staff role and to the entire process of the organization activities.

Although the strength of motivation unquestionable, for successful accomplishments of activities in the organization, it needs procedures, principles and knowledge on the part of implementer for effective outcomes. Different scholars forwarded their suggestions and principle on how to motivate the behavior of the person. Among them Maslow, Herzberg and Vroom are popular. Maslow proposed motivation theory based on hierarchy of needs (Sizlagyi, 1981:408). People in the organization are motivated to perform activities and different tasks to

gratify their internal needs. His hierarchy of needs works based on three fundamental propositions (Sizlagyi, 1981:408).

- People needs influence their behavior. Only unsatisfied needs motivate people
- Needs of a person are arranged in order of their importance from basic to complex.
- To advance to the next hierarchy of needs, the lower need should be at least minimally satisfied.

According to Coulibaly in (Temesgen 2005:10), Maslow's hierarchy of needs at the first level include basic survival need as food, air, water, sex, shelter, etc. When this level is translated to job context; it implies pleasant work conditions, more leisure time, and increased salary. On level two, safety needs include protection from danger, illness and fear that is translated into job security, working condition or company policy in working context. On level three social needs include workers desire for association, belonging, friendship and approval from peers. Those needs interpreted in work setting as community membership, affiliation, acceptance and belonging to an organization family. Level four which is esteem needs includes desire to respect self, power or special status within the group. These needs in the world of work translated in to job advancement, recognition based on merit, freedom in conducting job assignment and decision-making. Finally, level five, self-actualization includes self-fulfillment in one's work, self challenges to attain once greatest potential for being all that. Self-actualization needs can be translated in job setting such as intrinsic merits of the work itself, autonomy, willingness and opportunity to take risk and freedom to make experiment and research.

In 1959, Herzberg developed motivation theory commonly called two factors theory (Siliver 1983:299). He forwarded his idea based on the interview of 203 accountants and Engineers. Herzberg identified two separate factors (motivation and hygiene) account that for job

satisfaction and dissatisfaction (Silver, 1983:299). Motivation factors are pertained intrinsic to the work itself and helps a person to gratify psychological needs where as hygiene factors are connected to extrinsic to the work environment, which bring dissatisfaction when there is insufficient.

According to Herzberg in Silver (1983:299), the presence of motivational factors leads the workers towards the feeling of satisfaction. On the other hand, its absence and inadequacy do not bring feeling of dissatisfaction. Generally, Silver (1983:299) listed the six motivational factors:

1. Achievement-successful or unsuccessful accomplishment of work, solving or none solving at problems; seeing or non-seeing the results of one's work.
2. Recognition-the form of praise or criticism from other individual such as manager, client, peer, professional colleagues that is directly related to task performance.
3. Work itself- feature of the task routine or varied; creative or futile; interesting or boring; easy or difficult.
4. Responsibility- the existence or absence of autonomy to perform one's duty; growing or declining in autonomy over the other accountability for work accomplishment.
5. Advancement- the presence or absence of promotion based on the result of one's performance in the organization.
6. Possibility for growth- change in the work circumstance such as the opportunity to learn further or not.

Herzberg also identified the hygiene factors, which are pertinent to the context of the work carried out. When those factors absent, insufficient or negative in work circumstance, it brings feeling of dissatisfaction; however its presence in required amount does not bring any satisfaction. Silver list the following ten hygiene factors (1983:300)

1. Organizational policy and administration competence of organization: management such as, lack of clear communication, inadequate resources to perform organization activities; lack of appropriate policy regarding workers such as salary increment, promotion and fringe benefits.
2. Supervision (technical)- the ability or inability; rightness or wrongness and in efficiency or efficiency of supervisors.
3. Salary- the amount of wages, compensation paid to the workers it includes early and late adjustment.
4. Interpersonal relations with supervisors- good or bad interaction between supervisors and worker, which are related to task performance.
5. Interpersonal relation with subordinate- good or bad interaction with workers at the lower level.
6. Interpersonal relation with peer: good or bad relation with co-worker with the same level of hierarchy in the organizations.
7. Working condition- the physical conditions of work such as the amount of facilities provided; heat, light, ventilation equipment and different supply.
8. Status- It consists of symbols, signs, position in the organization such as privileged support staff, work space, size and location.
9. Job security- the existence and non-existence of job protection such as tenure, stability of organization and assurance of or threats to continual employment.
10. Effects of personal life: such as shift of work, travel requirement, location of work, and requirement of entertainment.

From Herzberg two factor theory it is possible to conclude that motivational and hygiene factors are the crucial factors for the retention and attraction of employees. Employees who dissatisfied due to insufficient hygiene factors leave their organization. On the other hand, employees who satisfied due to motivational factors stay longer time than

not satisfied and dissatisfied ones. In line with this, Batman (1991:356) illustrated that the satisfied employees are less likely to quit their organization than dissatisfied counter parts.

In 1964, vroom (1983:24) investigated the link between intrinsic and extrinsic rewards to individual behavior. He identified three basic concepts to portray the process of motivation. The first is expectancy, which refers to the extent to which objects are desired or rejected by individual. The second is instrumentality that refers to the individual perception of the connection between behavior and outcome. In addition, the last process is valence that refers to the attractiveness of rewards to individual employees. Vroom concluded that intrinsic and extrinsic rewards do not motivate workers equally. Various rewards should be applied to encourage workers to perform their own best.

2.2. Impacts of personal characteristics on teachers turn over

2.2.1. Sex.

Sex has its own impact on teachers' turnover. According to Ingersol (2001:14), male teachers are less likely leave teaching than females. Charter (1970:415), also identified that female teachers remain in teaching less than males. Only four in ten males and less than three in ten females stay to start their fifth years of teaching in America Oregon School. Nevertheless, according to Champman and Hutcheson (2001:14),there is no significant difference between males and females teachers in leaving or staying in teaching profession in three Indian Universities .In line with this, Bloland and Selby(1980:13-14) investigated that the impacts of sex is minimal in teachers' attrition, however, its influence may be augmented when it is connected with marriage. The survival rates for male and female in secondary and primary school teachers are roughly constant. However, female elementary teachers stay more than female secondary school teachers. This is due to attachment of primary school teacher with children than secondary school female teacher

(Whitener, 1977:419). Motuma (2006:101) also concluded that female teachers leave more than male in government secondary schools of Oromia.

2.2.2. Age

The age of teacher's is one of the crucial factors for the presence and absence of turnover. Both Younger (under 30) and older (above 50) teachers are more likely leave teaching profession than middle-aged teachers (Ingersoll, 2001:14). Older teachers leave teaching due to retirement but younger teachers leave to use other opportunities. According to Gibson and Klein (1970) in Tesfaye (1999:14), the global job satisfaction augments along age for male workers. The most satisfied workers are those who reach retirement, where as youngsters are less satisfied. The reason why job satisfaction augmented with age is that individuals become more realistic about what they expect from job. Therefore, such mental maturation brought greater satisfaction. In this regard, Motuma (2006:101) added younger teachers particularly, the fresh tend to leave the profession than their counter parts in Oromia secondary schools.

2.2.3. Qualification and Experience

According to crown in Chapman (1994:25), secondary schools teachers who have higher qualification are less satisfied than less qualified elementary school teachers. This is because secondary school teachers have more alternative in the job market; therefore, they need to develop high identification with specific work. He further discussed increasing level of qualification often lead to increasing conflict with principals. This in turn leads to less satisfaction. Those more qualified teachers decreased their willingness to stay in such conflicting situation. Therefore, it might be possible to say highly qualified, experienced and skilled persons are vulnerable to quit their job unless the organizational situations are conducive to them. On contrary, Motuma((2006:101),

identified that more experienced teachers in Oromia government secondary schools stay in their profession than less experienced. On the other hand, more qualified such as, master degree teachers tend to leave their work than less qualified.

2.3. Relationship between teachers' satisfaction and Dissatisfaction with teachers' turnover

Empirical studies have firmly established that satisfied employees remain in teaching profession than dissatisfied one, (Batman, 1991:356). The relationship between satisfaction and turnover vary from organization to organization and from time to time. Even dissatisfied workers try to stay on their jobs when there is no available job opportunity. On the other hand, individuals who like their present job strongly can be attracted by better pay, career advancement or other opportunities in the other organizations.

According to, Bame (1991:111) dissatisfied teachers are more likely leave the teaching service than satisfied one. He added the former Ghanaian teachers left teaching profession due to dissatisfaction on some aspects of teaching services, such as, inadequate salary, low social status of teachers accorded by the Ghanaian society, inadequate material supply and administrative problems. He portrayed on his empirical analysis that teachers' job satisfaction directly related with their commitment to their work. In the other words teachers who are satisfied by teaching services are more committed to their work and have good psychological self-images. Hence, they played a vital role in teaching organizations. In addition to these, committed teachers create positive awareness on their pupils about teaching career. They advised their pupils to take teaching as long-term future career. Conversely dissatisfied teachers on some aspects of teaching service decreasing their performance. Furthermore, they planned to leave their service a long with negative perception on teaching profession. They advised their

pupils not to join teaching profession as a career. Therefore, dissatisfied teachers are not only potential leaver as compared with satisfied, teachers more of them are likely to be transmitter of their negative perception of teaching profession to their pupil they teach. It is undeniable that pupils in schools are the future prospective teachers. If they have negative value and attitude on teaching profession, it will be very difficult to attract them to teaching profession. Even if some of pupils who join teaching as a career in the future, who they have internalized negative attitude towards teaching might pass their perceptions to their students again. Although the chain reaction nature of their impact seems apparently, minor its long-term effect in teaching service is devastating. Bame (1991:111-2) finally, conclude that dissatisfied teachers are absent and dropout than satisfied teachers in teaching profession.

2.4. The major causes of teachers turnover in government secondary schools

2.4.1. Lack of Initial Preference

Teachers' initial preference plays important role whether they stay or leave in teaching profession. In line with this, Loritie (1975:165) stated that high rate of teacher turnover were registered on students who joined teacher education program without their interest. Local research papers indicated that lack of initial preference was the source of teachers' turnover in some government secondary schools of Ethiopia (Tesfaye, 1999; Befekadu, 2001; Temesgen, 2005).

2.4.2. In adequate Salary and non salary benefits

Findings funds for education in developing countries are the crucial and continuous problems. Teachers' salary is the biggest recurrent cost from education budgets; for instance, in many countries it reaches 65 to 95 percent. Teachers are also representing the largest proportion salaried employees in public sectors. While a few countries

pay a reasonable salary in relation to Gross National Product per capita, due to the presence of strong and well-organized teachers' union, however, most of developing countries paid minimum salaries for the teachers (Hallak, 1990:159-160). Many education sectors are finding themselves unable to attract and retain qualified teachers. Hence, they lowered qualification requirement to make minimum salary acceptable for those who have lower qualification but this situation makes teaching less attractive and create deterioration of quality of education and moral of teachers. This in turn leads to higher turnover of teachers due to dissatisfaction (Hallack, 1990:159-161).

Dissatisfied employees with salary and non-salary benefits are more likely to leave than satisfied ones. According to Nelson and Thompson in Ellenburg (1979:394-400), the most frequently raised reasons for teachers leave their job were, salary and non-salary benefits. Local research papers also agree with this idea (Aklilu,1967; Motuma 2006; Tesfaye 1997; Temesgen 2005 and Befkadu 2001).

Most recent research in teacher recruitment and turnover in the past decade, pay emerge as one of the major determinants. For instance, the government of England will never able to say that, it has solved England's teachers shortage problem until it is prepared to invest billions in making pay and conditions as attractive as possible (Cockburn and Hayden, 2004:18-20). Even though little is known exactly about the impact of salary, teachers who paid higher tend to stay in teaching longer than those who are paid lower (Shin, 1995: 432-433).

According to Aklilu (1967:10), the weightiest and frequently mentioned reason teachers to leave, teaching profession is inadequate salary and non-salary benefits. Teachers' present salary and their hope to get regular salary increment and other promotions provided were insufficient and discouraging condition. According to Mutuma (2006:97), inadequate salary and lack of salary increment such as low base salaries, limited non-financial benefits, in consistent implementation of career

structure, lack of fair payment for work done to extra time and lack of compensation, such as bonus, fringe, incentives and rewards, were the major causes of teachers' turnover in Oromia secondary schools.

Non-salary benefits such as hardship allowance free or subsidize rent, providing decent housing, free health services and other benefits may help teachers to remain in their profession. Some African countries such as Senegal 33 percent; Burkina Faso 45% paid hard ship allowable to attract and retain teacher, Lockheed (108:110). In Ethiopia there is 20-30 percent hardship allowance based on salary for limited regions. For instance, Tigray (Humera) 20%, Gambella 30% Afar 20-30%. Teachers who do not get accommodation at school in Malawi get 15 percent of their annual salary as house allowance. In Botswana also benefits such as hotel occupancy for 14 days, leave travel subsistence, allowance, and car allowance for senior teachers' (Oliveira and Farrell, 1993:6-7). According to them, teachers ought to be paid as much as necessary to attract and maintain professional in teaching profession. Market situations should be also considered when limiting salary. In line with this, Franklin (1963:45-50) states that the salary level of teaching profession should satisfy most important factors such as:

- Salaries of teachers should go at least with the standard of living, and adequate to teachers to devote their time exclusively to teaching profession.
- Salaries of teachers should be attractive sufficiently to increase the quality of education.
- Salaries of teachers should be recognized the growing importance of education.
- Salaries of teachers should be high enough to compensate for the slower promotion as compared to other profession and teachers should be paid in terms of their preparation, workload and experience.

2.4.3. Student Disciplinary Problems

The most commonly mentioned school factor cited by teachers was the difficulty and frustration of dealing with disruptive students. In many cases the problem is connected to feeling of teachers in which senior managements of the schools were not strong and cooperative to deal students disruptive behaviors, (Cockburn and Hayden, 2004:74). The study reflected that students' disruptive behaviors were ranked second after the increasing paper work and bureaucracy for teachers' turnover in England. Different survey studies and reports show that there are factors emerged again and again as major obstacles to enter, to stay and to leave teaching profession. Even if the rank order varies from survey to survey, almost all studies identified that as well as pay the crucial issue is student disruptive behaviors, workload and excessive bureaucracy, Hutchings and others (2002), in (Cockburn and Hayden, 2004:19). Their study show that one in ten respondents reported that the factor which make teaching difficult, was increasing the number of disruptive pupils in schools. The authors suspect that to some extent, of young pupils which portray them as aggressive, self-centered and over opinionated.

Cockburn) asked her postgraduate students what they were most anxious when they were a teacher, almost all, without exception said controlling disruptive students (Cockburn and Hayden, 2004:19-20). According to Cockburn and Hayden, controlling disruptive students are very difficult for less experienced teachers and this is the major cause for leaving their profession. On the other hand, experienced teachers do not consider disruptive students as a major problem for quitting teaching profession. This is because those teachers developed techniques how to control disruptive behaviors. They have skills to cut at the bud, and learnt how to teach in interesting and stimulating ways. Therefore, the tendency of students to be misbehaved in class is minimized.

Even if experienced teachers minimize disruptive behaviors of students, it is very difficult to retain them do to various factors. Hence,

large numbers of new university degree graduate teachers have thought in secondary schools of sub-Saharan African countries. This is because large number of experienced teachers quit teaching on one hand. On the other hand, enrollments of secondary school students increased alarmingly these compelled some African countries to lower their standards to entry teaching profession which lead deterioration of qualities of education, decreasing status and high turnover. Studies in Ethiopia secondary school indicated that students' disruptive behaviors are the major causes of teachers' turnover especially in Addis Ababa (Darge, 2002:22). Motuma (2006:101) also added that student disciplinary problems are to some extent the causes of teachers' turnover in Oromia government secondary schools.

2.4.4. Poor school facilities

Poor working conditions are the physical conditions of work, such as the volume of work or the amount of facilities provided to the workers like heat, light, space, toilet, ventilation, equipment, and other supplies (Silver, 1983:146). Poor working condition in schools affect the teaching learning process. It is one of the causes for teacher stress, burnout and turnover, (Getachew, 1991:20). Poor maintained building, poor quality furniture, poor staff rooms facilities, lack of textbooks and other necessary supplies in schools decrease the commitment of teachers to teach but it compels them to be frustrated by the situations. Champman (1994:9) explained that education sectors in developing countries have come under increasing poor working condition relative to the other sectors. He further added that teachers' morale dropped and forced to leave the profession and attracted by other employments opportunities Bame (1995:118) also identified that inadequate supply of schools textbook and equipment are the source of frustration, burnout and teachers turnover in Ghanaian schools. However, most teachers select favorable working conditions such as convenient location, safe and

attractive physical surrounding, and resources to do their work (Lockheed, 1976:47-48).

Several studies in Ethiopia schools portrayed that poor working conditions are the major problems facing the school system. Aklilu (1967:13) manifested those teachers are tremendously inhibited due to unfavorable working conditions in schools. They are not provided with sufficient material resources, which is crucial for teaching. Teachers feel that the job is very tiresome and they loss commitment to teach. Aklilu added the classrooms are overcrowded which are very difficult for teachers to facilitate teaching learning process. Even the finding of Aklilu aged over 40 years, poor working condition is one of the prevalent problem in primary and secondary schools of Ethiopia now a day. Temesgen (2005:45) also identified that Gambela government secondary school teachers have thought in poor classroom conditions such as large class size, poor physical condition, and poor school facilities. This situation forced teachers to leave their schools. The experience of the writer of this paper also reveals that most of the secondary and primary schools of Addis Ababa are characterized by poor working condition such as insufficient teaching materials, library, laboratory, large class size, less attractive building and other related problems. The finding of Tesfaye (1999:54) also indicated that poor school facilities in Benshangul Gumz government primary and secondary schools dissatisfied teachers. He also added that even the teaching materials available at Bureau, Zone and Woreda offices do not reach on time. Therefore, teaching is still unrewarding in Benshangul Gumuz and several teachers were leaving the profession.

2.4.5. Administrative and Supervisory Problems

Educational officials in different echelons should have the qualities such as the ability to communicate effectively with teaching staff, followed by being supportive, approachable, fair and consistent,

(Hutchings et al. 2002) in (Cockburn and Hadyon, 2004:138). They indicated that the most important reason to stay teachers in their profession is the head as a reasonable human being and this was seen as having a powerful impact on overall climate in schools. Administrators of the schools in various echelons should have conceptual, human and technical skills to guide the overall activities of the school system. However, in reality, it is very difficult to get such administrators adequately especially in sub Sahara regions. For instance, ministry of education in Ethiopia constantly explained that deterioration of quality of education is partly caused by lack of skillful administrators. The deterioration of qualities of education creates lack of commitment on the parts of teachers and at the end this leads to turnover. Cockburn and Hayden (2004:138) identified that forty five percent of former teachers attribute school management for quitting their work. Educational officials in different echelons seem to have isolated themselves from problems facing teachers. It is believed that there is no concrete and effective ways to evaluate hardworking teachers from those simply want to get salary without working (Aklilu, 1967:14). Several of the authorized officers treat teachers as dehumanize entities that are not given human considerations during unexpected emergencies. Teacher's insecurity is increasing alarmingly because of the lack of skilled and committed administrator at each level of education system. They are unable to protect teachers from unfair treatment, unwarranted exploitation, unreasonable handling by police, and unfair accusations by parents and students (Aklilu, 1967:14).

Motuma (2006:100) also identified that administrative problems are the major reasons contributing to teachers' turnover from the government secondary schools of Oromia regional state. Teachers listed the administrative problem in Oromia secondary schools cause's teachers to quit teaching such as poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of

direction, unfair power given to school directors and lack of democratic schools management. Teachers are also influenced by supervisory circumstance. In line with this, Bame (1991:115) indicated that overwhelming majority of administrators and teachers acknowledged the usefulness of supervision carried out by the officials to help teachers to improve their teaching. On the some time, teachers indicated that in the course of supervision the officials always tried to find out mistakes of teachers more often than not, such as give unfair criticism of teachers work and often unable to give professional suggestion and practical demonstrations that would help them in teaching. Bame (1991:118-119) further explained in his studies, the tension-ridden atmosphere should be changed into more relaxed one. It is a relaxed atmosphere that will enable supervisors and teachers to work together in new partnership teachers should be respected and treated for their contribution to bring improvement in teaching learning process

Further, Temesgen (2005:63) identified that the relation ship between teachers and supervisors are not satisfactory in government secondary schools of Gambella region. Teachers were dissatisfied with technical support given by supervisors. There was no properly handled supervisory activities at school level. This is because the fact that school principals and supervisors assigned randomly with out the necessary skill and qualifications. Generally, teachers leave teaching due' to the problems created by school administrators and supervisors in different government primary and secondary schools of Ethiopia (Temesgen, 2005; Bame, 1991; Tesfaye 1991; Motuma 2006; and Befekadu 2001).

2.4.6. Lack of teachers' professional development and Promotion

Training of teacher is a critical determinant for effective teaching-learning process. Teachers should have knowledge of subject matter, pedagogical skills and motivation to teach to attaining the goals of education. Thus the key factors in teaching effectiveness are the general academic preparation of teachers, which can take place either before or

during teachers training. In most developing countries in particular sub-Saharan African countries practicing teachers do not get sufficient in service training due to rapid expansion of schools however, according to UNESCO((1996:58), teachers should get established in service training program for self fulfillment and professional advancement). On the other hand, prospective teachers do not get adequate training when they were in college. These situations decline the quality of new comers, which affect the social status, and morale of teachers (UNESCO, 1996:8). This situation finally leads to teachers' turnover.

UNESCO (1996:8) indicated that African countries should need to improve the resource of financing teacher education. This could be done by allocating adequate funds to teacher education in national government education budget, this should be done thought a proper evaluation of the national needs for teacher education at all levels of education system and allocated the resources accordingly. Adequate financing of teacher education should yield results that would affect upon teacher motivation, improve teachers' morale, efficiency and effectiveness.

Even if training of teachers through in-service program has paramount significance for better quality and motivation of teachers, African countries constrained by a number of factors, (UNESCO, 1996:16).

- In-sufficient funds to run in service training and lack of liaison with ministries for the development of training program.
- Selection, appointment and promotion of school heads is seldom systematic and rational.
- Lack of coordination among concerned bodies in different echelons and lack of national training policy

According to Aggrwal (2004:25), training of teachers through various ways have advantages first, it builds confidence. He is not timid. He can

tackle many odd situations and he does not run away from problem situation. Second, understand students in a better way. The knowledge of educational psychology gained from training helps him/her a lot in dealing with children scientifically. Untrained teachers not familiar with subject may create problem on children in the schools.

Third, build a favorable attitude; a sort of brainwash is also done through training. It helps in building positive attitude towards teaching profession. During the course of training many doubts of teachers trainees removed. It results in creation of love and respect to teaching profession, (Aggrwal, 2004:415-416). From Aggrwal, suggestion it is possible to conclude that training of teachers build morale, increase satisfaction level and decrease the frustration, stress and burnout. Finally it helps the teachers to stay in their profession.

Aklilu(1967:13) also illustrated that tremendous number of teachers joined teaching since they belief that teaching is learning and that they will have greatest opportunities to continue further education. The improvement of their education is the best interest for both children they teach and themselves. On the contrary, the ministry of education never come forth integrated, careful and concrete plan for in service education. Now a day, it is apparent that there is progress in giving in service training for primary and secondary school teachers of Ethiopia, but it is also in adequate in relation to large numbers of teachers. The problem is even worse to secondary school teachers in which the numbers of teachers who join master program are very limited. Therefore, teachers who want to fulfill their interest of learning further are unstable in teaching profession.

Career ladder plans have been proposed as a one way to retain able and talented teaching staffs in some countries in Africa. Even if teacher career ladder works differently in various circumstances, most career plan have some similar characteristics such as; it works based on qualification training, objectives evaluation procedures, and

opportunities for teachers to accept new role such as vice principal, department head...etc. (Lockheed et al.,1996:114). Ethiopia also applied six rung teacher career structures beginning from 1994. The ladder includes beginner, junior, full-fledged, senior, associate and leader teacher. The effectiveness of career structure in Ethiopia is not thoroughly studied. However, some findings depicted that teachers dissatisfied were with their career structure and its implementation process, (Getachew, 1999: 25). He further added qualified degree holders are under heavy stress even there was career structure this is because they have opportunity to be employed by other organizations. The experience of the writer of this paper investigated that career structure at least in some schools do not differentiate the higher and lower performer. Even if, it was believed that career structure reduce teachers' turnover, the reality is behind. A large number of high schools teacher leave teaching profession from year to year, (Motuma 2006; Temesgen 2005; Befekadu, 2001 and Tesfaye ,1999). In addition to this, the new salary scale was not found to be significant determinants of teachers' decision to leave or to stay in teaching profession,(Manna and Tesfaye,1991:111). According to Befekadu (2001: 107), the intended purpose of the new career structure and salary scale is to motivate and to retain teachers, with the ultimate goals of improving quality of instruction has faced overwhelmingly negative reaction by teachers. It was found that large number of teachers left after the introduction of new career structure and new salary scale and many remaining teachers might be waiting for opportunities to leave. This might imply the newly career structure for salary scale was not sufficient enough for most teachers to motivate them to prefer staying in teaching job. Hence the new career structure and salary scale was not adequate enough to play the role as a good external motivation to remain teachers.

2.4.7. Low status of teachers

The term status as used in connection to teachers means both the standing and regard accorded to them as indicated by the extent of appreciation based on teachers functions, competence, working conditions, salaries, material and other non material benefits accorded to them in relation to the other profession. The Indian national commission of the schoolteachers in Aggrwal (1995:460) identified that the status of teachers his professional competence, and his welfare are all connected to his environment of work. If it is suitable, he would know that society values his activities and he could be proud of his role, therefore, he would strive his/her best. He portrayed six dimensions and indicators of status of teachers.

- Academic status-minimum educational and professional qualification necessary to join teaching profession. The level of qualification has its own impact on its status. If the level of qualification for entering teaching profession higher the status will be higher.
- Economic status- the amount of salary, allowance and benefits a teacher earns. The better the security and remuneration of teachers, the better the status of teachers.
- Political status-the importance of teachers in selection of candidates for public election.
- Professional status-the representation of teachers in various academic and professional committees.
- Social status-public recognitions of teaching services given by the teachers in addition,

The national commission of India finds out the reasons why teachers are accorded low status.

- Inadequate salary and poor working conditions
- Lack of recognition from the government
- Lack of motivation of teachers to their work

- Lack of integrity and sense of pride
- Inadequate professional development and inefficiency and
- In sufficient pedagogical skills of teachers

Finally, Biddle in Aggrwal (1995:460-61), identified five major reasons why teachers are accorded low status.

- Lack of specificity in the role expected by teachers
- Teachers working with young
- The large numbers of teachers employed in teaching. Biddle also identified the measures that should be taken to increase the status of teachers are listed below.
- The higher the public respect to the school, the higher the status of the teacher
- The better the safeguard and payment for the teacher; the better the status
- The better the preparation and in service training of teachers the better the status
- The greater the ability of the teacher in classroom, the greater the status.
- The more united the members of profession, the better their status.

In Africa, at a time, when there were a few members of literate people, teachers hold a position. They were actively involving decision-making. They had role in consulting policy and community affairs. However, due to expansion of education and increasing educated people there status began to loose from time to time and at the end it comes to be regarded as of little status, Bude1982 in (Rustand and Dalin, 1990; 164). This is also true in Ethiopian context. The parents, students, government officials and the community at large respected teachers. Their glory fades through time due to increasing the entering of untrained teachers in teaching profession.

Aklilu (1967:14) elaborated the situations of teachers in Ethiopia particularly in rural area were not promising. Several teachers left

teaching due to low social status of teachers accorded by the parents, students, and government officials and at large by communities. The government officials treat teachers as students and even they do not consider them as government workers. Several of teachers' friends are amused when they get them still a teacher, this because teaching has low social status on the eye of most people. He added several parents show unwillingness to give their daughter as a wife for a teacher. This is because of they fear the salary of teacher is not sufficient. Other studies indicated that low social status of teachers is the most frequently mentioned for teachers' turnover in primary and secondary school of Ethiopia, (Tesfaye, 1999; Befkadu 2001; Temsegen, 2005).

2.4.8. Lack of Recognition

The practice of giving special recognition and rewards to outstanding work of teachers has long neglected in the field of education. Few studies have been conducted to assess what practices have been carried out and to what extent. On the other hand, there is growing evidence that teacher at all level of education feel neglected when it comes to reorganizing outstanding teaching and other job possibilities (Andrew, 1995:107).

Recognition also implies that the form of praise or blame from another person such as supervisor, manager, client, peer, and professional colleagues. It includes personal acknowledgement of a person by management, which is associated to rewards and punishment based on their task performance (Silver 1983:299).

According to Andrew (1995:118), encouragement from others adds to one sense of value to an organization and its members. It is the word of praise or encouragement that is more motivating than financial rewards. A research finding, Deci (1976) in Andrew (1995:108) identified that using money as a major incentives in trying to improve teaching is likely to fail no matter how well such a program

is designed by school district. His suggestions were listed below (Andrew, 1995:108).

- Positive feedback can, under certain circumstances, increase intrinsic motivation (one's feeling about his/her own competence and effectiveness)
- Superior teachers should be rewarded with various types of praises and recognition. Evaluators should be descriptive and objectives rather than judgmental, focusing on what teachers do rather than how one teachers performance compare with other.
- All teachers should be provided with honest, positive feedback about their accomplishment in the classroom. If this is done properly, it can increase each teacher's sense of satisfaction about the kind of job he or she is doing.

If teachers are satisfied in their teaching, they will remain in their profession. People assume that teachers leave their profession because of insufficient pay, of course it may correct in some extent but money is not the only material rewards that make teachers stay. There are also more important motivators than money. Sheerer (1983) in Andrew (1995:110-11), explained that receiving respect, recognition, reinforcement, participating in research studies being a member of a teaching team, earning grants from curriculum development and being encouraged by principals, parents, colleagues and students are the major satisfiers. The research concluded that merit pay in itself was far from a means to solve a problem in education such as teacher turnover; therefore, if teachers may not be given recognition, they will tend to leave the profession in order to seek satisfaction from alternative employment opportunities.

In line with this, Motuma (2006:101) identified lack of recognition and respect as the cause of teachers' turnover in Oromia government secondary schools. Temesgen (2005:53) also portrayed that recognition given to the successful performance of teachers was low and hence it might be one of the causes of teacher turnover. The finding of Tesfaye

(1991:63) indicated that respect, recognition and prestige that were given to the teachers were low in Benishangul Gumuz government primary and secondary schools. These situations lead teachers to leave their profession. In this aspect, Lockheed (1991:91) has illustrated that encouraging teachers through respect, recognition and prestige help them to remain in their job and to increase their effectiveness.

2.4.9. Inadequate autonomy in running their task

Autonomy is defined as the presence or absence in carrying out job assignments; increase or decrease in authority over others and it also includes accountability for task accomplishment (Silver, 1983:299). One of the first complaints by head teachers in all countries irrespective of their development difference is the lack of autonomy especially in certain areas, which they consider vital for their authority, (UNESCO, 1996:134). According to UNESCO, head teachers and administrators of the schools do not have authority to remove teachers who are not performing their duties in Pakistan. Even the request to transfer a teacher's take a long time to fill a vacancy is not easy. The effectiveness of teachers are decreasing, when their level of participation decreasing in curriculum development or syllabus modification. The organization added the lack of a say in financial matters could be particularly harmful (UNESCO, 1996:134-35).

Some of the teachers leave their profession due to limited professional autonomy. According to Aklilu (1967:13), teachers felt, they are not enjoying the academic freedom they imagined in the classroom. In line with this, lack of autonomy (freedom) and unnecessary political interference are the causes of teachers' turnover in Oromia government secondary schools (Motuma, 2006:98). On his part, Aggrwal (1995:434) elaborated teachers do planning, organizing, leading, controlling and managing of teaching. They should be free to carry out different activities to provide a learning experience to the learners. In this regard, Seyoum

(1992:39) also indicated that limited professional autonomy was one of the reasons in which high-qualified university instructors left their country.

Teachers' professional autonomy has a message that administrators should give respect and freedom for their teachers to conduct teaching learning process without necessary interference, therefore every teacher feels good and as the result teaching-learning would be fostered.

2.5. Minimizing turnover in teaching profession

Turnover may have positive and negative effects on secondary schools. If the teachers who leave the schools are weak in competence, the schools will benefit more. However most of the time professionally competent and experienced teachers resign the schools. This leads to deterioration in qualities of education. Hence schools and concerned bodies should try to control if it possible and minimize this serious issue. Turnover can be controlled in a number of ways. In time of recruiting process the job presented so that the reality of the job matches the expectations of the new employee. Therefore, one good way to minimize turnover is to improve selection.

It is also possible to reduce turnover through employee orientation. New workers are more likely to leave than workers who have been on the job longer. However, new employees who have been properly oriented in the schools are less likely to leave the organization.

In addition to the above, fair and equitable pay system reduce turnover. Workers who are less paid in relation to workers in other jobs with similar skills and qualifications may leave their job if there is available job opportunity. Insufficient intrinsic and extrinsic rewards aggravate teachers' turnover. Generally, Mathis elaborates that employee's turnover reduced by fair compensation, career planning and internal planning, promotion and professional development (Mathis, 1995:73-77).

Cockburn and Haydon (2004:79) suggested that turnover may be reduced through reduction of class size, more learning support assistant, better resource for teaching, recognition, less change and facilitating more in service training. On the other hand, Killian (1976: 137) explained that turnover could be minimized through:

- Improving and monitoring leadership and supervisory skills
- Initiate teamwork among employees, Implementing fair and equitable compensation system
- Build individual confidence
- Encourage freedom to discuss about turnover of employees
- Facilitate situation to ensure full utilization of competent, skilled and talented employees. On his part, Aklilu (1967) forwarded his suggestion to minimize teachers withdraws from teaching.
- Provide a definite salary scale comparable to other government department, and private agencies
- Improve selection, evaluation preparation and appointment of educational leaders.
- Improve working conditions of the schools
- Introduce and propagate teachers' importance through radio, newspaper and other appropriate media for moral encouragement, and improve systems of selection and preparation of teachers.

Temesgen (2005:63) also suggested that teachers' turnover would be minimized by improving security of work place and system of teachers transfer, scale of salary, enhancing administrative support, and facilitating professional development.

CHAPTER THREE

Research Design and Methodology

To attain the purpose of this study, a descriptive survey method was used on the assumption that it helps to portray the current status of teacher's turnover in government schools of Addis Ababa city administration. Furthermore, this method is appropriate for relatively high numbers of sample subjects. Seyoum and Ayalew (1989: 16-17) have noted the relevance of descriptive survey method to such purpose.

3.1. Sources of Data

The necessary data were collected from practicing teachers, directors and former government secondary school teachers who work out of government secondary schools.

3.2. Sampling techniques and sample population

Addis Ababa city administration is composed of 10 sub cities. Each of the sub-cities has their own government secondary schools. There are 28 government secondary schools in Addis Ababa city administration in 2005/06. Among these, 19 schools were selected as samples through purposive sampling techniques. The remaining 9 secondary schools were not included since it was opened in recent years (2002 to 2006). These shortcoming might create difficulty to get relevant data.

Among 1881 practicing teachers in Addis Ababa city sample secondary schools in 2005/2006, 183 which were nearly 10 percent of teachers were taken as samples. Because it was assumed that this sample size was manageable. A stratified sampling technique was used to choose each teacher from each secondary school to keep the proportion of sex and the numbers of teachers teach in each level (general secondary and preparatory schools). Finally, to get individual respondents from each secondary schools, a simple random sampling

technique was used because it gave equal chances for each teacher (details are included in the table below).

Table 1: Sample Population of Practicing Teachers in General Secondary and Preparatory Schools

No.	Government Secondary Schools	General Secondary School teachers						Preparatory School teacher					
		Number			Sample			Number			Sample		
		M	F	T	M	F	T	M	F	T	M	F	T
1	Dilachin	73	9	82	7	1	8	-	-	-	-	-	-
2	Addis Ketema	42	1	43	4	1	5	38	1	39	4	-	4
3	Bole	64	26	90	7	2	9	53	2	55	5	1	6
4	Lem	60	9	69	6	1	7	-	-	-	-	-	-
5	Tikur Anbesa	44	5	49	4	1	5	-	-	-	-	-	-
6	Dagmawi Minilik	63	43	106	6	4	10	87	18	105	8	2	10
7	Ethiopia Tkdem	43	4	47	4	1	5	-	-	-	-	-	-
8	Yekatit 12	50	5	55	5	1	6	11	2	43	4	1	5
9	Dilber	54	13	67	5	1	6	-	-	-	-	-	-
10	Medihanealem	73	16	89	7	1	8	60	6	66	6	1	7
11	Abiyot Kirse	35	9	44	3	1	4	49	4	53	5	1	6
12	Shimeles Habte	88	13	101	9	2	11	-	-	-	-	-	-
13	Ayer Tena	82	19	101	8	2	10	-	-	-	-	-	-
14	Kolfe	90	9	99	9	1	10	-	-	-	-	-	-
15	Kefteгна Arat	-	-	-	-	-	-	19	14	33	2	1	3
16	Kefteгна 23	89	9	98	9	1	10	16	2	18	1	1	2
17	Ginbot 20	39	2	41	4	1	5	-	-	-	-	-	-
18	Kokebe Tsibah	83	24	107	9	2	11	-	-	-	-	-	-
19	Dej. Wondrad	26	13	39	3	1	4	41	3	44	4	1	5
Total		1155	245	1400	110	25	135	427	52	481	41	10	48

Key: M=Male F=Female T=total

Source: Addis Ababa City Education Bureau 2005/2006

On the other hand, to get 55 former government secondary school teachers available sampling was used. This was because of lack of sufficient numbers of former teachers. To get their address, the researcher collected their list from their previous schools. Based on this, the required data were gathered. Finally, purposive sampling technique was used for concerned 19 directors from sample secondary schools. Because it was thought that they would supply pertinent information by virtue of their position.

3.2.1. Instruments of data collection

To gather the relevant data both closed ended questionnaires and interview were prepared for the sample teachers. The questionnaires were two types. The first was prepared for former teachers and the second was for practicing teachers. Most of the prepared questionnaires were similar for both categories. The questionnaire prepared for practicing teachers had six parts, whereas, five parts for former teachers. All items except personal information were set up in the form of Likert type attitude scale which signifies the level agreement/disagreement and satisfaction/dissatisfaction. The reason that the student's researcher used questionnaire was due to convenience nature of the tool to get data from large numbers of practicing and some of former government secondary school teachers; on the other hand, interview were used to collect data from relatively less number of sample government secondary school directors. This was because interview is appropriate to get depth information from better-positioned school directors.

3.2.2. Pilot testing

To avoid the ambiguity and unclear statements, the draft questionnaire was distributed to 10 non sample practicing teachers in Dej.Balcha Abanefso secondary school of Addis Ababa city Administration. The respondents for pilot test were selected using random sampling technique. Questionnaire prepared for former teachers were also pilot tested by taking 3 non sample former teachers who are currently studying in educational planning and management department in Addis Ababa University. These samples were selected through available sampling technique. Based on the feedback from both categories of respondent, vague statements were corrected.

3.2.3. Methods of Data Analysis

The following data analysis techniques were employed to analyze and interpret the collected data.

1. Percentage was used to analyze the characteristics of respondents, reasons for leaving teaching profession variables, practicing teachers' level of satisfaction.
2. Weighted Mean value was used to analyze items in 'agree-disagree' and 'satisfied-dissatisfied' continuum. This method was computed by dividing the sum of all scores by the number of respondents. It simply compares the mean values of each item with expected mean.
3. Rank order method also employed for the analysis of each category of respondents. This method was used to see whether there were significant differences between the responses of practicing and former teachers in some categories such as initial preference, reasons for leaving teaching profession and measures that should be taken to curb teachers' turnover. The responses were converted into spearman rank order correlation coefficient, then, the result was used for interpretation of responses.
4. One-way analysis of variance was also used to see whether there is significant difference between extrinsic and intrinsic motivational factors on teachers' turnover, based on the responses of practicing and former teachers. The one-way analysis is statistically significant when F -obtained is greater than or equal to F -critical. The difference was tested for statistical significance at $\alpha = 0.05$ significant levels.

CHAPTER FOUR

Presentation and Analysis of Data

This chapter deals with presentation and analysis of data. The data were collected from different categories through questionnaires and interview. These categories were practicing teachers who are currently serving in government secondary schools and former teachers who left government secondary schools from 2001/02 to 2005/06. Out of 183 questionnaires distributed to practicing teachers in 19 government secondary schools of Addis Ababa, 175 (96%) were filled and returned. On the other hand, out of 55 questionnaires distributed to former teachers, 53 (96%) were filled and returned. Finally, out of 19 secondary school directors proposed for interview, 15(79%) of them were voluntarily interviewed.

Table 2: Characteristics of Respondents by Sex, Age, Martial Status, Qualification and Work Experience (in years)

No.	Variable	Categories	Practicing teachers		Former teachers		Total	
			No	%	No	%	No.	%
1	Sex	Male	127	72.6	38	71.7	165	72.4
		Female	48	27.4	15	28.3	63	27.6
2	Age range	20-25	57	32.6	-	-	57	25.0
		26-30	52	29.7	1	1.9	53	23.2
		31-35	20	11.4	9	17.0	29	12.7
		36-40	8	4.6	10	18.9	18	7.9
		41-45	11	6.3	14	26.4	25	11.0
		≥46	27	15.4	19	35.8	46	20.2
3	Martial Status	Single	110	62.9	10	18.9	120	52.6
		Married	65	37.1	43	81.13	108	47.4
4	Qualification	Master	6	3.4	1	1.9	7	3.1
		Bacheior	158	90.3	52	98.1	210	92.1
		Advanced Diploma	11	6.3	-	-	11	4.8
5	Work Experience	Below 5	86	49.1	38	71.7	124	54.4
		6-10	31	17.7	5	9.4	36	15.8
		11-15	15	8.6	2	3.8	17	7.5
		≥16	43	24.6	8	15.1	51	22.3

The figure in table 2 depicts that nearly three quarter of practicing and former teachers, 165 (72.4%) were males. This illustrated that the participation of female teachers in government secondary schools of Addis Ababa city Administration was low.

With regard to age, more than 62% of practicing teachers were between the age group of 20-30. This indicates that the presence of larger number of young teachers in sample area. In line with this, different research finding indicated that younger teachers tend to leave teaching than their counterparts (Motuma: 2006:101; Ingersoll, 2001:14).

As indicated in table 2, more than 62% of practicing teachers were single. It is possible to say unmarried teachers are less stable in their organization.

In relation to the level of qualification, 90% and 98.1% of practicing and former teachers had earned their bachelor degree respectively. And 6.3 % of practicing teachers were advanced diploma holders. In this regard, Ministry of Education indicated that to be a teacher in secondary schools, teachers should possess a minimum of bachelor degree qualification in the subject he/she is supposed to teach.

Responses to the work experience depicts that 71.7% of practicing teachers had experiences of 5 years or below. This might show that most high school teachers had little experience. A research finding indicated that less experienced teachers quit teaching than more experienced in government secondary schools of Oromia Regional state (Motuma, 2006:101).

Table 3: Practicing and former teachers' response why they became teachers

No.	Responses being a teacher	Practicing teacher										Former teacher					
		5	4	3	2	1	X	R	5	4	3	2	1	X	R		
		1	50	44	22	52	7	3.44	3	14	20	7	5	7	3.55	3	
2	60	41	22	26	26	3.47	2	20	11	9	7	6	3.60	2			
3	33	32	20	42	48	2.77	8	9	12	5	14	10	2.75	9			
4	31	25	14	50	55	2.58	10	3	5	3	20	22	2.11	10			
5	67	43	14	20	31	3.54	1	24	11	1	10	7	3.66	1			
6	56	41	12	36	30	3.33	5	17	15	3	13	6	3.51	4			
7	56	46	16	31	25	3.42	4	17	14	2	14	8	3.45	5			
8	42	45	24	34	30	3.20	6	12	13	7	14	10	3.23	6			
9	14	14	8	51	88	1.94	12	-	3	5	20	27	1.77	12			
10	28	27	28	46	46	2.69	9	5	17	6	17	8	2.92	8			
11	33	43	22	37	40	3.00	7	9	18	4	16	6	3.15	7			
12	2	11	12	52	98	1.67	11	4	7	4	18	20	2.08	11			

Spearman rank correlation coefficient (rs)=0.98

Key: 5= strongly agree
4= Agree
3=Undecided
2= Disagree
1= strongly disagree,
X=Mean
R= Rank

As indicated in table 3, the three prominent reasons why practicing and former teachers became teachers were similarly ranked based on mean value results. These reasons were: I joined teaching as last alternative due to lack of training opportunity (ranked 1st), to use teaching as a springboard for other jobs (ranked, 2nd) and teaching would contribute to continue my further education (ranked, 3rd). Various research findings indicated that high rate of teachers' turnover recorded on students who joined teaching profession without their interest (Loritie, 1975; Befekadu, 2001; Temesgen, 2005). Large number of teachers joined teaching profession since they believed that teaching is learning and that will have greatest opportunities to continue further education but Ministry of Education never come forth with integrated, careful and concrete plan for further education, therefore, unsatisfied teachers with this issue quit teaching in elementary schools of Ethiopia (Aklilu, 1967:13).

The two categories of respondents also listed other reasons to become teachers were: I was pushed by somebody else (ranked, 10th), teaching profession had higher status (ranked, 11th) and teaching had more advantage in terms of payment during I joined (ranked, last).

The two categories of teachers had also similar rating on some other reasons, such as to play a great role for development of one's country through teaching (ranked, 6) and teaching have more freedom than other jobs (ranked, 7th). On the other hand, the two groups had different ranking on the rest of the reasons. Practicing teachers ranked, to get money for the time being (4th), entering teaching profession was easily (5th), teaching as a career was interesting to me (8th), and teaching was a more secured job (9th). However, former teachers ranked entering to teaching profession was easy, to get money for the time being, teaching was more secured job, and teaching as a career was interesting to me ranked 4, 5, 8 and 9 respectively.

The two categories of teachers responded that they joined teaching as last alternative due to lack of training opportunities and to use teaching as springboard for other jobs. These revealed that the deployment of students to teaching program was not based on student interest. This in turn aggravate teachers' turnover. The finding of Loritie (1975:165) confirmed that high rate of teachers' turnover were registered on students who joined teacher education program without their interest.

The calculated spearman rank correlation coefficient was also used to see whether there was statistical difference between former and practicing teachers ranking on initial preference to join teaching profession. The statistical result ($r_s = 0.98$) illustrated that there was a very great similarity between the two categories. This similarity revealed that factors, which compelled and/or attracted former teachers to teaching profession, had also the same effect on practicing teachers. This research finding is similar with other research work, (Befekadu, 2001; Temesgen, 2005).

As displayed in the table 4, the working condition reasons why teachers exit from teaching profession rated by practicing and former teachers. The data portrays that practicing teachers rated working condition factors as reasons to withdraw from teaching except relationship with fellow teachers. The mean value scores of relationship with fellow teachers (2.37) were below expected mean (2.5). Similarly, former teachers rated relationship with fellow teachers and lack of job security had little effect on teachers' turnover.

Overwhelming majority of practicing teachers (91.9%) and greater number of former teachers (84.9%) agreed that insufficient salary and non-salary benefit were the major causes of teachers' turnover.

Table 4: Practicing and former teachers' responses on reasons related to working conditions (Extrinsic motivation) factors for leaving teaching profession.

No	Reasons for leaving teaching profession	Practicing teachers					Former teachers					X	R			
		5	4	3	2	1	X	R	5	4	3			2	1	
1	High teaching load	36 (20.6)	57 (32.6)	21 (12.0)	41 (23.4)	20 (11.4)	3.27	8	2 (3.8)	15 (28.3)	1 (1.9)	29 (54.7)	6 (11.3)	2.58	10	
2	Poor administration in different level of education sector	80 (45.7)	51 (29.1)	19 (10.9)	15 (8.6)	10 (5.7)	4.00	5	13 (24.5)	19 (35.8)	3 (5.7)	15 (28.3)	3 (5.7)	3.45	5	
3	Inadequate instructional materials	31 (17.7)	59 (33.7)	32 (18.3)	42 (24.0)	11 (6.3)	2.65	11	1 (1.9)	15 (28.3)	6 (11.3)	26 (49.1)	5 (9.4)	2.64	8	
4	Poor relationship with follow teachers	12 (6.9)	17 (9.7)	23 (13.1)	94 (53.7)	29 (16.6)	2.37	12	2 (3.8)	6 (11.3)	2 (3.8)	29 (49.1)	14 (26.4)	2.11	12	
5	Teaching large class size	42 (24.0)	62 (35.4)	20 (11.4)	39 (22.3)	12 (6.9)	3.47	7	6 (11.3)	14 (26.4)	6 (11.3)	17 (31.1)	10 (18.9)	2.89	7	
6	Poor relationship with supervisors	32 (18.3)	53 (30.3)	23 (13.1)	47 (26.9)	20 (11.4)	3.17	10	3 (5.7)	12 (22.7)	5 (9.4)	28 (52.8)	5 (9.4)	2.62	9	
7	Low social status accorded to teachers by the community/ government officials	111 (63.4)	37 (21.1)	15 (8.6)	8 (4.6)	4 (2.3)	4.39	2	21 (39.6)	18 (33.9)	3 (5.7)	8 (15.1)	3 (5.7)	3.87	2	
8	Insufficient salary and non salary benefit	138 (78.8)	23 (13.1)	5 (2.9)	5 (2.9)	4 (2.3)	4.63	1	28 (52.8)	17 (32.1)	- (0)	6 (11.3)	2 (3.8)	4.19	1	
9	Lack of job security	37 (21.1)	40 (26.3)	34 (19.5)	37 (21.1)	21 (12.0)	3.23	9	3 (5.7)	8 (15.1)	4 (7.5)	24 (45.3)	14 (26.4)	2.28	11	
10	Unfavorable rules and regulation of the school	49 (28.0)	58 (33.1)	29 (16.6)	29 (16.6)	10 (5.7)	3.61	6	9 (16.9)	14 (26.4)	3 (5.7)	24 (45.3)	3 (5.7)	3.30	6	
11	Student misbehavior	70 (40.0)	67 (38.3)	14 (8.0)	18 (10.3)	6 (3.4)	4.02	3	20 (37.7)	14 (26.4)	2 (3.8)	14 (26.4)	3 (5.7)	3.64	3	
12	Students' low enthusiasm to learn	70 (40.0)	64 (36.6)	19 (10.9)	16 (9.1)	6 (4.01)		4	17 (32.1)	15 (28.3)	2 (3.8)	16 (30.1)	3 (5.7)	3.51	4	
							Over all mean =3.58					Over all mean =3.11				

Spearman rand correlation coefficient =0.91

Key: 5= strongly agree 3= undecided 2=disagree 1= strongly disagree
4= agree

Note: Number in parenthesis refers to percentage

In addition, table 4 indicates 84.5% and 73.5% of practicing and former teachers respectively reported that low social status accorded to teachers by the community and government officials was crucial factor for teachers' withdrawal from teaching in secondary schools. Different studies confirmed that insufficient salary, low social status accorded to teachers by government officials and community were the weightiest reasons for teachers' turnover in elementary and secondary schools of Ethiopia (Aklilu1967; Befekadu, 2001).

As can be seen from table 4, 78.3% of practicing teachers and 64.1% of former teachers strongly agreed or agreed that student misbehavior was the cause of teachers' turnover. (Mena and Tesfaye, 2001; Darge, 2002) indicate that students' disruptive behavior was one of the major causes of teachers' turnover in government secondary schools of Addis Ababa city administration.

To sum up, insufficient salary and non- salary benefit, low social status accorded to teachers by community and government officials as well as students' misbehavior ranked first, second and third by both practicing and former teachers respectively. With regard to less influential factors for teacher's turnover, practicing teachers rated poor relationship with supervisors (mean value 3.17) ranked 10th, inadequate instructional material (mean value 2.65) ranked 11th, and poor relationship with fellow teachers (mean value 3.17) ranked last. Former teachers also ranked almost in a similar fashion as practicing teachers. Thus, poor relationship with supervisors (mean value 3.44) ranked 10th, lack of job security (mean value 2.58) ranked 11th, and poor relationship with fellow teachers (mean value 2.11) ranked last. Befekadu (2001:79) indicated that relationship with fellow and head teachers, as well as inadequate school facilities were not the vital factors for teachers' turnover.

The computed spearman rank correlation coefficient ($r_s=0.91$) revealed that there was no significant statistical difference between the ranking of practicing and former teachers on possible working condition reasons for teachers turnover. From the result of spearman rank correlation coefficient, it is possible to infer that the reasons that forced former teachers to quit teaching could force practicing teachers too.

Finally, the data collected from directors through interview reflected that insufficient salary especially when compared with other institution workers who had equal qualification and experience, low social status accorded to teachers by the community and government officials, and to some extent students' misbehavior were the major causes of teachers' turnover related to working conditions in government secondary schools of Addis Ababa city administration.

With regard to work itself factors table 5, indicates that almost half of practicing teachers (49.2%) and 38.3% of former teachers believed that lack of opportunity for further education was one of the reasons for teachers' turnover. Similarly unable to see the success of student learning was reported strongly agree to agree by 48% and 41.6% practicing and former teachers respectively. Therefore, it is possible to deduce that these two factors might not play a great role on teachers' turnover. On the contrary, the finding of (Aklilu, 1967; Tesfaye, 1999; and Motuma, 2006) depicted that lack of opportunities for further education in teaching profession was one of the major cause of teachers' turnover in government secondary schools.

As observed from the table 5, overwhelming majority (81.2%) of practicing teachers and over three quarter (77.4%) of former teachers reported that absence of promotion based on performance of teachers were the cause of teachers' turnover.

Table 5: practicing and former teachers' responses on reasons of work itself (intrinsic motivation) for leaving teaching profession

No.	Reasons for leaving teaching profession	Practicing teachers										Former teachers									
		5		4		3		2		1		X	R	2		1		X	R		
1	Lack of opportunity for further education	54 (30.9)	32 (18.3)	24 (13.7)	49 (28.0)	16 (9.1)	3.34	7	16 (30.2)	4 (7.5)	4 (7.5)	22 (41.6)	7 (13.2)	3.00	7	22 (41.6)	7 (13.2)	3.00	7		
2	Unable to see the success of student learning	37 (21.1)	47 (26.9)	42 (24.0)	42 (24.0)	7 (4.0)	2.74	12	7 (13.2)	15 (28.4)	4 (7.5)	21 (39.6)	6 (11.3)	2.92	8	21 (39.6)	6 (11.3)	2.92	8		
3	The absence of promotion based on the result of performance	82 (46.9)	60 (34.3)	20 (11.4)	10 (5.7)	3 (1.7)	4.19	2	21 (39.6)	20 (37.8)	4 (7.5)	7 (13.2)	1 (1.9)	4.00	2	7 (13.2)	1 (1.9)	4.00	2		
4	The absence of autonomy (freedom) to perform duty	48 (27.4)	52 (29.7)	25 (14.3)	40 (22.9)	10 (5.7)	3.45	4	9 (17.0)	20 (37.8)	4 (7.5)	16 (30.2)	4 (7.5)	3.26	6	16 (30.2)	4 (7.5)	3.26	6		
5	Teaching is mostly full of routine activities.	49 (28.0)	57 (32.6)	25 (14.3)	37 (21.1)	7 (4.0)	3.59	3	13 (24.5)	17 (32.1)	6 (11.3)	13 (24.6)	4 (7.5)	3.41	4	13 (24.6)	4 (7.5)	3.41	4		
6	Teaching is difficult task	46 (26.3)	49 (28.0)	18 (10.3)	45 (25.7)	17 (9.7)	3.35	6	13 (24.5)	20 (37.7)	6 (11.3)	11 (20.8)	3 (5.7)	3.55	3	11 (20.8)	3 (5.7)	3.55	3		
7	Lack of opportunity to develop creativity in teaching	39 (22.3)	60 (34.3)	27 (15.4)	36 (20.6)	13 (7.4)	3.43	5	11 (20.8)	16 (30.2)	5 (9.4)	14 (26.4)	7 (13.2)	3.32	5	14 (26.4)	7 (13.2)	3.32	5		
8	Teaching is less interesting	35 (20.0)	46 (26.3)	22 (12.6)	48 (27.4)	24 (13.7)	3.11	8	9 (16.9)	13 (24.5)	2 (3.8)	18 (34.0)	11 (20.8)	2.83	9	18 (34.0)	11 (20.8)	2.83	9		
9	Lack of praise, rewards on performance from peers, manager and parents	95 (54.4)	52 (29.7)	13 (7.4)	9 (5.1)	6 (3.4)	4.26	1	20 (37.8)	23 (43.3)	2 (3.8)	5 (9.4)	3 (5.7)	4.08	1	5 (9.4)	3 (5.7)	4.08	1		
10	Teaching is unpleasant job	38 (21.7)	27 (15.4)	29 (16.6)	56 (32.0)	25 (14.3)	2.98	11	9 (16.9)	6 (11.3)	2 (3.8)	26 (49.1)	10 (18.9)	2.59	12	26 (49.1)	10 (18.9)	2.59	12		
11	Teaching students are unable to create enjoyment	39 (22.3)	27 (15.4)	25 (14.3)	63 (36.0)	21 (12.0)	3.00	10	9 (16.9)	8 (15.1)	4 (7.5)	24 (45.3)	8 (15.2)	2.74	11	24 (45.3)	8 (15.2)	2.74	11		
12	Lack of accountability (responsibility) in teaching profession	36 (20.5)	29 (16.6)	28 (16.0)	64 (36.6)	18 (10.3)	3.01	9	10 (18.9)	7 (13.2)	5 (9.4)	22 (41.6)	9 (16.9)	2.75	10	22 (41.6)	9 (16.9)	2.75	10		
		Over all mean=3.54										Over all mean=3.20									
		Spearman rank correlation Coefficient = 0..87																			

Key: 5=strongly agree
4=agree

3=undecided
2=disagree

1=strongly disagree

X=mean
R=rank

Note: Numbers in parenthesis refers to percentage

In relation to absence of autonomy (freedom) to perform duties, table 5, revealed that 57% and 54.1% of practicing and former teachers respectively disclosed the effects of the matter on teachers' turnover.

64.6% of practicing and 56.7% of former teachers agreed that teaching is mostly full of routine activity. This reflects that teachers quit teaching due to routine nature of the profession.

Data on table 5 portrays that greater than 56% of practicing teachers with the mean value (3.45) responded that "lack of opportunity to develop creativity" was the cause of teachers' turnover, while former teacher who favored strongly disagree and disagree account for 49%.

Overwhelming majority of practicing teachers (84.1%) and former teachers (81.1%) strongly agree or agree on lack of praise and rewards based on performance from peers, manager and parents were the major cause for teachers' turnover in sample area. In this case, different researcher identified that teachers quit teaching because of lack of recognition, respect from manager, parents and peers, (Motuma 2006; Tesfaye, 1999; Temesgen, 2005; Andrew, 1995).

As displayed in table 5, 46.3% and 68% of practicing and former teachers respectively responded to strongly disagree or disagree on the issue of teaching is unpleasant job. Like wise, nearly half of practicing teachers (48%) and larger number of former teachers (60.4%) did not agree that teaching students were unable to create enjoyment.

Table 5, shows the ranking of both practicing and former teachers on possible intrinsic factors as reasons why teachers leave their profession. Thus, lack of praise and rewards based on performance from peers, manager and parents, the absence of promotion based on the result of performance and teaching is full of routine activities were ranked first, second and third respectively by practicing teachers. Similarly, the first two reasons were ranked by former teachers were also identical with practicing teachers. However, teaching is difficult task was ranked third by former teachers.

As stated previously, the most important reasons mentioned by both categories of teachers to leave government secondary schools were: lack of praise and rewards based on performance from peers, manager and parents, absence of promotion based on the result of performance, and routine as well as difficult nature of teaching.

In summary, the overall mean scores of practicing teachers (3.54) and former teachers (3.20) exceeded the expected mean (2.5). Hence, it is possible to conclude that factors related to work itself had much impact on teachers to quit teaching in secondary schools of Addis Ababa city Administration.

Finally, the computed spearman rank correlation coefficient ($r_s=0.87$) in table 5 portrays that there was similar relationship between the ranking of practicing and former teachers on factors related to work itself. Thus, it seems that those work itself factors that compelled former teachers to leave teaching could similarly push out practicing teachers as well.

Table 6: analysis of variance for the responses of practicing teachers on working condition or extrinsic factors (table 4) and work itself or intrinsic factors (table 5)

Source of variance	Sum of squares (ss)	Degree of freedom (df)	Standard deviation (s^2)	F-obtained
Between group	543.13	1	543.13	0.022
Within group	8521316.70	348	24486.54	
Total	8521859.83	349		

Table 6 indicates the summary results of analysis of variance between extrinsic and intrinsic factors on practicing teachers' opinion to know their influence on teachers' turnover.

The computed result of F-test analysis was below one (0.022) at $\alpha = 0.05$. If the calculated value of F-test is less than or equal to one, it is

clear that the independent variables do not have a significant difference and we can conclude without even bothering to compare F-obtained with F-critical. Therefore, the result (F-obtained = 0.022) revealed that there was no significant difference between extrinsic and intrinsic factors on the impact of teachers' turnover. It can be inferred from the result that both factors similarly affect teachers' turnover.

Table 7: analysis of variance for the responses of former teachers on extrinsic factors (table 4) and intrinsic factors (table 5)

Source of variance	Sum of squares (ss)	Degree of freedom (df)	Standard deviation (s ²)	F-obtained
Between group	48.91	1	48.91	0.001
Within group	532447.13	104	5119.68	
Total	532496.04	105		

The purpose of analysis of variance in table 4.6 was to investigate whether there was significant statistical difference between responses of former teachers on intrinsic and extrinsic factors on teachers' turnover. The computed result of F-obtained at $\alpha=0.05$ was 0.001. Hence, F-obtained is less than one, we can deduce that extrinsic and intrinsic factors did not have significant statistical difference on teachers' turnover.

To sum up, results of table 6 and 7, revealed those both former and practicing teachers' responses to extrinsic and intrinsic factors did not have significant difference as reasons for turnover of teachers. Therefore, an extrinsic and intrinsic factors influence on teachers' turnover was similar.

Table 8: Responses of practicing teachers level of satisfaction on working condition and work itself

No	Item	Responses										Mean	Rank
		5		4		3		2		1			
		n	%	n	%	n	%	n	%	n	%		
1	How satisfied are you in the discipline of your students	4	2.3	13	7.4	38	21.7	72	41.1	48	27.4	2.16	10
2	How satisfied are you by technical assistance rendered to you from supervisors	3	1.7	9	5.1	27	15.4	88	50.3	48	27.4	2.03	4
3	How satisfied are you by parental cooperation in your work	7	4.0	13	7.4	25	14.3	77	44.0	53	30.3	2.07	6
4	How satisfied are you the prestige and respect given to you by the community	2	1.2	9	5.1	28	16	51	29.1	85	48.6	1.80	2
5	How satisfied are you in the recognition given by your school authority	2	1.2	17	9.7	55	31.4	63	36.0	38	21.7	2.31	13
6	How satisfied are you in your relationship with fellow teachers	25	14.3	59	33.7	65	37.2	17	9.7	9	5.1	3.51	19
7	How satisfied are you in your relationship with your head teacher /school director	10	5.7	40	22.9	69	39.4	35	20.0	21	12.0	2.85	18
8	How satisfied are you with actual class room teaching	16	9.1	35	20	30	17.1	69	39.4	25	14.3	2.61	17
9	How satisfied are you with opportunities for promotion you have in your teaching work	5	2.9	15	8.6	24	13.7	72	41.1	59	33.7	2.02	3
10	How satisfied are you the present salary and non salary benefit	3	1.7	5	9	2.9	5.1	30	17.1	138	73.1	1.67	1
11	How satisfied are you with your ability to teach	33	18.9	80	45.7	38	21.7	18	10.3	6	3.4	3.66	16
12	How satisfied are you with rules and procedures of the school	4	2.3	13	7.4	50	28.6	68	38.9	40	22.9	2.25	12
13	How satisfied are you with job security	9	5.1	22	12.6	72	41.1	43	24.6	29	16.6	2.60	15
14	How satisfied are you by the work load give to you	7	4.0	15	8.6	59	33.7	54	31.6	29	16.6	2.34	14
15	How satisfied are you with school facilities	-	-	13	7.4	45	25.7	79	45.2	38	21.7	2.19	11
16	How satisfied are you with class size	3	1.7	16	9.1	30	17.1	69	39.4	57	32.6	2.08	7
17	How satisfied are you with participation in education policy issues	3	1.7	16	9.1	32	18.3	68	38.9	56	32.0	2.10	8
18	How satisfied are you with administrators and different level of education sectors	5	2.9	9	5.1	39	22.3	71	40.6	51	29.1	2.06	5
19	How satisfied are you with accountability of administrators for their work	4	2.3	7	4.0	45	25.7	65	37.1	54	30.9	2.11	9

Grand mean = 2.34

Key: 5=extremely satisfied

4=very satisfied

3= satisfied

2= dissatisfied

1== very dissatisfied

As can be seen from table 8, most practicing teachers (65.5%) were dissatisfied or strongly dissatisfied by students' discipline. The mean value (2.16) also confirmed that teachers' level of dissatisfaction was significant since it was below the expected mean (2.5). Hence, the students' disciplinary problem may force the current teachers to withdraw from teaching in the near future. Cockburn and Hyden (2004:74) Pointed out that students' disciplinary problem were the second after increasing paperwork and bureaucracy for teachers' turnover in secondary schools of England.

In relation to technical assistance rendered by supervisors to the practicing teachers, more than three-quarter (77.7%) of practicing teachers were dissatisfied. In line with this, Motuma (2006:100) found out that high level of teachers dissatisfaction on supervisory activities were the major sources of teachers' turnover in government secondary schools of Oromia Regional State. Similarly, 74% of teachers dissatisfied by parental cooperation they get. However, parents are part of community who has great roles to encourage teachers to stay on their work.

The level of satisfaction with regard to prestige and respect given to practicing teachers by the community was low. Only 22.3% of respondents with the mean value 1.80 were satisfied, very satisfied or extremely satisfied. The finding of Lockheed (1991:91) demonstrated that lack of prestige and respect were the major causes of teachers' turnover.

Item five in table 8 indicates that 57% of respondents were dissatisfied by recognition given by their school authorities. As Andrew (1995:110) noted that lack of recognition is the major cause for teachers' turnover in secondary schools. Teachers leave their profession in order to seek satisfaction from alternative employment opportunities.

As noted in item 6, over whelming majority (85.2%) were satisfied, very satisfied or extremely satisfied by the relationships they had with their fellow teachers. In the same way, 68% of respondents were at least

satisfied with relationship they had with head teachers. It is, therefore, apparent that relationships with fellow teacher and head teacher in government secondary schools of Addis Ababa city administration did not affect teachers' turnover in considerable degree.

According to item 9 (table 8), practicing teachers were dissatisfied with the opportunity for promotion in their work. The data depicts that almost three quarters of respondents with the mean value 2.02, were dissatisfied by lack of incentives and rewards based on their performance. According to (Aklilu, 1967; Tesfaye, 1999; Befkadu, 2001; Temesgen, 2005), employees leave an organization because of compensation programs are not attractive and do not provide incentives for the individuals to improve their performance.

Regarding the present salary and non-salary benefits, only below 10% of respondents were satisfied. Overwhelming majority had negative attitude with such issues. According to Aklilu (1967:10), the weightiest and frequently mentioned reason for teachers to leave teaching profession was dissatisfaction in insufficient salary and non-salary benefits in elementary school of Ethiopia.

Generally, practicing teachers were highly dissatisfied by salary and non-salary benefits (ranked first), prestige and respect given by community (ranked second), and opportunities for promotion and advancement (ranked third). On the other hand, they satisfied relatively by relationship with fellow teachers, relationship with head teachers and actual classroom teaching.

Directors were interviewed about the satisfaction of practicing teachers on working conditions and work itself factors. Most of them indicated that teachers were dissatisfied especially with salary and non-salary benefits, social status accorded by the community, government officials, lack of opportunities for further education sponsored by government, students' misbehavior and lack of hope in the teaching profession.

Table 9: practicing and former teachers' responses on measures that should be taken to minimize teacher' turnover

No	Items	Practicing teacher					Former teacher					Rank			
		5	4	3	2	1	X	Rank	5	4	3		2	1	X
1	Recognition given for the achievements of teachers work	97	53	20	3	2	4.37	8	31	15	6	-	-	4.40	6
2	giving more freedom /autonomy to teachers	92	56	19	6	2	4.29	13	22	13	12	6	-	3.85	12
3	improving salary and non salary benefits	132	27	10	2	2	4.60	1	38	11	4	-	-	4.64	1
4	minimizing students' misbehavior	110	46	18	1	-	4.51	6	29	12	10	2	2	4.17	7
5	improving instructional materials and supplies	98	43	28	5	1	4.33	10	21	12	11	4	4	3.64	14
6	increasing administrative support to teachers	88	62	22	3	-	4.34	9	22	17	10	4	-	4.08	8
7	increasing parent and community involvement in teaching works	80	59	26	7	3	4.18	17	17	17	6	7	6	3.60	16
8	improving relationship among teachers administrators, and supervisors.	84	64	18	6	3	4.26	15	22	16	11	4	-	4.06	9
9	reducing class size	99	53	16	5	2	4.38	7	19	19	9	6	-	3.96	10
10	reducing work load	79	49	44	2	1	4.16	16	12	18	12	11	-	3.58	17
11	reducing extra-curricular activities	39	33	38	22	43	3.02	18	13	5	15	14	6	3.09	18
12	Creating opportunity for teachers to learn further education	130	29	9	1	6	4.58	3	31	16	5	-	1	4.43	3
13	improving education sector policy	93	49	26	3	4	4.28	14	19	16	11	7	-	3.89	11
14	improving job security	98	44	26	7	-	4.33	11	20	9	12	8	4	3.62	15
15	increasing status of teachers	121	42	7	3	2	4.59	2	35	14	3	1	-	4.55	2
16	reducing unnecessary political interference in schools	127	27	15	3	3	4.55	5	28	14	9	2	-	4.28	5
17	decreasing bureaucracy	103	41	20	5	6	4.31	12	15	21	11	5	1	3.83	13
18	Facilitating teachers promotion based on their performance	123	38	7	3	4	4.56	4	31	15	6	-	1	4.42	4
	Over all mean						4.31	over all mean						3.92	
		Spearman rank correlation coefficient (rs) = 0.90													

Key: 5= extremely important 3= important

4= very important

2= some what important

1=not important

As noted in table 9, practicing and former teachers ranked measures that should be taken to minimize teachers' turnover in order of priority. The ranking order was based on the mean results from highest to lowest. It was so interesting that both categories ranked from rank one to rank five identically. Thus, in order of importance the emerging trends on the five measures were: Improving salary and non- salary benefits (1st), increasing status of teachers (2nd), creating opportunity for teachers further education (3rd), facilitating teachers' promotion based on their performance (4th) and reducing unnecessary political interference in schools (5th). In this regard, various researchers recommended these measures to tackle teachers' turnover (Tesfaye, 1999; Andrew, 1995; Befekadu, 2001; Temesgen, 2005 and Motuma, 2006). The student researcher also recommends from his personal experience, these were: improving teachers' salary and status, facilitating professional development and minimizing students misbehavior.

The Spearman rank correlation coefficient was calculated to investigate whether there was statistical difference between ranking of practicing and former teachers. The statistical result ($r_s = 0.90$) revealed that there was a great similarity between the two categories of teachers on measures that should be taken to curb teachers' exodus from teaching work in government secondary schools of Addis Ababa city administration.

Directors of the sample schools were interviewed to forward their suggestions on what measure should be taken to tackle teachers' turnover. Most of them mentioned the following solutions:

1. Improve the salaries of teacher, equivalent to other civil service jobs requiring similar qualification and experience.
2. Increase the status of teachers.
3. Minimize students' misbehavior.
4. Create opportunities for teachers to learn further education and provide recognition for teachers' performance

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary

This chapter recapitulates the main findings of the study and researcher recommendations based on findings and conclusions.

The main purpose of this study was to investigate the major causes of teachers' turnover and to seek possible strategies to tackle the problems. To achieve the purpose of the study the following basic questions were formulated.

- ❖ What are the major causes of teachers' turnover in government secondary schools of Addis Ababa city administration?
- ❖ Do extrinsic motivations affect teachers' turnover more than intrinsic motivations?
- ❖ What is the current extent of practicing teachers' job satisfaction?
- ❖ What measures should be taken to minimize teachers' turnover in government secondary schools of Addis Ababa city administration?

In order to deal with the basic questions related literature was properly reviewed. To achieve the desired objectives, two types of data gathering instruments (questionnaire and interview) were conducted.

The subjects of the study were 183 practicing teachers from 19 government secondary schools of Addis Ababa city administration, 55 former teachers who work out of government secondary schools and 19 directors from sample schools. To select the respondents of practicing teachers, stratified and random sampling techniques were used whereas purposive and available sampling were used to select directors and former teachers respectively. The statistics used to analyze the data were percentages, weighted mean, spearman rank correlation coefficient, and analysis of variance. Finally, the following results were obtained.

- ❖ The three most prominent reasons (in rank order) why practicing and former teachers become teacher were identical. Thus, I joined

teaching as last alternative due to lack of training opportunity (mean=3.66), to use teaching as a springboard for other jobs (mean=3.60) and teaching would contribute to continue my further education (mean=3.55). The first two reasons depicted that former and practicing teachers joined teaching without initial preference. This might suggest that future retention of these teachers would be difficult.

- ❖ The first three possible working condition reasons (in rank order) to leave teaching profession by former and practicing teachers were also similar. These were insufficient salary and non-salary benefit; low status accorded to teachers by community and government officials, and student misbehavior. The spearman rank correlation coefficient of practicing and former teachers had great similarity. It is possible to suggest that factors, which forced former teachers, can also force practicing teachers to leave teaching.
- ❖ The ranking scores of practicing and former teachers in order of priority indicated that lack of praise; rewards and the absence of promotion based on the result of performance were the major causes for teachers' turnover related to work itself.
- ❖ The result of F-test depicted that the effects of intrinsic motivation (work itself) and extrinsic motivations (working conditions) factors on teachers' turnover were similar.
- ❖ Most practicing teachers (65.5%) were dissatisfied or very dissatisfied by students' discipline. The mean value (2.16) also indicated that the teachers' level of satisfaction was below the required mean (2.5). Teachers also dissatisfied by supervisory activities rendered by supervisors, parental cooperation, prestige and respect given by community, opportunities for promotion based on their performance, insufficient salary and non-salary benefits. However, practicing teachers were more or less satisfied

in relation to other factors with relationship with fellow teachers, relationship with head teacher and by actual classroom teaching.

- ❖ Practicing and former teacher ranked the measures that should be taken to curb teachers' turnover: thus, improving salary and non-salary benefits, increasing the status of teachers, creating opportunity for further education, facilitating teacher promotion based on their performance and reducing unnecessary political interference in schools were the most sensitive issues that should be tackled in order of priority to reduce teachers' turnover.

5.2. Conclusions

Based on these findings, it is possible to conclude that:

- ❖ Initial preference of former and practicing teachers towards teaching profession were low. Both categories of teachers went in to teaching not because they like it but rather because they lack other alternatives. This shows that teaching is among the least preferable jobs. Therefore, it facilitates teachers' turnover in future.
- ❖ The extrinsic factors which are connected with working conditions as reasons for former and practicing teachers to quit teaching (by rank order) were: insufficient salary and non-salary benefits, low status and prestige accorded by community and government officials, and student misbehavior. Therefore, poor working conditions increase teachers' turnover in future.
- ❖ The reasons related to work itself (intrinsic) that compelled teachers to leave teaching based on rank order were: lack of praise, rewards on performance from peers, manager and parents, the absence of promotion based on the result of performance, routine and difficult nature of teaching. Hence, it can be concluded that teachers leave teaching and join better employment opportunities to satisfy their intrinsic motivation unless those constraints solved.

- ❖ The spearman rank correlation coefficient of practicing and former teachers on initial preference, working conditions, work itself factors and measures that should be taken to curb teachers' turnover had great similarity. It is possible to conclude that factors that affect former teachers can also affect practicing teachers similarly to leave or to stay in teaching profession.
- ❖ The influences of Intrinsic and extrinsic motivation on teachers' turnover were similar. Therefore, a significance difference in treating these factors in teaching institutions doesn't bring effective solutions on teachers' turnover.
- ❖ Both working conditions and working itself factors in schools dissatisfy Practicing teachers. It is possible to conclude that the rate of teachers' turnover will increase in future unless the dissatisfaction level of teachers minimized.
- ❖ Practicing and former teachers ranked the measures that should be taken to tackle teachers' turnover in order of priority. These were ameliorating salary and non-salary benefits, increasing status of teachers, creating opportunities for teachers' further education, facilitating teachers' promotion based on performance and reducing unnecessary political interference in schools. The implication is that the need to investigate those factors thoroughly to minimize teachers' turnover.

5.3. Recommendations

Based on the finding and conclusion of the study, the following solutions are suggested to reduce teachers' turnover.

1. Raising teachers' salaries: it is well known that Ethiopia is one the poorest countries in the world and it might be very difficult to increase the salaries of teachers. However, schools have paramount significance for the over development of the country. To attain good fruit from such schools, it is necessary to increase

- salaries of teachers especially as equivalent to other civil service jobs requiring similar qualification and experience.
2. Increase teachers' non-salary benefits: The Governments of Ethiopia with Ministry of Health try to increase non-salary benefits of teachers through rendering free or subsidize medical care. In addition, the Governments of Ethiopia in collaboration with Addis Ababa City Administration try to provide land to the teachers to build their own residence.
 3. Increase the status of teachers: the Government of Ethiopia with the collaboration of Ministry of Information, Addis Ababa Education Bureau, Sub-city Education Office, Teachers Association, Teachers and Parents try to acknowledge teachers' status through television programs, news papers, journals and radio.
 4. Addis Ababa City Education Bureau, Teachers' Association, and Parents settle students' misbehavior by enhancing the skills of directors and teachers on how to minimize students' disruptive behavior through in-service training, workshops, and parent based discussion.
 5. Ministry of Education in collaboration with Higher Institution try to train and deploy sufficient number of educational psychologist and the schools management also should create conducive conditions for guidance and counselor to perform their duties.
 6. Ministry of Education in collaboration with Education Bureau of Addis Ababa City Administration should create mechanism to facilitate teachers' professional development based on performance of teachers by seeking fund for master programs.
 7. Government of Ethiopia should reduce unnecessary interference in school affairs such as the appointment of teacher as directors, deputy directors, and supervisors. In addition, the government

should avoid persecution of teachers in the name of political agenda.

8. The Government of Ethiopia, Ministry of Education, Education Bureau, Sub city Education Office and School try to give emphasis for both extrinsic (working conditions) and intrinsic (work itself) motivational factors similarly.
9. The Government of Ethiopia, Ministry of Education, Education Bureau, Sub city Education Office and Teachers' Associations try to give emphasis to create research team that continuously investigates teachers' problems.

Recommendations for further research

Further investigation needed on the following areas:

- 1 .The salary and non-salary benefits of teachers in relation to other civil service servant
2. Effects and implementations of intrinsic motivations in secondary schools.

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Part II: Various statements are listed below. They are some reasons why did you decide to join teaching profession. Please indicate by putting tick mark (✓) in the box. The choices are ranged from strongly agree to strongly disagree.

Key: 5=strongly agree

3=undecided

4=Agree

2=disagree

1=strongly disagree

No	Reasons for being a teacher	5	4	3	2	1
2.1	Teaching would contribute to continue my further education					
2.2	To use teaching as spring board					
2.3	Teaching as a career was interesting to me					
2.4	I was pushed by some body else					
2.5.	I joined teaching as last alternative due to lack of training opportunity					
2.6	Entering to teaching profession was easy					
2.7	To get money for the time being					
2.8	To play a great role for the development of ones country through teaching					
2.9	Teaching had more advantageous in terms of payment during I joined teaching					
2.10	Teaching was more secured job					
2.11	Teaching had more freedom than other job					
2.12	Teaching profession had higher status					

2.13. If there were other reasons that you joined teaching, not stated in the two table, please write in space provided bellow.

Part III: The following are some of the major reasons, which are related to working environment for leaving teaching job. Please indicate your opinion by putting tick (✓) against your choice. The choices are ranged from strongly agree to strongly disagree

Key: 5=strongly agree

3=undecided

4=Agree

2=disagree

1=strongly disagree

No	Reasons for leaving teaching profession	5	4	3	2	1
3.1	High teaching load					
3.2	Poor administration in different level of education sector					
3.3	Inadequate instructional materials					
3.4	Poor relationship with follow teachers					
3.5	Teaching large class size					
3.6	Poor relationship with supervisors					
3.7	Low social status accorded to teachers by the community/government officials					
3.8	Insufficient salary and non salary benefit					
3.9	Lack of job security					
3.10	Unfavorable rules and regulation of the school					
3.11	Student misbehavior					
3.12	Students' low enthusiasm to learn					

3.13. Please write if there are any other reasons, which are related to working environment for leaving teaching profession.

Part V: The following are some of major factors, which are related to teaching profession (work itself), and working conditions. Read each statement carefully and put tick '✓' about your satisfaction level below the number of your choices. The choices are ranged from extremely satisfied to very dissatisfied

Key: 5=extremely satisfied 3= satisfied 1=very dissatisfied
 4=very satisfied 2= dissatisfied

NO.	items	5	4	3	2	1
5.1	How satisfied are you in the discipline of your students					
5.2	How satisfied are you by technical assistance rendered to you from supervisors					
5.3	How satisfied are you by parental cooperation in your work					
5.4	How satisfied are you the prestige and respect given to you by the community					
5.5	How satisfied are you in the recognition given by your school authority					
5.6	How satisfied are you in your relation ship with fellow teachers					
5.7	How satisfied are you in your relationship with your head teacher /school director					
5.8	How satisfied are you with actual class room teaching					
5.9	How satisfied are you with opportunities for promotion you have in your teaching work					
5.10	How satisfied are you the present salary and non salary benefit					
5.11	How satisfied are you with your ability to teach					
5.12	How satisfied are you with rules and procedures of the school					
5.13	How satisfied are you with job security					
5.14	How satisfied are you by the work load give to you					
5.15	How satisfied are you with school facilities					
5.16	How satisfied are you with class size					
5.17	How satisfied are you with participation in education policy issues					
5.18	How satisfied are you with administrators and different level of education sectors					
5.19	How satisfied are you with accountability of administrators for their work					

Part VI: The following are some of possible strategies that help to retain government secondary school teachers. Read each statement carefully and put tick '✓' below the number of your choices. The choices range from extremely important to not important.

Key: 5=extremely important 2= Important
 4=Very Important 1= Not important
 3=Some what important

No	items	5	4	3	2	1
6.1	Giving recognition for teacher achievement					
6.2	giving more freedom /autonomy to teachers					
6.3	improving salary and non salary benefits					
6.4	facilitating professional development of teachers					
6.5	minimizing students' misbehavior					
6.6	improving instructional materials and supplies					
6.7	increasing administrative support to teachers					
6.8	increasing parent and community involvement in teaching works					
6.9	Improving relationship among teacher's administrators, and supervisors.					
6.10	reducing class size					
6.11	reducing work load					
6.12	reducing extra-curricular activities					
6.13	improving education sector policy					
6.14	improving job security					
6.15	increasing status of teachers					
6.16	reducing unnecessary political interference in schools					
6.17	decreasing bureaucracy					
6.18	Facilitating teachers promotion based on their performance					

6.19 Please write other strategies in order of your priority that help to alleviate teachers' turnover which are not indicated in table six.

APPNDIX II

Interview for Directors

1. Is there any voluntary teachers' turnover in your schools?
2. What are the major reasons that make the government secondary school teachers leave teaching?
3. What is the level of teachers' satisfaction on working conditions and work itself factors in your school?
4. What should be done to minimize teachers' turnover in government secondary schools of Addis Ababa city administration?

APPENDIX III

Formula used to calculate rank correlation coefficient and analysis of variance and tables

$$R_s = 1 - \frac{6\sum d^2}{N(N^2-1)}$$

$$F\text{-obtained} = \frac{SB^2}{SW^2}$$

Table 3: Practicing and former teachers' rank why teachers became teachers (initial preference)

Items	Practicing teacher	Former teacher	d _i	d ²
1	3	3	0	0
2	2	2	0	0
3	8	9	-1	1
4	10	10	0	0
5	1	1	0	0
6	5	4	1	1
7	4	5	-1	1
8	6	6	0	0
9	12	12	0	0
10	9	8	1	1
11	7	7	0	0
12	11	11	0	0
N=12			Σd _i =0	Σd ² =4

Table 4: Practicing and former teachers' rank on reasons related to working conditions) factors for leaving teaching profession

Items	Practicing teacher	Former teacher	di	d ²
1	8	10	-2	4
2	5	5	0	0
3	11	8	3	9
4	12	12	0	0
5	7	7	0	0
6	10	9	1	1
7	2	2	0	0
8	1	1	0	0
9	9	11	-2	4
10	6	6	0	0
11	3	3	0	0
12	4	4	0	0
N=12			$\Sigma di=0$	$\Sigma d^2=18$

Table 5: Practicing and former teachers' rank on reasons related to work itself (intrinsic) factors for leaving teaching profession

Items	Practicing teacher	Former teacher	d	d ²
1	7	7	0	0
2	12	8	4	16
3	2	2	0	0
4	4	6	-2	4
5	3	4	-1	1
6	6	3	3	9
7	5	5	0	0
8	8	9	-1	1
9	1	1	0	0
10	11	12	-1	1
11	10	11	-1	1
12	9	10	-1	1
N=12			$\Sigma di=0$	$\Sigma d^2=34$

Table 6: analysis of variance for the responses of practicing teachers on working condition or extrinsic factors (table four) and work itself or intrinsic factors (table five)

No.	Extrinsic factors		Intrinsic factors	
	Xi	X ²	Xi	X ²
1	573	328329	584	341056
2	702	492804	479	229441
3	464	215296	733	537289
4	414	171396	604	364816
5	608	369664	629	395641
6	555	308025	587	344569
7	768	589824	601	612013
8	811	657721	545	297025
9	566	320356	746	556516
10	632	399424	526	276676
11	707	499849	525	275625
12	722	5211284	527	277729
=12	$\Sigma xi=7522$	$\Sigma x^2=4873972$	$\Sigma xi=7086$	$\Sigma x^2=4257584$

Summary results analysis of variance

Source of variance	Sum of squares (ss)	Degree of freedom (df)	Standard deviation (s ²)	F.obt
Between group	543.13	1	543.13	0.022
Within group	8521316.70	348	24486.54	
Total	8521859.83	349		

Table 6: analysis of variance for the responses of former teachers on working condition or extrinsic factors (table 4) and work itself or intrinsic factors (table 5)

No.	Extrinsic factors		Intrinsic factors	
	Xi	X	Xi	X ²
1	137	18769	159	25281
2	183	33489	155	24025
3	140	19600	212	44944
4	112	12544	173	29929
5	153	23409	175	30625
6	129	16641	188	35344
7	205	42025	171	29241
8	221	48841	150	22500
9	121	14641	216	46656
10	175	30625	137	18769
11	193	37249	145	21025
12	186	34596	146	21316
	$\Sigma xi=1995$	$\Sigma x^2=332429$	$\Sigma xi=2027$	$\Sigma x^2 =349655$

Summary results of variance analysis


Source of variance	Sum of squares (ss)	Degree of freedom (df)	Standard deviation (s²)	F.obt
Between group	48.91	1	48.91	0.001
Within group	532447.13	104	5119.68	
Total	532496.04	105		

Table 9: Practicing and former teachers' rank on measures that should be taken to minimize teachers' turnover

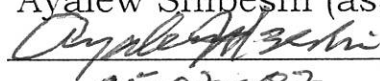
Items	Practicing teacher	Former teacher	d_i	d^2
1	8	6	2	4
2	13	12	1	1
3	1	1	0	0
4	6	7	-1	1
5	10	14	-4	16
6	9	8	1	1
7	17	16	1	1
8	15	9	6	36
9	7	10	-3	9
10	16	17	-1	1
11	18	18	0	0
12	3	3	0	0
13	14	11	3	9
14	11	15	-4	16
15	2	2	0	0
16	5	5	0	0
17	12	13	-1	1
18	4	4	0	0
N=18			$\Sigma d_i=0$	$\Sigma d^2=96$

DECLARATION

I, the under signed, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged.

Name: Aleazr Ali
Signature: 
Place: Addis Ababa University
Date of submission: 28-07-07

This thesis has been submitted for examination with my approval as a university advisor.

Name: Ayalew Shibeshi (associate professor)
Signature: 
Date of Approval: 25-07-07