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**A STUDY ON THE CAUSES OF TEACHER TURNOVER  
IN  
OROMIA GOVERNMENT SECONDARY SCHOOLS**

by

**Motuma Hirpassa Minda**

**Advisor: Professor Seyoum Teferra**

**DEPARTMENT OF EDUCATIONAL PLANNING  
AND MANAGEMENT  
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**A Thesis Presented to School of Graduate Studies of Addis Ababa University In Partial  
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Planning and Management**

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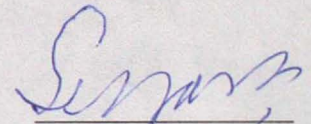
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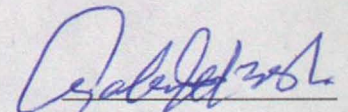
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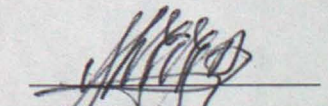
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## ABBREVIATIONS

ABEO	Availability of Better Employment Opportunities
COGSSTs	Current Oromia Government Secondary School Teachers
CT	Current Teachers
ETP	Ethiopian Education and Training Policy
f	Frequency
FOGSSTs	Former Oromia Government Secondary School Teachers
FT	Former Teachers
GSS	Government Secondary School
MBO	Management by Objective
MOE	Ministry of Education
OEB	Oromia Education Bureau
OES	Oromia Educational Supervisors
OGSS	Oromia Government Secondary School
ORS	Oromia Regional State
ORTA	Oromia Regional Teachers' Association
PEC	Performance Evaluation Criteria
PEP	Performance Evaluation Process
PTA	Parent- Teachers Association
SD	Standard Deviation
SMC	School Management Council
SPM	Specific Planning Management
SST	Secondary School Teachers
TGE	Transitional Government of Ethiopia

## **Abstract**

Prompted by increased concern about teacher turnover, the study was conducted to establish the magnitude and identify the causes of the problem in Oromia Government Secondary Schools (OGSS) using data obtained from 365 (172 former (FOGSSTs) and 193 current (COGSSTs)) respondents in 30 complete secondary schools of six Oromia Zones. The study focuses on seven plausible causes of turnover: salary and opportunities, administration and supervision, performance evaluation, teaching related factors, availability of better employment opportunities, students' character and environmental factors.

The data analysis was made using percentage of frequency, median, weighted mean, standard deviation and ranking methods. Differences between different groups in terms of gender, length of service years, age, as well as between FOGSSTs and COGSSTs were also explored using Mann Whitney U Test.

The results identified that turnover of teachers is a function of economic and managerial factors, whereas environmental factors and students' character are the least reasons for the problem. In relation to the groups, female, less experienced, younger and dissatisfied teachers tend to leave the schools at higher rate than their counterparts. Therefore, the prescriptions for the cure also lie in bringing about improvement in these factors.

# Chapter One

## 1. The Problem and its Approach

### 1.1. Background of the study ✓

All organizations combine human, material and financial resources to achieve their goals and objectives among which human resource is the most valuable asset in organizations' operations. In other words, human resource accounting has been accepted as the strategic process of productivity for organizations. This is because of the fact that an organization with enough materials and financial resources cannot operate its functions without appropriate human resource. From this point of view, talented, key personnel and teachers in a school set up are the prerequisite to the intended objectives. On the other hand, a loss of these high potential teachers is a great worry for the education system in general. Gomez-Mejia and others (2003:265); Heneman and others (1980:162); Killian (1976:173) agree with the matter that the loss of such professionals can place current goal achievement in 'jeopardy'.

Different researchers use different terms for this loss of employees or employee separations. Most of the elites, like Killian (1976:172); Ellenburg (1979:188); Mathis and Jackson (1997:75), Taylor (1998:127-45); Huselid (1998:101-124) and others used 'turnover' for the employee separation. Others like Chapman and Hutchison (1982:93) used 'attrition'; instead of voluntary turnover or voluntary separations. Recently published books used separation itself for the employee turnover (e.g. Gomez-Mejia and others, 2003:198). Still others (specially Ethiopians) used brain drain for the issue (Aklilu, 1967; Seyoum, 1992). Further more, Darge (2002); Getachew (1999); Manna and Tesfaye (2000) and Tesfaye and Demewoz (2004) used dropout, brain drain and turnover interchangeably for this matter.

However, literature shows the conceptual differences between employee turnover and attrition. The former is a broader term and process in which

employees leave the organization and have to be replaced (Mathis and Jackson, 1997:75).

The latter, on the other hand, is relatively a narrower term that eliminates only the fewest number of employees. Moreover, attrition is an employment policy (Gomez-Mejia and other, 2003:209) designed to reduce a company's workforce through normal and voluntary separation (Werther and others, 1993:186) by not refilling the job vacancies that are created by turnover. Therefore, attrition, which seems to be similar with voluntary separation, differs from turnover in that:

- 1) It deals only with voluntary turnover (quit or resignation, retirement, or death] when an individual worker, who quit, died or retired, is not replaced (Mathis and Jackson, 1997:75; Werther and others, 1993:186).
- 2) It often is used to manage or control a surplus of employees in an organization because it eliminates only a relatively small number of workers (Werther and others, 1993:187).
- 3) It has no replacement costs though it may present the fewest problem when those who remain are obliged to handle the same workload (Ibid, 186).
- 4) Attrition seems to be less applicable for specialized professional, like the secondary school teachers, that one cannot handle the work of others.
- 5) Attrition, which is a component of turnover, is not applicable for teacher migration, which refers to teacher movement from one type of schools to another type of school (Bhatt, 2005: internet) (See appendix for the whole nature of teacher turnover).

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

from Oromia Government Secondary Schools. Furthermore, it is supposed that the term can help to include the implications of the issue, too.

Broadly speaking, turnover of employees is often categorized into two: voluntary and involuntary. Voluntary turnover (quit, death, retirement) occurs when an employee decides, for personal or professional reasons to end the relationship with an organization. It can either be avoidable or unavoidable. Avoidable turnover could be the result of an employee's decision made to obtain better job, change career, or wanting more time for family or leisure activities. Alternatively, the decision can also be based on the employee's feeling that the present job is unattractive because of poor working conditions, low salary or benefits, inefficient administration and supervision and others (Killian, 1976:172; Mathis and Jackson, 1997:75; Gomez-Mejia and others, 2003:205). Unavoidable turnover, on the other hand, results from an employee's life decisions that extend beyond control of the employer. This includes, according to Heneman and others (1980:61-67), illness, marriage, death, retirement. The rate of teacher turnover is calculated by dividing the number of separations during month or year by the average number of employees on payroll during the time multiplied by hundred. The result is expected to be between 0-1 (100%).

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

Theoretically, there are many factors influencing the teachers to leave their job. That is, turnover is not something that happens just out of nothing. Specially,

voluntary turnover of teachers can either be the response to low morale (Ellenburg, 1979:394-401); reaction to stress or consequence of job dissatisfaction (Viccahio, 1988:122-339; Getachew, 1999; Darge, 2002); lack of motivation and low job satisfaction (Nias, 1981: 234-245); lack of competencies for the profession (Chapman and Hutchson, 1982:92-99); lack of initial preference and commitment to the profession (Tesfaye and Demewoz (2004:60-66); or reaction to conflict (Nias, 1981: 220-230) or the consequence of the combination of some or all of the problems. However, as these are the symptoms of the problem, the root causes of all these problems, either directly or indirectly, overlap.

Therefore, the root causes of these factors have been researched by different researchers. Why teachers quit the profession was examined by Nelson and Thompson (cited in Ellenburg, 1979:395). The study claimed that out of a list of seventeen reasons, the one given most frequently was salary, followed by teaching loads, inadequate supervisions, and poor assignment during first year at teaching, discipline problems, pressure groups, marriage and inadequate preparation in the subject field.

Ellenburg (1979:395) also cited a similar study (Dropkin and Taylor) with relation to first-year teachers. The problems that these teachers faced were, in descending order of difficulty: discipline relations with parents, methods of teaching, evaluation, planning, materials and resources, and classroom routines. The author discerns a general conclusion that the administration plays a key role in teacher morale. From his data, it can be assumed that the more democratic the administration, the higher the morale, and the reverse is also true. An interesting outcome of this study was the discovery that salary, in the opinion of the teachers surveyed, was both satisfying to some teachers and a dissatisfying factor to others.

Locally, Getachew (1999:30-40) indicated that it was the employment conditions rather than factors intrinsic to teaching that made teaching more stressful. Ineffective administration, low professional recognition, poor working condition, low salary and uncertainty about the curriculum are found to be the major sources of stress. Manna and Tesfaye (2000:10-20) found out that teachers' career commitment, perceived social status, supervision and professional support, initial preference of teaching and gender were found to be the major predictors of teachers' career decision. The new salary scale, administrative effectiveness, work environment and residence in their site, were not found to be significant predictor variables in this regard. Partially, in contrast, Darge (2002: 7-15) determined that salary and opportunity (including advancement and fringe benefits), students' character, performance evaluation, time pressure, resources (including books and facilities), regulation and social relationship in descending order, are the major sources for teachers' stress in other site, which in turn, results in teacher turnover in government secondary schools. Furthermore, Tesfaye and Demewoz (2004:75-79) identified the availability of better alternative employment opportunities, and low social status, low/absence of economic incentives, less chance to professional development, poor base salary, lack of privilege associated with the teaching and working in the remote areas of the country in their order of magnitude, as discouraging factors for teachers retention in their teaching profession.

Turnover may have definite implication both on personal and organizational aspects (situations). Excessive employee turnover may affect the morale of the remaining workers and the organization itself. The absence /lower morale, in turn, affects more than just the productivity and students' achievement. Supporting this point, Van-Burg says, "call it rapport, morale, spirit, enthusiasm, or whatever you will, it is something easy to overlook and yet it can make a school stand ahead of the rest (cited in Ellenburg, 1979:394). Killian (1976:173); Gomez-Mejia and others (2003:200) also suggested that the loss of talented key personnel employees cripples the morale of the organization

and other workers in the organization, which in turn, causes turnover of employees in bunches; 'one triggering others'. In short, turnover can place current goal achievement of the organization in 'jeopardy'. Hence, high turnover is always a symptom of problem that something is wrong within the organization and /or may be better opportunities elsewhere outside the organization.

Moreover, studies reveal that excessively high turnover of employees can result in unacceptable replacement costs through recruitment, selection, training and socialization, employment relocation, and additional supervision. Furthermore, too much turnover can have an adverse effect on recruiting efforts in that prospective staff want to know why the former teachers left or were discharged. It impacts negatively on those remaining teachers creating a feeling that may be something is wrong with the company or that opportunities are better elsewhere. In general turnover can affect the whole human resource management process (Pennington and Edward, 200:137; Taylor, 1998:235-40).

Not all turnovers are undesirable; some turnovers are healthy and desirable; they tend to decrease the cost of employee benefits and to eliminate non-productive employees. This provides opportunities for the employment of bright, creative new comers and open channels for promotion. Though some turnovers are expected and desirable, and whatever the reason is acceptable or unacceptable, it is beneficial to know what loss is an occurring and effect result on the company's operations. Turnover can be anticipated and controlled within acceptable limits. The first step in managing turnover includes determining why people leave, through 'exit interviews', which should uncover the employee's real reason for leaving. That is, managers should constantly keep in mind that employees have reason for job dissatisfaction and resignation (Killian, 1976: 172-4). In order to ensure controlling and monitoring turnover, Killian (1976) stated that:

However, though Ethiopia in general and Oromia in particular has directives, policies rules and regulations that teachers should abide by, there are serious problems of keeping the secondary school teachers in their Government Secondary School (Source: OEB). The teachers are unexpectedly leaving the schools and joining private institutions (high schools, colleges, and others). Within the last three years (1994-1996 E.C), 653 (618 male and 35 female) secondary school teachers voluntarily and formally left the government schools. There might be a certain number of teachers who informally left the schools. For this reason, this paper intended to investigate whether or not the causes of this turnover are: inadequate salary and lack of advancement, poor performance evaluation, better alternative employment opportunities, inefficient management and supervision, students' character and disciplinary problems, environmental factors, factors related to teaching in high schools (including lack of social status, time pressure, workload, lack of autonomy, job challenge and financial compensation).

### **1.2. Purpose of the Study**

The main objective of the study is to identify the causes of turnover among the government secondary school teachers in Oromia Regional State (ORS).

Specifically, the purpose of the study is to:

- a. Identify the degree or the rate of teacher turnover in Oromia Regional Government secondary schools.
- b. Identify the causes of voluntary and involuntary turnover of the teachers.

- c. Identify the serious component(s) of turnover and thereby suggest some possible solutions for the problem to enhance the retention of schoolteachers in the future.

### **1.3. Statement of the Problem**

Turnover is not something that happens; it is caused by internal conditions that motivate the teachers to seek more attractive conditions at competitive companies. That is, high turnover is always a symptom of a problem or something wrong within the organization and/ or may be better opportunities elsewhere outside the organization (Gomez-Mejia and others, 2003:202).

Therefore, the substantial investment made in acquiring the human resource asset and bringing it to acceptable productive levels merits high priority attention to its preservation (Killian, 1976:174). This means systematic management-directed programs for determining what employees want from their jobs. For this reason, it is believed that management should consistently keep in mind that employees have reasons for job dissatisfaction and resignation. Killian (1976:74) strongly argued that the discharge or resignation of employees represents a failure of the company possibly failed in its responsibility of developing and utilizing, and providing appropriate leadership or forms of compensation.

For the last three decades, with the context of developed countries, employee turnover has been one of the most widely researched topics in the behavioral science (Stau, 1984, cited in Peters and Sheridan, 1990:201). But in Ethiopia, being in such urgent and serious problem, except some earlier studies, which focus on teacher exodus from primary schools, very limited studies have been conducted on secondary school teacher turnover. In addition to this, none of the limited studies is available in the library for reference. Moreover, neither primary nor secondary school teacher turnover has been researched specifically

in Oromia Regional State, which is the largest of the regions in Ethiopia. In short less emphasis has been given to the problem in ORS.

With the expansion of high schools in Ethiopia, the problem of teacher turnover has become more and more apparent at this level. As it is already stated in the background section, though Ethiopia in general, and Oromia in particular has directives, policies, rules and regulations by which teachers should abide, there are serious problems of keeping these teachers in their profession (source: OEB). Added to these, the interest for a close scrutiny of the problem basically arose from the actual observations of the investigator, as an ex-secondary schoolteacher in the Region, he can strongly argue that qualified secondary school teachers are unexpectedly leaving the government schools and joining private institutions within the Region.

To make it tangible, within the last three years (1994-1996 E.C), 653 (618 male and 35 female) teachers with bachelor degree, formally and voluntarily left the government schools in the Region. As a result of this excessive teacher turnover in the Oromia Government Secondary Schools:

- ✓ ➤ The operations of the schools can be disrupted.
- The current training and education policies cannot be properly implemented.
- The remaining teachers may negatively be affected by the feeling that there may be something wrong with the concerned schools or that there are better opportunities elsewhere outside the government schools.
- The teachers may be bored with extra load to cover the gap created by turnover.
- ✓ ➤ The replacement of these teachers can represent a sizable cost.
- ✓ ➤ The future recruitment process of teachers in the region will be affected in that prospective teachers want to know why those teachers left or are discharged.

- ✓ ➤ It may even be difficult for the Region to get and retain highly qualified and experienced teachers in the future.
- Technological and educational development will be at risk and that will in turn, put other sector into risks by retarding their development due to operational disruptions.
- ✓ ➤ The country's hopes of development will be darkening when the teaching learning processes become weakened and the quality of education will be reduced.

Because of these serious problems in the government secondary schools of ORS, the present study is intended to achieve answers to the following basic questions.

- 1/ What are the economic [salary and promotion] factors that lead teachers to leave the Oromia government secondary school teaching? ✓
- ✓ 2/ What are the administrative and supervisory problems for the teacher turnover in the region?
- 3/ What are the environmental factors that may force teachers to leave the government schools in ORS? ✓
- 4/ What are other the motivational factors and satisfaction constraints that lead teachers to leave the schools? Is it the availability of better employment opportunities? Or teaching related problems? Or students' characters? ✓
- 5/ Is there any relationship between service year, sex, age and teacher turnover?
- 6/ What is the degree or the rate of secondary school teacher turnover in ORS? Which component(s) of the teacher turnover is (are) serious problems? Is it voluntary or involuntary turnover? Or is it teacher attrition or migration?
- 7/ What are the strategies and mechanisms that help to reduce teacher turnover and enhance the retention of the schoolteachers in the job in ORS?

#### **1.4. Significance of the Study**

The study is significant for the following major reasons.

1. The study will create awareness of the factors that cause turnover of teachers the measures to be taken and strategies to be devised in an attempt to control the turnover so as to in turn control replacement costs.
2. The study may contribute to the improvement of the quality of education in the schools and as a result, the generation will be the beneficiary of the improved education.
3. The study contributes to the knowledge, experience and confidence of the researcher and thereby encourages him for further studies.
4. This study may also help researchers as a source or additional material for further study in the area.

#### **1.5. Delimitation of the Study**

According to the structure made in 1995 E.C, Oromia Regional State includes 12 Zone Education Desks and 198 Woreda Education Offices. In the Region, there are 238 secondary schools (Grades 9-10 and or 11-12) at the beginning of 1997 Ethiopian academic year. However, the study is delimited to the government secondary schools of six zones; namely East Shawa, West Shawa, Arsi, Ilubabora, Jimma and East Wollega. These zones have been selected on the basis of purposive sampling techniques because of the fact that they contain 140 out of 238 or 58.8% of the total secondary schools of the Region. Besides, the first four of these zones have high population size and high turnover of teachers. In contrast, Jimma and Ilubabor are two zones with relatively less teacher turnover rate than the above four in the Region. For example, 31.7% and 12.5% of teacher turnover rate have been reported in Showa East and Ilubabora respectively, at the end of 1996 Ethiopian academic year (OEB). Moreover, there are a number of private institutions in the selected zones, which may help the researcher get access to the former teachers of the government schools of the Region, who are working now for the private sectors. Indeed the number as well as the selection will make the sample representative

of the population under study. This study is also confined to the causes of the problem that have existed from 1994 to 1997 inclusively. This is mainly because of two reasons: (a) lack of salary increment because of the fact that career structure has been discontinued and; (b) the emergence of private institutions on a large scale in the Region during the time.

#### **1.6. Limitation of the Study**

It was first planned to gather data from the Heads of OEB and Zone Education Desks of the sample schools. However, because of a serious teachers' conference that took place across the Region during the data gathering time, it was difficult to collect data from heads of the Bureau and Education Desks because of the fact that they were necessarily either the facilitators or the participants of the conferences. Besides some of the teachers, who were selected randomly as the respondents, were not free to give their responses, and even a few of them did not accept the questionnaires because of the serious political problems as result of student unrests by then some parts of the Region. Although it was possible to change those teachers, it was difficult for the researcher to stay at the sites of the research until the end of the conferences because of shortage of budget, to collect data from the heads. Therefore, the researcher collected the data from experts at some zones (Arsi, OEB and East Showa).

Another important limitation of the study was the absence of necessary statistical documents and exit interview for the former teachers. In the first place, the information available from top to bottom in the structure of the system is not at all complete; and furthermore, it is not systematically organized. Anyhow, though the whole exercise was like groping in the dark, an attempt has been made to make some sense out of the pieces of the data available at every level of the structure, particularly those from OEB and ORTA

### 1.7. Definition of Key Terms

The following words are defined in the context of the study.

- **Attrition:-** an employment policy designed to reduce the company's workforce by not refilling (not replacing) job vacancies that are created by turnover (Mathis and Jackson, 1997:51; Gomez-Mejia, and others, 2003:209).
- **Controllable voluntary turnover-** Employees quit primarily because of dissatisfaction with some aspects of their job or the organization by making comparisons with perceived alternative employment opportunities (Taylor, 1998:228).
- **Dysfunctional turnover:** High turnover among superior performers that can affect the benefit of an organization (Vicchio, 1988:123).
- **Functional turnover:** This is a notion that high turnover among poor performers can benefit an organization (Vicchio, 1988:123).
- **Involuntary turnover:** Involuntary separation that occurs when an employer fires or decides to terminate its relation with an employee due to economic necessities or/and poor fit between employee and organization (Taylor, 1998:228; Mathis and Jackson, 1997:75; Gomez-Mejia and others, 2003:206).
- **Government school:** Designates all schools controlled under the structure and responsibilities of the state administration different from non-government schools (Missionaries, private, etc, MOE, 2002:27).
- **Secondary school:** The schools which have two grade levels; first cycle (9-10) and second cycle or preparatory (11-12) or both first cycle and preparatory (9-12) (MOE, 2002:89).
- **Secondary school teachers:** Teachers whose qualification is BA/BSc or MA/MSc degree (MOE, 2002:47).
- **Teacher migration:** The movement of teachers from one type of schools to another type of schools (Dhatt, 2005: internet).

- **Turnover:** Process in which employees leave the organization and have to be replaced (Mathis and Jackson, 1997:75).
- **Uncontrollable voluntary turnover:** Resignations that result from an employee's life decision that extends beyond an employer's control, such as ill, death, retirement, etc (Taylor, 1998:228).
- **Voluntary turnover:** Separation that occurs when an employee decides, for personal or professional reasons, to end the relationship with the employer (Mathis and Jackson, 1997:75).

### **1.8. Organization of the Study**

The report of this study is organized into five chapters. Chapter one includes the introduction part of the study (purpose of the study, statement of the problem, significance of the study, limitation and delimitation of the study). Chapter two provides a literature review on the causes of turnover among government secondary school teachers in ORS. Methodology of the study is indicated in chapter three. Chapter four presents the findings and data analysis. The last chapter contains the summary, conclusion and recommendation of the study.

## Chapter Two: Review of Related Literature

### *2.1 Conceptual Framework of Turnover and Some Related terms.*

An employee separation occurs when an employee ceases or is terminated to be a member of an organization because of various factors. A study found out some reasons that force good, talented teachers to leave secondary schools.

These are:

- 1) Lack of advancement
- 2) Inadequate salaries ✓
- 3) Lack of recognition
- 4) Dissatisfaction with management ✓
- 5) Boredom with workload (Werther and Others, 1993:294-295). ✓

When teachers leave schools, it is not only their skills that are lost. Knowledge, which is more than information and a major asset to the school, is also lost. Basically, knowledge and people are intricately and intrinsically linked, posing problems for organizations that do not manage knowledge effectively. That is why the whole issue of knowledge management is said to be made up of complex and interrelated issues. However, one management option for addressing the issue of teacher turnover is to change the teaching job aspect to eliminate the negative characteristics but this often is not feasible or desirable. An alternative method for preventing or minimizing turnover is to screen out potential leavers during the hiring process through job congruence system, which has demonstrated both effectiveness and consistency.

Job congruence assessment focuses on motivational characteristics of teachers as opposed to traditional assessment of knowledge, skills and abilities. Binning and Adorno (Cited in Abeshu, 2003:16-19) identified three basic steps of job congruence assessment.

These are:

- 1) Identifying specific negative job characteristics.
- 2) Creating custom screening instrument.
- 3) Screening out individual job applicants who are most likely to have negative reaction to the specific job characteristics.

However, voluntary turnover could be reduced by satisfying work environment, providing challenging job, high quality supervision, personal opportunities for growth through training supervisors, planning teachers' careers and other relevant activities.

## ***2.2 Trends of Teacher Turnover and Retention***

Nearly all countries have experienced teacher separation from their both elementary and secondary schools. For instance, a study published by the United States Office of Education in 1963 indicated that the annual net loss of teachers in public secondary schools of the country, because of teacher dropout, exceeded eight percent (Corey, 1979:1-3) also presented an unpublished thesis presented by Addington reported that one-half of all California teachers had left the profession before ten years of service. However, in America, trends of turnover were changed after some 13 years by 1976. By the end of 1976, there was a 74.3 percent increase in the number of educational degrees conferred. This excess of teachers in the country needed attrition to eliminate the surplus of teachers (Pollack, 1979). This shows that turnover of teachers is easily avoidable in developed countries.

Though it is avoidable in developed countries, the trend of teacher turnover in developing countries shows that the increase continues, particularly in Africa. For example, the turnover rate reached 42% in Ivory Coast, Foster; two-fifth of the teachers in Zaire, Nelson; and 46.6% in Ghana, Sherood (Cited in Bame, 1991:11-19).

Trends in the teaching career in the Ethiopian context reflect significant change of value right from the introduction of modern education by Menelik II in 1908 (Seyoum, 1996) up to the present. To withstand the negative influence of the British that had been imposed on Ethiopian education, during Hailesilase I, after World War II, the process of Ethiopianization began by training teachers locally for the first time. With an ambition to expand education, the Ministry of Education couldn't pay attractive salary for the locally trained teachers. Consequently, teachers' commitment to teach and their satisfaction with the job started to be eroded (MOE, 1996).

This indicates that teacher turnover has been an age-old problem in Ethiopia. To be specific, as early as 1953, referring to teachers' trainees who graduated from just one institution, Akililu (1967:28) reported a turnover rate of 67% over a nine years period. Moreover, in 1960, 42% of the community teachers training finishers and 28% of the one-year teacher training graduates quit teaching altogether to pursue other professions. Hence, this shows that the Ethiopian teacher turnover rate had been extremely alarming and that needed due attention in general. This was because as a vocation, teaching was not attractive to most Ethiopians. There were many reasons for this:

- 1) No salary scale indicating the upper tier of the pay structure
- 2) No steady and regular wages and no increments on the Ministry's agenda
- 3) Irregular and long delayed payments.

### ***2.3 The Causes of Teacher Turnover in Government Secondary Schools***

Most reasons for teacher turnover can be explained by Herzburg's two-factor theory: satisfaction and dissatisfaction (Nias, 1981:235-246). He stated that workers quit their present job depending on the employees' level of dissatisfaction with the job, and the alternatives the employees have outside the organization. Gomez-Mejia and others (2003:62); Heneman (1980:75); Taylor (1998:75-76) also agree with the idea that the level of dissatisfaction of the present job and the needs of attractive alternative employment outside the

organization are the results of the lack of motivations which are extrinsic with the present job.

Motivators are intrinsic factors that lead to job satisfaction and high motivation (Gomez-Mejia and others, 200:60). In the absence of motivators, employees will probably not be satisfied with their job or motivated to perform up to their potential. Motivators are: the work itself, achievement, recognition, responsibility and opportunity for development. On the other hand, the dissatisfactions (extrinsic) factors, which are found in, the work environment are: company policies, working conditions, job security, salary, employee benefits and human relation. The absence of maintenance factors can lead to active dissatisfaction and demotivation, and, in extreme situation, to avoidance of the work together. It is obvious that the climax stage of any type of employee dissatisfaction and lack of satisfaction, in one way or the way round, results in teacher turnover (Nias, 1981:240; Getachew, 199:19; Manna and Tesfaye, 2000:17; Darge, 2002:1-5; and Tesfaye and Damewoz, 2004:75- 79).

Based on these concepts, studies on the following categories were reviewed with the context of Ethiopian (Oromia) Government Secondary School teacher turnover.

- 1) Inadequate salary and lack of advancement opportunities
- 2) Performance evaluation problems.
- 3) Alternative employment opportunities
- 4) Inefficient management and poor supervision
- 5) The character and disciplinary problems of Students.
- 6) Environmental factors
- 7) Factors related to teaching in High Schools (status, time pressure, workload and type of subjects)

### 2.3.1. Inadequate Salaries and Lack of Advancement Opportunities

Studies have shown, with a fair degree of consistency, that a dissatisfied employee is more likely to quit (Vicchio, 1988:123). Perhaps the greatest influence is the availability of other alternative employment opportunities (Gomez-Mejia and others, 2003:61). Furthermore, general economic conditions and an employee's sense of confidence in the marketability of personal skills probably play major roles in the decision to seek a new job (Killian, 1976: 175; Vicchio, 1988: 123).

Ellenburg (1979:394-401) presented some earlier but very important research findings conducted by different researchers on the causes of teacher turnover. Nelson and Thompson have examined the reasons why teachers quit their job. These researchers claimed that, out of the list of seventeen reasons, the one given most frequently was salary, followed by teaching loads, inadequate supervision, poor assignment during first year at teaching, disciplinary problems, pressure groups, marriage and inadequate preparation in the subject field.

Another study on 12 secondary public schools in Dearborn, Mivch.(America) shows the same fact that inadequate salary and lack of promotion affected the morale of the teachers which, in turn, affected more than just productivity or students' achievement, but also teacher retention. Van Burg (cited in Ellenburg, 1979:394) says, "call it rapport, morale, spirit, enthusiasm, or what you will, it is something easy to overlook and yet it can make a school stand ahead of the rest." Robinson and Connors (in Ellenburg) also reported that intellectual stimulation and pay are significantly related to the job satisfaction of teachers in general. Particularly, it is interesting to note here that salary was both satisfying to some teachers and dissatisfying to others. In contrast, in many studies, salary is not included in the motivator or satisfying list (e.g. Gomez-Mejia and others, 2003:60; Redefer (cited in Ellenburg, 1988:395).

In Ethiopia the inequality in salary between teachers and non-teachers with similar qualification and service years, low or inadequate salary and inadequate chance for career advancement has been identified as a critical issue for teachers' dropout or brain drain or turnover (Aklilu, 1967:30-9; Ayalew, 1991; Seyoum, 1996; Getachew, 1999; Manna and Tesfaye, 2000; Darge, 2002; and Tesfaye and Demewoz, 2004).

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

Since the time when Aklilu (1967) reported the above research findings and commented on the seriousness of the problem for future advancement, though it is unsatisfactory, some change and policy adjustments have been effected. Among these changes, better initial salary, and due adjustments, education and training policies can be cited. The following table indicates the expected salary and career structure set in 1996 and revised in 2002 for Government Secondary school teachers in ORS.

**Table 1- Teacher's career structure policy**

No	Career structure for teachers	Expected service year	Expected efficiency 100%	Expected Salary			
				Previous	New	Difference	%
1	Beginner teacher	0-2	75%	805	-	-	-
2	Junior teacher	3-5	75%	805	942	137	14.5%
3	Teacher	6-8	80	942	1092	150	13.77
4	Senior teacher	9-12	84	1092	1255	163	12.99
5	Associate leader teacher	13-16	86	1255	1435	180	12.54
6	Leader teacher	Above 16	86	1435	1635	200	12.23

*Source: Adopted from MOE (1994, 1996, 1999 and 2002) guidelines for implementation of career structure No. 1, No. 2 and revised versions respectively.*

After these policies were produced and adjustments were effected, Manna and Tesfaye (2000) found out that teachers (both elementary and secondary schools) are still leaving the teaching profession. Manna and Tesfaye (2000) tried to answer the question whether the new salary scale predicts teachers' decision to stay or leave teaching profession both in primary and secondary schools. Contrary to what was expected by Manna and Tesfaye, however, the new salary scale affected by the TGE in 1994 was not found to be a significant factor on teachers' decision to stay in the job, especially in SNNPRS.

By way of redressing teacher dissatisfaction regarding salary and career structure, the regulation, which was issued by the MOE, stipulated a rise about 27% in starting salary for high school teachers with a bachelor's degree (Darge, 2002:2). The regulation was set in six-tier career structure ranging from beginner teacher to leader teacher. However, many teachers were dissatisfied with their salary and with the career structure (Getachew, 1999), or the implementation process. Furthermore, from experience it is clear that teachers are irritated by the totally discontinued career structure and two years teachers' salary increment opposed to the policy set in 1994.

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

### 2.3.2. Performance Evaluation Problems

Evaluation of teacher performance, a process that is related to salary and advancement, also seems to be a slippery task. Gibson (cited in Darge, 2002:2) indicated the difficulty of operationally defining evaluation criteria, which involves terms such as independence or self-confidence. However, Mathis and Jackson (1997:343) defined evaluation criteria as 'standard' and performance as the process of determining how well employees do their jobs compared with a set of standard and communicate that information to those employees. Darge (2002:2) also cited that Taylor (1973) questions the reliability of data obtained from individuals, like parents who often have limited information about teachers or evaluators who may not share the same understanding concerning criteria. Students who usually threat teachers to give them marks freely have negative impact on the reliability and validity of teacher performance evaluation. Moreover, Faber and Ascher (cited in Darge, 222:3) warn against evaluation that is tainted by non-professional considerations. Therefore, not all performance evaluations are positive (Mathis and Jackson, 1997:344). There might be malcontented performance evaluations that underscore the teacher's achievements (Nias, 1981:241-243).

Concerning the evaluators of teachers' effectiveness, students' participation, if properly managed, can potentially help to increase the reliability and validity of the evaluation. But this is achieved only if the students appreciate the purpose; significance and responsibility associated with the task and avoid personal bias, vindictiveness or negligence in the process. Raters' bias or personal bias may be unconscious or quite intentional to distort the information (Mathis and Jackson, 1997:360). Students' bias in such evaluations has actually been underscored in some other studies (e.g. Gibson cited in Darge, 2002:18).

The requirements for proper evaluation mentioned above apply, even more emphatically in some cases, to parents who evaluate teacher effectiveness. This is because, as Taylor (cited in Darge, 2002:18) indicated, such evaluators are

likely to base their evaluation on hearsay. According to Darge, bias and hearsay dominated teacher evaluation in Addis Ababa high schools, by students and parents, respectively. This may have two contradicting consequences. One unfortunate consequence of such aberrations is that they may impel some teachers to buy their way up the career structure by giving good grades to their students. In contrast, the opposite is obviously true for teachers who want to be reasonable and realistic in giving grades to their students. As a result, these could cause problems on team approaches, emotionally unpleasant at times, hardworking teachers' moral, fair perception and on teacher satisfaction, which in turn may result in teacher turnover (Mathis and Jackson: 1997:364).

In the recent context, criteria for Ethiopian teachers' evaluations comprising fourteen major categories appeared in the reviewed version of the new career structure (MOE, 1999). The criteria include adequacy in general knowledge, contribution to the application of education to development and research. It has further been promulgated that aside from school administration students and parents should participate in teacher evaluation, and that committees should be set up at school; Woreda, and Zone levels to process the evaluations. Darge (2002:3) also cited informal discussions with high school teachers. The discussion suggested that some teachers were dissatisfied with the too demanding criteria, evaluation by parents and with the inconsistent evaluation criteria and processes.

There is perhaps a more basic issue in the evaluation process, since at least in principle, the candidates should not get only complete information about the result of the evaluation, but should also be able to challenge them in case of faulty judgment. This kind of transparency and accountability is essential if the results of the evaluation are going to be used for professional self-improvement by the concerned teacher. For this end, schools are expected to have very specific and dependable information about the achievements and activities of teachers to give fair treatment and to achieve transparency or credibility.

Therefore, how can this cause teacher turnover in Government secondary schools? The multiplicity of evaluators and the criteria, the lack of focus on classroom activities or teaching activities, the unwarranted revision of evaluation results by zonal administrations, the bias of students in the evaluation against teachers who require them to work hard, or who seriously check on their activities, and the inclusion of parents who do not know the teachers as evaluators result in secondary school teachers stress, which may in turn result in teacher turnover (Darge, 2002: 11). This is because of the fact that these bias and other problems hinder them to fulfill the criteria stated for promotion. This in turn hinders them from getting salary promotion (career structure). Even if these criteria are fulfilled, the promotion may be subjected to the quota fixed for the concerned school. Finally, the candidates get a maximum salary raise of 17.6%. Darge also indicates that teachers, compared to salary increment due to promotion, the amount of exertion that is required to get the promotion is so much that it is not worth the effort, which, as a result, causes turnover in secondary schools.

To sum up, performance appraisals are used administratively whenever they are the basis for a decision about the employees work conditions, including promotion, termination and rewards (Gomez-Mejia and other, 2003:226). However, malcontented performance appraisals are factors by themselves that serve to limit teachers' freedom to vary their performance to match their occupational desire.

### **2.3.3. The Availability of Alternative Employment Opportunities**

Studies have shown that dissatisfied employees are likely to quit. However, the specific influence of dissatisfaction on the decision to quit may be only moderate because a variety of other factors are also involved. Perhaps of greatest influence is the availability of alternative employment opportunities (Vicchio, 1988:123). Bame(199:5)also pointed out that the job "altered the

prestige of the teaching profession" in Ghana and elsewhere in Africa. Consequently, many trained teachers have left the teaching service and are now employed in private firms. It is explicitly stated that the absence of better alternative employment opportunity reduces attrition from teaching profession. In other words, the availability of alternative employment opportunities can contribute to teacher turnover and alteration of the prestige of the teaching profession. Some of the alternative occupational avenues which are open to African teachers particularly, secondary school teachers and act as employment alternative to them are: politics, private enterprises and others (including traveling abroad) (Bame, 1991:3-5).

Politics seems to have been one of the most lucrative alternative avenues for making a living, which has attracted some, teachers, at least, those who have the inclination and the guts for it (Bame, 1991: 3). It is considered lucrative in Africa because a teacher whose salary is low can be a cabinet minister, an Ambassador, Regional Commissioner, or a chairman of a government-financed corporation with better salary (may be on monthly salary of about seven to ten fold of the previous one) with the additional fringe benefits in the form of allowances which s/he will enjoy in any of the capacities, for example, in Ghana (Bame, 1991).

According to Bame (1991), the attractiveness of politics is evidenced not only by the fact that many members of the last Ghana administrators were former teachers, but also by the fact that politics has lured away teachers from the profession in other states in Africa. It is apparent from the preceding paragraphs that while politics does not constitute an alternative occupation, it is a means by which teachers secure alternative occupations. Studies listed that quasi-government or government financed corporations and agencies, which provide teachers with other avenues of employment or employ many former teachers. These are : the Department of Social Welfare and Community Development, the broadcasting corporations and others. In addition to these, in

Africa countries private enterprises also provide alternative employments for teachers (specially, high school teachers who have better opportunities as the result of their qualification) who leave teaching. Therefore, teachers leave teaching to undertake such private businesses, like institutions, industries, petty trading and others. Teachers, therefore, leave teaching to undertake such private business: like institutions, industries, petty trading firms and others.

In this regard, a point which needs mentioning here is the fact that the distressing economic conditions have also acted as outward push teachers in the for African nations so that they leave their teaching jobs. According to Seyoum(1992) ; Vicchio, 1988:123), teachers left their jobs to seek their fortunes abroad, especially in developed countries. The alternative avenues of employment, which teacher perceive coupled with these current harrowing economic conditions that have led to a mass exodus of African nations' teachers, have augmented the problem of teacher shortage.

Although workers work for money and leave the work if pay is not satisfactory (Killian.1976: 171), they need other forms of satisfaction, which motivate and retain them. Locally, Darge (200:24) justified the above. Regarding salaries and opportunities, he explains that it is probably useful and more practical to think in terms of fringe benefits and other forms of reward instead of just salaries. Such benefits may involve some form of support in housing or transportation as well as grater provisions for further training or education.

It is already stated that workers are always calculating their advantages either to leave or to stay. In other words, the pressure always comes from competition to take genuine teachers (Heneman and others, 1980; 160). In fact, voluntary turnover (quit) implies that just like magnetic characteristics, while the poor working conditions, lower salaries, inadequate management of one school repel teachers, another school with better working conditions and salaries may attract them.

According to the Teacher Retention Model of Graddy and Figueria (cited in Manna and Tesfaye , 2000:4), teachers basically analyze and calculate their benefits through a four stage process before deciding to stay in or leave the career. These stages were identified as:

- a) Selection stage
- b) Integration stage or developing career satisfaction, performance; and commitment to teach:
- c) Evaluation stages or appraisal of teaching and alternative job and
- d) Decision stage or making decision regarding staying in or leaving teaching career.

As a result, the teacher may develop a sense of confidence in the marketability of their personal skills, which may play roles in the decision to seek a new job. Supporting this idea, Killian (1976:174) suggested that employees who conclude that if their career and other needs can be meet better elsewhere they would leave the job. The complexities of these processes were effectively illustrated by Taylor (1998:235-36) in the following 10-stage model of the employee turnover decision process;

1. Evaluate existing job
2. Experience job dissatisfaction
3. Think of quitting
4. Evaluate expected utility of search for a new job and the cost of quitting.
5. Decide to search for alternatives
6. Search for alternatives
7. Evaluate alternatives
8. Compare the best alternative with the present job
9. Decide whether to stay or quit
10. Quit

It is therefore important, when assessing the reasons for turnover and devising remedial plans, to take account not only just of employee dissatisfaction, but

also the possible alternatives open to employees, as well as the relative ease with which any such opportunity can be taken up.

#### **2.3.4 Inefficient Administration and Poor Supervision**

Many separations are the result of single incidents or goofs on the part of supervision. It is doubtful that many employees are totally pleased with their job related conditions, but unless a catalyst is provided, only a few will take the initiative to resign. This often comes in the form of a supervisor who criticizes unfairly or in an embarrassing manner; promotes employees without explaining to those promoted (lack of transparency) or fails to live up to promises (Killian, 1976:157; Ellenburg, 1979:394-401), which is similar with the situation in Ethiopian teachers' current career structure (Darge, 2002:10-20). Corey (1979:1-13) and Stimert (1979:79-91) researched the effect of personnel policies on the holding power of teachers. Nias (1981:241) also stated the inefficient administration, poor communication, and the lack of coordination effects on teachers' retention.

A few years ago, an article, which analyzed and commented on the education system concerning the problems of teachers' turnover, appeared in "Life Magazine" titled, How We Drive Teachers To Quit (Corey, 1979:5). The burden of this criticism is because of the fact that teachers leave the profession, because their enthusiasm and satisfaction have been snuffed out by "The system". The magazine also revealed that the charge is made that one-fifth of the average teachers' time spent on humdrum activities assigned by, "The system" which could efficiently be done by non-professionals.

Locally, recent studies (Dessalegn,1997;Darge,2002) indicated that 'time pressure' is one of the difficulties the government secondary school teachers faced in Amhara (Gojjam ) and Addis Ababa regions ,as the result of the drawbacks of the system and the management bodies .Specifically ,the mismatch between the syllabus for a semester and the time allotted for the syllabus, the time spent a staff meetings which are frequently arranged during

class hours are some among many time pressures created by the education system and schools' superintendents who drive teachers to quit .

School directors have been given the power and responsibilities ranging up to dismissal of the teachers from the concerned schools depending on the gravity of the offence they committed (MOE, 2002:32). This is done when a parent – teacher association (PTA), which is known as the “right hand” of the directors, examines the disciplinary problems of teachers based on articles 65 of the Federal Civil Servants Proclamation No.262/02 .One of the most important offenses that cause the dismissal of teachers is “contravening the provision of Articles 57 of the Proclamation No .262, which forbids that any teacher could not and should not use his /her job to fulfill a hidden political agenda, or any teacher or a civil servant could not and should not use his/her regular working hours to solicit support for or against a political party” ( MOE,2002:3), which seems a current problem of Oromo Government Secondary school teachers today.

A Weekly Bulletin of the World Federation of Teachers (Selden, 1979:61) also commented on the right of teachers that they are usually involved in a teaching process nearly all the school time in sections. Therefore, the individual teachers freedom was severely limited. To state directly, the Bulletin points out that:

*...A teacher is placed in a classroom that normally is isolated and insulated from other classrooms: he teaches and plans alone....He has few opportunities to see what else is happening. It is in this unhappy context that administrators tell the teachers: “Innovate; be imaginative; try out new ideas; experiment with new materials.” (.62).*

The same is true for Ethiopian Government secondary school teachers today. For instance, Dessalegn (1997) and Darge (2002) indicated that Amhera and Addis Ababa, respectively, senior high school teachers are forced to conduct research and to contribute to the application of education to development (experimenting and innovation) in order to get salary promotion in the career structure. With the same study, Darge found out that performance evaluations

and regulations are inconsistent because of the limitations of the school superintendents and supervisors. This obviously leads to teachers' acute stress, which in turn, results in serious teacher turnover. The democratization of the organization and administration of education is also provided in Article 3.8.4, which says:

*“Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and training programs, with an overall coordination and democratic leadership by boards or committee, constituting of members from the community (society), development and research institutions, teachers and students” (MOE, 2000:22).*

The importance of teachers' participation in the school administration is increasingly recognized in the world (Barstow, 1970:31-36). Thus, in accordance with the Ethiopian Education and Training Policy, the supervision and administration of primary and secondary schools are the responsibility of the regions. According to the MOE (2002), the people, through their own elected administration, can direct the educational process. It was for this reason that PTA has been established in every school of Ethiopia. The policy also enables parents and teachers to play a prominent role in administration of the schools.

However, Darge (2002) and Dessalegn (1997) strongly argued that secondary school teachers in both regions were not satisfied but rather irritated by the 'deficient' leadership skills of supervisors. Dessalegn noted that the supervisory skills of the supervisions were inefficient in managing instructional supervision. In addition, supervisors were not putting the necessary effort in providing in-service education to enhance teachers' professional competencies. Supervisors mostly and purposely avoided holding conference before and after classroom visits. They also failed to consider the participation of teachers in policy decision, which may push teachers away from schools.

Therefore, one can realize that the administrators' attitudes, policy implementation method, procedures, understanding of the individual teacher

and his/her philosophical approach to problems seems to be the major factor in teacher morale to stay in or leave the Government Secondary Schools. Getachew (1999) agrees with this idea that inefficient administration is the major factor that results in teachers' stress; this is followed by low salary and working conditions. Hence, how the administrator works with teachers, whether he/she treats them as individuals with worth and dignity or merely as part of the machine will determine to a great extent the morale of the teachers. This, in turn, forces them to leave or to stay in their professions.

### **2.3.5 Students' Character and Disciplinary Problems**

Promoted by increased concern about teacher dissatisfaction and turnover, some studies were reviewed to establish the trend of turnover as a result of students' character and disciplinary problems among government secondary school teachers. This is because of the fact that the earlier studies focus was on teachers' exodus from primary schools, where the students' character are rarely factors for teachers turnover, because of the children's age. However, with the expansion of high schools, the problem is becoming more and more apparent at this level. The student character, indeed, is the kind of problem that frustrates teachers today in Ethiopia and Addis Ababa in particular (Darge, 2002:22). Pollack (1979:3) claimed that urban high school teachers are nine times more vulnerable to attack than any other group.

Studies commonly claimed that deficient student academic background and misbehavior is a source of disappointment for teachers (Woolfalk and Nccune Nicolich; Dunham, cited in Darge, 2002:3). For instance, Dunham singles out rowdyism as a major factor in teacher exodus. Pollack (1979) also stated that teachers, who are "burned out" from trying to motivate passive children, usually try to proof that there is "life" beyond the classroom. She further stated that some ex-teachers have tested that there are a myriad (plenty of) available alternatives on the horizon. Similarly, Nias, (1981:24) found out that teachers are felt to be dissatisfying, frustrating or uncongenial, particularly when the

pupils were unresponsive or failed to make progress or when class sizes prevented them from giving adequate attention to every child. Pollack (1979) presented the "direct speech" of a bettered teacher by his students. She writes:

*When a student, who was unhappy with the disciplinary action I was forced to take against him, attacked me he slashed me with a knife. That was two months ago. See this arm! Three days ago one of the students in the school-not even one of my students-walked up to me and used me as a punching bag. I am not sure whether it was meant for me or not. I didn't even report it. What's the use? He might take out more of his anger against me. If I didn't need money, I'd quit tomorrow, but I haven't even got the time to look for something else. And even then, it's difficult to find another job."(:3)*

Conditions in Addis Ababa also suggest that teachers face a variety of student related problems including absenteeism, low motivation and large class size (usually exceeding 70), which often involve noisiness and other disciplinary problems (Darge 2002. Darge found out that students character and disciplinary problems are the most important source of stress for high school teachers. More specifically, Darge (2002:10-15) pinpointed the following as specific area of concern: serious deficiency in the English language rendering teacher communication taxing and fruitless; nosiness; disaffection; student arrogance due to their status as evaluators of teachers performance and due to inconsistent promotion policy; disregarded for homework; absenteeism and cheating during examination. Experiences show that the situations studied in Addis Ababa seem to be similar with the conditions in Oromia Government secondary schools, because of the proximity most the parts of the Region to the city.

### **2.3.6. Environmental Factors**

Brain drain is one of the results of environmental challenges in the world today (Gomez-Mejia and others, 2003:3). As the causes of brain drain, Seyoum (1992:30) presented the "Push" and "Pull" factors analysis of Oteiza (1968) and

Peterson (1969), that maintains the above concept. In other words, the "push" factors are the depressing features in and backwardness of the least developed countries and the "pull" factors are the attracting characteristics of the country of destination in general. This shows that environmental challenge is the force, external to the firm in its specific sense, that affects the firm's performance disrupting the employee retention. More specifically, a more efficient labor market is probably fueling turnover of workers who are unhappy with current employer, forcing firms to treat employee better or risk losing talent to competitors. This is because each organization must draw workers from the same labour market (environment).

Some of the more significant environmental factors for speeding up turnover include workforce composition, work patterns, government influences, economic, geographic, and competitive conditions (Matis and Jackson, 1997:40-41). The Ethiopian situation in general and Oromia Government Secondary School teacher turnover in particular, seem to reflect similar events.

An earlier study in Ethiopian primary school context (Aklilu, 1967:37) indicated some difficulties related to living conditions and adjustment problems the then teachers faced. These include: the physical hardship of life in underdeveloped rural area; social problems created by teachers' ignorance of the habits and customs of the area. The problems that were faced as early as 1967, primary teachers in Ethiopia seem to be true today even more serious for secondary schoolschool teachers.

Among the physical hardships: the absence of decent house to rent; lack of water; the difficulty of finding servants; the absence of health center; the hazards of traveling by horse or mule in certain woredas; climatic difficulties, etc, were identified by Akililu (1967) which are unsolved problems in some areas of ORS today. Another environmental factor that needs to be touched upon is the feeling of isolation. That is, according to Aklilu, the teacher's ignorance of local customs may also cause misunderstanding and resentment

and make the teacher long for the day when he can escape to a more familiar environment. It should be in mind, in this connection, that for many young fresh teachers their posting to a remote rural area is their first experience of living away from home for any length of time. Tesfaye and Demewoz (2004:70) agree with the idea in that high probability of working in the remote area is identified as important predictor for the lack of commitment in teaching profession for the university students they use as subjects in their study.

### **2.3.7. Factors Related to Teaching Particularly in Secondary Schools**

Teaching as a profession and teachers as social and economic groups are reported to be accorded low socio-economic status in Ethiopia. Low socio-economic status fosters low and (probably) negative attitude towards the profession. Such an attitude would marginalize preference of the profession over other profession and would repel those who are taking up teaching (Tesfaye and Demewoz, 2004). Similarly, teachers perceived their career as something that provides them with or deprives them of some opportunities for their personal growth. So, they evaluate the benefits of career in social and economic contexts to make decision about staying in or leaving the job. Ellenburg (1979); Killian (1976); Taylor (1998); Martin and Jackson (2000); Getachew (1999) and Darge (2002) totally agree with the above concept.

An earlier study (Pollack, 1979) revealed that the then graduates and ex-teachers who were with teaching degrees were queuing up in unemployment lines all over America. In other words, more and more fully employed teachers were quitting the teaching jobs. Because, according to the study, they were disillusioned with teaching, tired of the endless paper works; angry with unresponsive bureaucracy; 'burned out' from trying to motivate passive children and unfulfilled working in a world of young people. Therefore, they wanted to gain the adult world. For this group, the decision to make a career change was and is a conscious and voluntary one.

A similar review of research on career development by Super and Hall (cited in Chapman and Hutchison, 1982:94-5) identified lack of job autonomy, job challenge and financial compensation as important predictors of teacher turnover across many fields. These points serve as criteria that individuals may use to judge their career success. In fields where the achievements of autonomy, job challenge or compensation is limited or constrained, individuals involving these criteria will be more likely to leave the field to seek success on other ventures. A careful look at teaching as a profession suggests that teachers' progress is limited in all three areas.

First, most teachers' time is spent with their students in the classroom, out of contact with others. While this may at first appear to be autonomy, it should be noted that this autonomy is constrained by a large set of expectations within which the teachers must work. Teachers are bound by the demands of the curriculum; for example, they must cover a certain amount of material in specific period of time; they must often use existing textbooks; their choice of activities is often constrained by concern for their students' performance on standard tests. Thus, they are cut off from other colleagues and yet lack real autonomy. What at first appears, as autonomy may indeed be isolation. As to Nias (1981:242), lack of autonomy or freedom to do what a teacher wants to achieve his/her ideals is regarded as a dissatisfier that can cause teacher turnover.

This is true for teachers teaching in Ethiopian government secondary schools. For example, Darge (2001:11) found some difficulties the Addis Ababa senior high school teachers faced due to time pressure. These are: the mismatch between the syllabus for a semester and the time (period) allotted for the syllabus, the need to revise lessons from the previous grades (to compensate for students' deficiency and the time spent at staff meetings that were frequently arranged during class hours), which seems to be autonomy but is indeed

isolation. Job autonomy, as to Mathis and Jackson (1997:67), is the extent of individual's freedom and discretion on the work and its schedule.

Darge (2002) asserted the lack of autonomy in Addis Ababa Secondary schools such as, the multiplicity of evaluators and criteria, lack of focus on classroom activities or teaching activities, the unwarranted revision of evaluation results by zonal administrators, the bias of students (in the evaluation) against teachers who require them to work hard, or who seriously check on their activities and the inclusion of parents (who do not know the teacher work) restricts the autonomy of teachers to vary their performance to satisfy their personal and professional needs. A study on the same issue (Gomez-Mejia and others, 2003:226) revealed the same findings that employees' poor performance evaluation processes can be factors by themselves that serve to limit teachers freedom to vary their performance to match their personal desires.

Second, career development in teaching is somewhat different from other occupations because daily activities do not necessarily change as one's career develops over time. Indeed, the activities of a classroom teacher after 20 years of teaching may not differ dramatically from that individual's activities during the second year of teaching. New tasks, or new content, do not provide challenge in teaching (Chapman and Hutchison, 1982; Mathis and Jackson, 1997; and Gomez-Mejia and others, 2003).

Third, in some profession, outstanding performance, even though the job involves substantial repetition from year to year, might be rewarded with special financial benefits. However, the salary structure in teaching is very tightly tied to seniority. Within the profession, salary doesn't provide the validation for outstanding performance (Chapman and Hutchison, 1982:95; Nias, 1981:241-244)

In short, from these observations, one can speculate on how those teachers who leave teaching might use the criteria to judge their career success. Those leaving teaching opt to assign greater value to autonomy, salary and job challenge. These speculations are consistent with what might drive as important criteria of success for teachers described in Holland's theory by Chapman and Hutchson (1982).

In presenting a theory of vocational choices, Holland (1973, cited in Chapman and Hutchson, 1982:94-95) posits that vocational satisfaction, stability, and achievement depend on the congruence between one's personality and the environment in which one works. One of the explicit assumptions underlying his model is that people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Indeed, people leave fields for which they lack interest and aptitude and seek fields for which they possess interest and aptitude.

Their reasons for career changes may be related to changes in personality, triggered perhaps by life-stage development, or by changes in the environment (e.g. changes in teaching as a profession). Career changes may also be triggered by changes in one's perceptions of what is involved in teaching. Teaching failed to give people the sense of esteem or of power over others that proved satisfying to those, mentioned earlier, who did receive this type of personal reinforcement (Nias, 1981:242). That is, individuals may hold occupational stereotypes that change with direct experience as a teacher. Super and Hall, cited in Chapman and Hutchson (1982:94) discussed the closely related issue of "vocational maturity"; that is, individual's readiness to make career decisions. With experience, people become clearer about their assets and liabilities as well as about the opportunities and limitations of their job. This reality may lead to career change (Ibid: 94).

On the basis of Holland's (1973, cited in Chapman and Hutchison, 1982:94) theory, one would expect that individuals leaving a profession would be characterized by a different set of competencies and values than those remaining in that profession. According to Chapman and Hutchison, the study tested that theory with regard to individuals leaving teaching. Holland described six personality types: realistic, investigative, artistic, social, enterprising and conventional. He goes on to identify the competencies, activities and values that characterized each type. He described teachers exhibiting a combination (in descending order) of social, artistic and enterprising skill and abilities. Hence, within Holland's description, a teacher should be good at explaining things to others, supervising others, organizing and getting people to do things their way. Individuals who leave teaching would presumably have less ability in the areas. The discriminate analysis of elementary and high school teachers made by Chapman and Hutchison (1982:194-200) shows that high school teachers in general, have better skills and ability than primary school teachers to organize time effectively, cooperate with work team, interpret numerical data. Those remaining in secondary school education were more positive about their abilities, to organize time effectively, plan or organize activities, and deal with the public than those who left teaching, who were more positive about their abilities to interpret numerical data, cooperate with a work team, analyze and evaluate, and write effectively.

#### ***2.4. Implications and Impacts of Teacher Turnover***

It has already been stated that dissatisfied employees are likely to quit. The specific influence of dissatisfaction and the decision to quit may be moderate, however, because of a variety of other factors involved. Perhaps of greatest influence is the availability of alternative employment opportunities. General economic conditions and an employee's conditions and sense of confidence in the marketability of personal skills probably play major roles in the decision to seek a new job (Vicchio, 1988:123). Turnover has both merits and demerits.

Therefore, turnover may not be inherently undesirable. In fact, the desirability of turnover depends on who is leaving. If the people who are quitting are generally superior performers, turnover needs to be reduced or eliminated. But if turnover is great among poor performers, the change is actually in the best interests of the organization. The notion that high turnover among poor performers can benefit an organization and is termed as functional turnover. Attempts to document the prevalence of functional turnover, in which quit rates are analyzed separately for high and low performers are fairly new. The dysfunctional turnover refers to the high turnover among superior performers whose quit harms the productivity of an organization (Ibid: 124).

Excessive turnover can result in unacceptable replacement cost through hiring processes (recruitment, selection, socialization, relocation or transfer and additional supervisor). Moreover, too much turnover can have an adverse effect on recruitment effort in that the prospective want to know why the previous teachers resign or quit or discharged. Furthermore, excessive turnover impacts negatively on those remaining creating a feeling that may be something is wrong with the company or that opportunities are better elsewhere. Moreover, it causes resignation in bunches; one triggers the other. Turnover, in short, can place current goals achievement in jeopardy (Killian, 1976:172-3).

Therefore, although some turnover and loss of people might be acceptable or unacceptable, it is beneficial to know what loss is occurring and its effect on the company operations. Furthermore, it should be remembered that the discharged or resignation of an employee most often represents a failure and waste. That is the company has possibly failed in its responsibility of selecting, developing, and utilizing. In other words, it may have failed to provide appropriate leadership or forms of compensation. A discharge even represents the failure of the company, in that a poor judgment and selection has been made on the part of management during hiring process. In short, separation,

for whatever cause, often implies and represents failures prior to the actual separation decision, failure on the part of the company in its initial employment, various placements and provision of an appropriate work environment. As a result, the individual might have failed to respond satisfactorily to opportunities the company provided by giving inadequate response to training, leadership and other requirements (Killian, 1976): 158-174; Vicchio, 1988:123-124; Pennington and Edward, 2000:137); Gomez-Mejia and others, 2003:201).

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

### ***2.5. Monitoring and Controlling Turnover***

Reduced and controlled turnover can benefit efficiency, customer relations, employee relations, costs of operations, and productivity. Killian (1976:174) suggested equal importance to provide a deliberate program for protecting the investment already made on human resource. This means, a systematic management- directed program is necessary for determining what employees want from their jobs. Therefore, management should constantly keep in mind that employees have reasons for job dissatisfaction and resignation.

In order to monitor and control turnover of teachers, programs must be designed, initiated, administered, monitored and changed to retain the valuable human resource assets (teachers). Turnover can be anticipated and controlled

within acceptable limits. Because it is not something that just happens, it is caused by internal conditions that motivate the employees to seek more attractive conditions at competitive companies. Killian (1976:137-174) discussed some important ways of controlling turnover. Among these some are:

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

## ***2.6. The Degree of Teacher Turnover in Oromia Government Secondary Schools.***

There are some arguments that can be made in favour of a certain amount of staff turnover. First, it is fair to say that organizations need to be rejuvenated with fresh blood from time to time if they are to avoid becoming stale and stunted. This is particularly true at senior levels, when it is believed that new faces bring new ideas and experiences, which help make organizations more dynamic. Second, it is possible to argue that a certain degree of turnover helps managers to keep firmer control over labour costs than would otherwise be the case (Torrington and others 2005: 165-167). Third, it can be plausibly argued that some employee turnover is functional rather than 'dysfunctional' because

it results in the loss of poor performers and their replacement with more effective employees.

The arguments against staff turnover are equally persuasive. First are the sheer costs associated with replacing people who have left, ranging from the cost of placing a recruitment advertisement, through the time spent administering and conducting the selection process to expenses required in inducting and training new employees. The second major argument in favour of improving staff retention results from straightforward recognition that people who leave represent a lost resource in which the organization has invested time and money. Finally, it is argued that high turnover rates are symptomatic of a poorly managed organization (Ibid). Despite these points, according to Taylor (1998:213), it is safe to conclude that, for most organizations, turnover in excess of 5-10 percent has more negative than positive consequences.

However, the rate of teacher turnover in Oromia government secondary schools, within the last four years (2001-2004), exceeds 17 percent. Exclusively the number of teachers who left school voluntarily and formally receiving clearance from the Oromia Education Bureau calculates this rate. One reason of this limitation has been lack of data on the number of teachers who retired, died, were discharged as well as who left informally. The following table shows the teacher turnover rate in Oromia Government Secondary Schools by year as well as by the Zones of the Region.

Table 2. Teacher Turnover Rate Among OGSSTs from 1994/2001-1997/2004 by Zones and by Sex.

Zones	Sex	2000/1			2001/2			2002/3			2003/4			Total			Rank	
		No. of teachers	No. of teachers left	%	No. of teachers	No of Teachers left	%	No of teachers	No of Teachers left	%	No of teachers	No of Teachers left	%	No. of teachers	No of Teacher s left	%	By sex	Overall by zone
Arsi	M	148	3	9	183	20	10.93	240	48	20	229	59	25.76	800	140	17.5	3	17.15
	F	4	-	-	4	2	50	7	-	-	13	-	-	28	2	7.14	9	(3)
Bale	M	104	4	3.9	97	8	8.24	164	12	7.36	113	51	45.13	478	75	15.69	5	15.70
	F	-	-	-	1	-	-	3	-	-	2	1	50	6	1	16.67	5	(6)
Borena	M	71	2	2.9	84	2	2.38	63	21	33.33	101	2	1.98	319	27	8.46	9	8.4
	F	1	-	-	1	-	-	-	-	-	1	-	-	2	-	-	10	(9)
Ha. East	M	37	1	2.7	51	1	2.96	66	2	1.54	66	11	16.67	220	15	6.82	11	6.61
	F	1	-	-	3	-	-	-	-	-	1	-	-	7	-	-	10	(12)
H.West	M	51	1	2.2	66	-	-	77	3	3.90	79	17	21.51	273	21	7.69	10	7.77
	F	4	-	-	2	-	-	1	-	-	3	1	33.33	10	1	10	7	(10)
I.A.bor	M	79	1	1.3	49	30	61.22	94	3	3.19	95	5	5.26	317	39	12.30	8	12.5
	F	2	-	-	1	-	-	4	-	-	4	2	50	11	2	18.18	4	(8)
Jimma	M	122	3	2.5	98	23	23.47	42	25	59.52	96	6	6.25	357	57	15.97	4	15.76
	F	4	-	-	5	-	-	-	-	-	2	1	50	11	1	9.09	8	(5)
Sh.East	M	247	35	14.17	251	52	20.72	314	94	29.94	303	111	36.63	1115	292	26.19	1	31.70
	F	22	2	9.1	19	10	52.63	23	9	39.13	26	11	42.31	90	32	35.56	2	(1)
Sh.West	M	181	18	10.5	150	31	20.53	239	54	22.59	257	60	23.35	827	160	19.35	2	19.95
	F	6	1	16.67	6	4	66.67	9	3	33.33	9	3	33.33	30	11	36.67	1	(2)
Sh. North	M	72	2	2.8	72	1	2.89	85	2	2.35	88	15	17.10	317	20	6.01	12	6.78
	F	-	-	-	8	-	-	6	-	-	8	3	37.5	22	3	12.64	6	(11)
W.East	M	130	14	10.78	144	7	4.86	146	27	18.49	178	45	22.47	598	93	15.55	6	15.79
	F	-	-	-	3	-	-	3	2	66.67	4	1	25	10	3	-	3	(4)
W.West	M	46	1	2.17	58	-	-	93	10	10.75	89	30	33.71	286	41	14.34	7	14.9
	F	-	-	-	2	-	-	1	-	-	-	-	-	3	-	-	10	(7)
Total	M	1288	96	7.46	1303	188	16.32	1623	301	18.505	1694	412	24.32	5908	997	16.88		
	F	44	3	6.98	54	16	34.55	57	14	22.03	73	23	31.51	228	56	24.56		
Overall rate		1330	99	7.44	1206	207	17.16	1682	314	19.35	1767	435	24.62	6136	1053	17.62		

NB. The number in the bracket refers to the overall rank of teacher turnover by zones (Source: Adapted from the documents of OEB and Oromia Teachers' Association (ORTA) 21/11/2005 and 20/12/2005, respectively)

Though the region has directives, rules and regulations that the teachers should abide by, there are serious problems of keeping them in their regular working place. For example, as it can be observed from the table, over 1053/17.6% teachers left the Oromia Government Secondary Schools within the last four years. Specifically, Western Shawa (31.7%) and Eastern Hararge (6.61) respectively, stood first and last in the region in teacher turnover rate. The rate of the teacher turnover was calculated exclusively for the voluntary turnover of the secondary school teachers in the region because of lack of data on the retired, discharged, died, and others who have not received clearances from the structure of OEB

Based on the data, Shawa East(31.7%), Shawa West (19.95), and Arsi (17.15) were ranked from 1-3 on the basis of the rate of teacher turnover, while Hararge West (7.77%) Shawa North (6.78%) and Hararge East (6.61%) stood last from 10-12 respectively. The rate of teacher turnover has been increasing from year to year. As examples, the teacher turnover rate was 7.44% in 2000/1; 17.16% in 2001/2; 19.35% in 2002/3 and 24.62% in 2003/4. Similarly, in relation to qualification, 92% of the Master's holder teachers left the Government Secondary Schools in the Region. Therefore, it is necessary to know the causes of the turnover among the teacher and to suggest some possible solutions that may reduce it.

## Chapter Three

### 3.1. Methodology

A descriptive survey method was employed. It was intended to investigate into the factors that can cause turnover of teachers in government secondary schools of ORS using attitudinal survey study. The method is selected for its appropriateness to the nature of the topic as well as to collect and analyze data (Koul, 1993:401-410).

### 3.2. Source of the Data

The major sources of the data were the former and current government secondary schools of ORS. Besides, Oromia Teachers Association, the experts of Education Bureau and the Zonal Education Desks, of the sample schools were also the sources of the data to supplement the study. Furthermore, statistical information from the secondary schools, Woreda Education Offices, Zonal Education Desks of the sample schools and the Regional Education Bureau were used to secure relevant statistical data.

### 3.3. Sampling Technique

#### a) Zones

As it is already stated under the delimitation part, four zones with high population size and turnover and two zones with relatively fewer turnovers of teachers than others are selected based on purposive sampling technique. These six selected zones contain high number of private institutions and government schools in the region. Besides, it is intended to identify the factors that force the teachers to leave the government schools and go to the private institutions within the same town.

#### b) Schools

Four to nine government secondary schools proportionally from each sample zones were randomly selected and this made the total number of schools thirty in which the study was conducted in the region. For this reason, complete

secondary schools (9-12) are selected from the zones. In areas (zones) where complete secondary school are small in number than the intended sample size, the first cycle secondary schools are represented in the study. Hence, the following is a table that shows the list of the sample zones and number of schools where the study was conducted.

**Table 3. The Sample Zones and Number of Schools**

No	Zones	Available and selected level of schools						
		9-10		11-12		Total		
		Available	Selected	Available	Selected	Available	Selected	
1	East Shawa	24	3	7	4	31	7	
2	West Shawa	22	3	7	4	29	7	
3	Arsi	16	2	6	3	22	5	
4	Jimma	16	2	5	2	21	4	
5	East Wollega	15	2	5	2	20	4	
6	Illubabora	13	1	4	2	17	3	
	Total							
		Number	106	13	34	17	140	30
		Percentage	100	17.8	100	50.0	100	21.43

### c) Teachers

#### i. The Former OGSS Teachers

There are more than 35 private institutions within the sample zones. Therefore, it had been intended to select 200 former secondary school teachers in Oromia only. To make proportional, it was intended to select 30 to 35 former teachers in each sample zone, and three to five former teachers from the private institutions and from other non-teaching government sectors within the zones, based on available sampling techniques. This is because it may be difficult to get former secondary school teachers of ORS in some private and other government sectors. Moreover, female former secondary school teachers of the Region were purposely included to make this number proportional.

## **ii. Current Teachers**

Five to seven secondary school teachers, proportionally from each sex zones, were randomly selected from 30 government secondary schools of ORS and this made the total number of the teachers 200. For this purpose, using each school's attendance checklist, these secondary school teachers were randomly selected based on systematic random sampling techniques to give equal chance for each teacher to be selected for the study. Female secondary school teachers were, however, selected on the basis of purposive (available) sampling techniques. This is because of the fact that the number of female teachers with bachelor degree is usually low.

### **3.1. The Procedure of the Study**

The following procedures were taken into consideration to get factors that cause secondary school teachers turnover in ORS.

- Relevant literature were assessed and reviewed to get acquaintance with the issue under consideration
- Statistical data from different documents with sources of data indicated were secured and analyzed.
- Data gathering tools were prepared and then pilot tested to check their appropriateness.
- After improving the instruments, administration of the instruments was followed and eventually analysis of data collected were made using appropriate statistical tools.
- Finally, the report of the research was prepared.

### **3.2. Data Gathering Instruments**

Several different methods of gathering data are available to researchers seeking to investigate why employees choose to leave. Killian (1976: 173-41; Taylor, 1998:236-238; Peters and Sheridan, 1990:201-210); and Gomez-Mejia and others, (2003-201) recommend exit interview, which should uncover the employee's real reasons for leaving. However, where there is no exit interview made, like in the case of Oromia Education Bureau (OEB), survey of ex-

employees, attitude survey and quantitative approach can be used. In many instances, because of the fact that the official reason given by the department of supervision is not the real reason for the resignation, questionnaires should be sent to the former employees to enable them to react more objectively and honestly at a later time (Killian, 1976:173).

For these reasons, an eleven- page questionnaire with 123 open-ended and 9 close -ended items was prepared in English using two different approaches for the current and former Oromia government secondary school teachers (COGSST) and (FOGSST). The questionnaire, which was supplemented by structured and unstructured interview, has nine parts. Thus, after pilot-testing process had been completed, 400 copies of the questionnaire were dispatched to 200 (127 male and 73 female) COGSSTs and 200 (149 male and 51 female) FOGSSTs. However, 365 (91.25%) copies of the questionnaire were filled and returned. In other words 122 (96.06%) male and 71 (91.26% female of the COGSSTs and 123 (82.55%) male and 49 (96.08%) female of the FOGSSTs returned the questionnaire to the researcher. In short, 365 (91.25%), 245 (88.77%) male and 120 (96.77%) female of the total respondents filled and returned it.

In addition to this questionnaire, ten former teachers, five Zonal Education Desks and a Regional Education Bureau expert and two Oromia Regional Teachers' Association (ORTA) representatives were interviewed using an interview prepared in Afan Oromo to know why the teachers really left the school. Moreover, related documents were assessed. Furthermore, the researcher has purposely participated in the teacher's conference held in the region during 29/5/98 to 12/6/98 E.C to supplement the instruments.

### **3.6. Pilot Test**

The draft of the questionnaire was first administered to five of the former and five of the current government secondary school teachers of ORS, who were learning for their M.A or MSC at Addis Ababa University during the academic year of 2005/06. These teachers, who were selected for the pilot test, were not included in the final study as the sources of data. The pilot testing process helped the researcher to get feedback to detect and improve ambiguous and unclear statements in the questionnaires. The final draft of the questionnaire was administered to the teachers (as stated before) from 29/05/1998 – 25/07/98E.C.

### **3.7. Methods of Analysis**

The researcher first developed seven different possible lists as the source of teacher turnover considering the kind of conditions in the study context that were frequently mentioned. The seven categories referred to include Inadequate Salary and Lack of Opportunities (including advancement and fringe benefits), Inefficient Administration and Poor Supervision, Performance Evaluation Problems, Teaching Related Factors (including- status of teaching, work loads, autonomy, recognitions, etc), Environmental Factors (including physical hardships, social problems and infrastructure), Student Character (including disciplinary problems and deficient academic background) and Availability of Better Employment Opportunities (including the competitive conditions between Government and private institutions).

Each of the final lists of the possible sources (after the pilot testing process) was composed of 10-20 items with five options (strongly Disagree =0; Disagree = 1; Undecided = 2, Agree =3 and Strongly Agree =4). The respondents responded to the items by putting a tick mark (✓) as they had been asked to do so.

The sources of the teacher turnover were examined by using frequency percentage, median, weighted mean standard deviations and rank order (Koul,

1993). These tests were used because they were more appropriate to consider the obtained data (which were based on rating) as ordinal rather than interval. Again assuming the data to be ordinal, the Mann Whitney U Test was employed to compare the difference in level of attitude (towards the source of teacher turnover) between different groups, as specified in problem statement. For all statistical tests, alpha was pre-set at  $\alpha = 0.05$

## Chapter Four

### 4. Findings and Discussions

#### 4.1. Respondents' Characteristics

As it is already stated in chapter three of this paper an eleven- page questionnaire with 123 open-ended and 9 close -ended items was prepared using two different approaches for the current and former Oromia Government secondary school teachers (COGSST) and (FOGSST). The questionnaire was divided in to nine parts. Thus, 400 copies of the questionnaire were dispatched to 200 (127 male and 73 female) COGSSTs and 200 (149 male and 51 female) FOGSSTs. This makes the total number of the teachers 400 (176 male and 124 female).

However, 365 (91.25%) copies of the questionnaire were filled and returned. In other words, 122 (96.06%) male and 71 (91.26% female of the COGSSTs and 123 (82.55%) male and 49 (96.08%) female of the FOGSSTs returned the questionnaire to the researcher. In short, 365 (91.25%), 245 (88.77%) male and 120 (96.77%) female of the total respondents filled and returned it.

In addition to this questionnaire, ten former teachers, five Zonal Education Desks and a Regional Education Bureau expert and two Oromia Regional Teachers Association (ORTA) representatives were interviewed to know why the teachers really left the school. Moreover, related documents were assessed.

Furthermore, the researcher has purposely participated in the teachers' conference held in the Region during 29/5/98 to 12/6/98 E.C to supplement the instruments. Finally, the data obtained through these instruments are tallied, organized, tabulated, analyzed and interpreted in the context of teacher turnover to make the findings as clear as possible for the reader.

Table 4: Characteristics of the Respondents by Geographical Location, Sex, Age, Marital Status, Service Year and Salary.

Items and Options	COGSSTs				FOGSSTs				TOTAL			
	Male		Female		Male		Female		Male		Female	
	f	%	F	%	f	%	f	%	f	%	f	%
Sex	122	63.21	71	36.79	123	71.51	49	28.49	245	67.12	120	32.88
Age												
a. Above 35 yrs	13	10.56	5	7.04	10	8.13	8	16.31	23	9.39	13	10.83
b. 31-35 years	50	40.98	25	35.21	34	27.64	10	20.41	66	26.94	48	40
c. 26-30 years	32	26.23	38	53.52	22	18.89	21	42.86	107	13.67	46	38.33
d. 20-25 years	27	22.13	3	4.23	57	46.34	10	20.41	49	20	13	10.83
Total	122	100	71	100	123	100	49	100	245	100	120	100
Median Age	30.7		29.71		24.9		28.95		28.94		30.61	
Marital Status												
a. single	52	42.63	25	35.21	71	27.72	28	57.14	123	50.2	53	44.17
b. Married	70	57.37	46	64.79	52	42.28	21	42.86	122	49.8	67	55.83
Total	120	100	71	100	123	100	49	100	245	100	120	100
Service Year												
a. Above 20 yrs	17	13.93	7	9.8	6	4.9	-	-	23	9.39	7	5.83
b. 16-20 years	14	11.48	10	14.09	10	8.76	1	2.04	24	9.89	11	9.17
c. 11-15 years	33	27.05	16	22.54	12	9.96	5	10.28	45	18.37	21	17.5
d. 6-10 years	32	26.23	21	29.38	26	21.14	8	16.33	58	23.67	29	24.17
e. 1-5 years	26	21.31	17	23.95	69	56.1	35	71.43	95	38.78	52	43.33
Total	122	100	71	100	123	100	49	100	245	100	120	100
Median Service	10.96		9.91		3.96		3.0		7.78		6.88	
Monthly Salary												
a. Above 1635Birr	-	-	2	2.82	18	14.63	8	16.33	18	7.35	7	5.83
b. 1436-1635 Birr	10	8.2	12	16.9	28	22.76	10	20.41	38	15.51	22	18.33
c. 1256-1435 Birr	31	25.41	19	26.76	39	31.71	22	44.9	70	28.57	44	36.67
d. 1093-1255 Birr	53	43.44	22	31.09	21	17.07	8	16.33	74	30.21	27	22.5
e. 942-1092 Birr	28	22.95	16	22.54	17	13.82	1	2.04	45	18.37	20	15
Total	122	100	71	100	123	100	49	100	245	100	120	100
Median Salary	1200		1245		1359		1377		1264		1315	
Geo. Location												
a. East Showa	25	20.49	16	22.53	33	26.83	11	22.45	58	23.67	27	22.5
b. West Showa	22	18.03	15	21.13	31	25.2	12	24.49	53	21.63	27	22.5
c. Arsi	19	15.57	11	15.49	16	13.01	5	10.2	35	14.29	16	13.33
d. Jimma	20	16.39	12	16.9	17	13.82	6	12.24	37	15.1	18	15
e. Ilubabor	18	14.75	7	9.86	12	9.36	5	10.2	30	12.25	12	10
f. East Wellega	18	14.75	10	14.09	14	11.38	10	20.41	32	13.06	20	16.67
Total	122	100	71	100	123	100	49	100	245	100	120	100

The information in table 4 indicates that the current or the existing teachers seem to be older than the former teachers. For instance, 110 (63.75%) of the former teachers are at most 30 years old, whereas only 105 (54.4%) of the

current teacher respondents are found in the same range of age. Besides, 88 (45.66%) of the current teachers are at least 31 years old, whereas only 62 (36.05%) of the former teachers are found in the same range of age. Moreover, the median age of the COGSSTs is 30 and 25 for FOGSSTs.

The figure in table 4 also indicates the marital status of the respondents. According to the respondents, 116(60.1%), 70(57.38%) male and 46 (64.79%) female of the current teachers are married but only 73(42.44%), 52 (42.5%) male and 21 (42.88%) female, of the former teachers are married. The remaining 77 (39.9%) of the current and 99(57.56%) of the former teaches were unmarried during the time the data were gathered for this study. However, there is no data obtained that shows the divorced and widowed teacher in both cases.

According to table 4, the comparison in service years and the amount of salary was implied between the COGSSTs and FOGSSTs. It can easily be summarized that the former teachers have fewer years of service with better salaries than the existing teachers. For example, 138 (80.23%) of the former teachers have at most 10 years of work experience both in teaching and in non-teaching jobs. However, only 96(49.74%) of the current teachers have similar work experience. In other words 97(50.26%) of the current teachers have work experience greater than 10 years, whereas only 34 (19.77%) of the former teaches have about the same years of work experience. In contrast the amount of salary does not seem to be directly related with the year of service for the current and the former teachers. As an example, 65(37.79), 46(37.4%) male and 19(38.78%) female of the former, and 24 (12.14%), 10(8.28%) male and 14 (19.72%) female, of the current teachers are earning more than 1435 eth. Birr per a month, during the time of the study. In short, the salary inequality apparently existing between the former and current teachers suggests that teacher turnover from the school is partially to earn better salary within few years of service.

## 4.2. Initial Commitment of the Respondents to Teaching

It is adequately documented that initial preference of or initial commitment to teaching career is a problem for future commitment to the teaching profession and job satisfaction (Tesfaye and Demewoz, 2004). Career commitment may be higher among teachers who were initially attracted to the profession. Initial commitment refers to whether or not beginning teachers have chosen the education stream. Thus, this variable was roughly assessed based on a single item. Accordingly, COGSSTs and FOGSSTs of ORS were asked why they become teachers and to indicate by ranking the three most important reasons they think from 1 to 3. The following table summarizes the results of the respondents. In the table, the responses were calculated using 3, 2 and 1 points for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> ranks, respectively, for each respondent's responses.

Table 5: The Teachers' Responses on Why They Became Teacher.S

Why did you become a teacher?	COGSST			FOGSST			Total		
	f	%	Rnk	f	%	Rnk	f	%	Rnk
I could not get another occupation as an alternative	41	15.33	1	42	17.8	2	83	16.6	1
It was the kind of job that I could easily get.	39	14.77	2	43	18.00	1	82	16.4	2
To earn money like my friends.	36	13.64	3	31	13.14	3	67	13.4	3
I liked the attractive nature of teaching at that time.	35	13.26	4	17	7.20	8	52	10.4	4.5
To continue my education further	29	10.99	5	23	9.75	5	52	10.4	4.5
To use teaching as a stepping stone	24	9.09	6	22	9.32	6	46	9.2	7
I was interested in teaching job as a career	21	7.96	7	19	8.05	7	40	8	8
Some body helped or made me join the profession.	20	7.58	8	10	4.24	9	30	6	9
Other (like by chance or by assignment)	19	7.2	9	29	12.29	4	48	9.6	6
Total	264*	100		236*	100		500*	100	

\* The total number of the responses is greater than the sample size because each respondent gave more than one answer for each item.

As it is already indicated above, it was intended to see the teacher's commitment to the profession as a precursor (anticipating) of future likelihood of turnover and satisfaction in the job. Table 5 indicates that most of the teachers had joined the teaching profession because of the fact that they could

not get another occupation as an alternative, and teaching is the kind of job that they could easily get. Moreover, the next greater number of the teachers joined teaching to get money like their friends. Most of the former teachers also claimed that they became teachers by chance or by force without their interest. Hence, very few teachers selected teaching profession as a career for its attractive nature at that time. Therefore, it may be anticipated that lack of interest in the teaching profession aggravated the teacher turnover in the OGSS.

According to table 5, the reasons advanced for becoming teachers are mostly extrinsic to the profession. That is, according to the respondents, lack of another alternative, teaching is the kind of job that I could easily get and to earn money like my friends are ranked 1,2 and 3 respectively for both current and former teachers. However, there seem to be differences between the current and former teachers on some reasons for becoming a teacher. For example, a fair number of the former teachers were assigned to the teaching profession by chance or by assignment without their interest by their respective universities and colleges. Similarly, more number of the former teachers joined teaching to use it as a stepping stone for their further education than the current teachers who became teachers for its attractive nature by then. This may lead to say that some of the former teachers left the teaching profession because they became teachers by chance or by force than the existing ones.

#### **4.3. The Availability of and the Desire to Look for Better Employment Opportunities**

The FOGSSTs were asked to respond to the question as to how they left the Oromia Government Secondary School (COGSS). Among 172 (123 male and 49 female), 109 (88.62%) male and 45 (91.84%) female voluntarily, whereas 14 (11.38%) male and 4(8.16%) female of the FOGSSTs involuntarily left the OGSS in ORS. According to the respondents, most of the teachers who voluntarily left claimed that they left for promotion, for better salary, for conducive work

conditions, and by transfer across sectors by the system, etc. Moreover, most of the teachers who left voluntarily for better salaries can be categorized under the "teacher migration" from OGSS to private and government regional colleges that pay better salaries with better fringe benefits, compensation and other incomes. In contrast, those teachers who left the government schools involuntarily revealed that they were fired or discharged for various political reasons, but not for disciplinary problems nor for their poor fit with the teaching system.

The COGSSTs were also asked to respond to the question "If you have choice, do you want to leave the government secondary school teaching?" in the form of "yes" or "no" question. The responses of 193 respondents show that 188 (97.4%) i.e. 118 (96.72%) male and 70 (98.61%) females want to leave the OGSS teaching. They mentioned some reasons for their desire to leave the schools. The reasons are: lack of good payment and income (including low starting salary, lack of fringe benefits, compensations, incentives, rewards, per-diem and bonus); lack of promotions (e.g. absence of salary increment, career structure and educational opportunities); inefficient administration (internal and external to the school-including blames for political reasons, unnecessary interventions of political cadres in the school management, lack of clear unity of command and unity of direction, lack of personal and professional freedom, unfair transfer and promotion, lack of respect and recognition); lack of insurance and social services (like free medical service); lack of job security and students character (students' unrest).

Moreover, FOGSSTs, were asked to respond to the other side of the question presented above for COGSSTs to test the same variable. The question was "If you get a chance, do you want to return to OGSS teaching?" Among the respondents, 147 (88.47%), i.e. 99(80.49%) male and 48 (97.96%) female teachers affirmed that they do not want to return to the school. The reasons are almost the same with the reasons given by the COGSSTs for their desire to leave the OGSS. Similarly, the remaining 24 (19.5%) male and 1 (2.20%) female

of the FOGSSTs, who want to return to the OGSS have suggested the solutions of the above problems as the preconditions to be fulfilled to return.

The following table summarizes the reasons to have the desire to look for better alternative employment opportunities. In this paper, Strongly Disagree=0; Disagree=1; Undecided=2; Agree =3 and Strongly Agree=4 are used to show the degree of agreements of current teachers (CT) and former teachers (FT) to analyze the result.

Table 6: The Desire To Look for Better Alternative Employment Opportunities (BAEO)

Teachers leave OGSS for:-	Respon	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Lack of interest in teaching service	CT	28	14.51	-	-	14	75.5	35	18.14	116	60.1	3.11	3
	FT	6	3.49	48	27.91	5	2.91	69	40.12	44	25.58	2.54	5
	T	34	9.3	48	13.15	19	5.21	104	28.49	160	43.84	2.84	4
Interest to find more worthwhile and an interesting job than teaching	CT	6	3.11	21	10.88	21	10.88	76	39.38	69	35.75	2.94	6
	FT	13	7.56	32	18.6	23	13.95	62	36.1	41	23.84	2.5	6
	T	19	5.21	53	14.52	45	12.33	138	38.81	110	30.14	2.73	6
Follow teacher influence to engage in a better profession than teaching.	CT	14	7.25	28	14.51	14	7.25	70	36.27	67	34.72	2.83	7
	FT	90	52.33	24	13.95	28	16.28	30	17.34	-	-	0.69	9
	T	104	28.49	52	14.25	42	6.03	100	27.4	67	18.36	1.82	9
Change of importance (value) from teaching to other profession	CT	14	7.25	14	7.25	-	-	69	35.75	96	49.74	3.16	1
	FT	36	20.93	62	36.05	49	28.49	-	-	25	14.24	1.45	8
	T	50	13.7	76	20.82	49	13.42	69	18.9	121	33.15	2.35	7
Feeling that leaving OGSS teaching is more advantageous than staying	CT	-	-	28	14.51	21	10.88	62	32.12	82	42.49	3.05	4
	FT	-	-	20	11.63	49	28.49	39	22.67	64	37.21	2.83	4
	T	-	-	48	13.15	70	19.18	101	27.67	146	40	2.95	3
Feeling that one can easily get a job if he/she leaves the GSS teaching.	CT	28	14.51	41	21.24	55	28.5	35	18.13	34	17.62	2.05	9
	FT	-	-	59	34.3	28	16.28	62	36.05	13	17.2	2.03	7
	T	28	7.67	100	27.4	83	22.74	97	26.58	47	12.88	2.04	8
Lack of job security in OGSS teaching because of frequent political evaluation (Qorannoo) made by politicians	CT	14	7.25	21	10.88	7	3.63	28	14.51	123	63.73	3.15	2
	FT	-	-	-	-	-	-	91	52.91	81	47.09	3.49	1
	T	14	3.84	21	5.75	7	1.92	119	32.6	204	55.89	3.31	1
Frequent blames of teachers for political reasons when she/he teaches subjects like Afan Oromo, Civic, Amharic or History	CT	21	10.88	14	7.25	10	5.18	48	24.87	100	51.81	2.97	5
	FT	-	-	30	17.44	1	0.57	72	41.86	69	40.12	3.07	3
	T	21	5.75	44	12.06	11	3.01	120	32.88	169	46.3	3.02	2
Feeling that one's career needs will better be served elsewhere than in teaching	CT	21	10.88	21	10.88	41	21.24	62	32.12	48	24.87	2.49	8
	FT	-	-	12	6.98	25	14.54	63	36.63	72	41.86	3.13	2
	T	21	5.25	33	9.04	66	18.08	125	34.25	120	32.88	2.8	5
* Overall mean												2.65	

As already indicated, table 6 shows that 264 (72.33%) of the respondents are not interested in teaching as a career. They claimed that if they had choice, they would not choose teaching over others. The desire to look for better

alternative employment opportunities (BAEO) arises from their interest to find worthwhile and more interesting profession than teaching. Moreover, 190 (52.06%) respondents who used to care more about the teaching profession prefer now other professions to it. According to 167 (45.75%) respondents teachers are also influenced by their fellow teachers to engage in a better profession than teaching.

As to the figure in table 6, 247 (67.67%) i.e. 170 (69.39%) male and 77 (64.17%) female teachers of the respondents think that leaving GSS teaching is more advantageous than staying in it. This is because of the fact that their career needs would better be served or satisfied elsewhere than in teaching. Moreover, 323 (88.49%), 216 (88.16%) male and 107 (89.17%) female of the teachers do not feel they have job security in OGSS teaching because of the frequent political evaluations ("qorannoo") made by political cadres /leaders. Furthermore, 289 (79.19%) of the respondents stated that they should leave the GSS teaching because they are always blamed, intimidated and (sometimes) imprisoned for political reasons when they teach subjects like civics, Afan Oromo, History and Amharic for being behind students unrest.

On the other hand, the secondary school teachers (SSTs) seem to develop a sense of confidence in their marketability of their personal skill and profession, which play roles in decisions to seek new worthwhile job. That is why about 144 (74.61%), i.e. 98 (80%) male and 46 (64.79%) female of the COGSSTs claimed that they can easily get a job if they leave OGSS teaching.

Moreover, both the current and former teachers seem to have common understanding on the occupations that are open to the SSTs. The following table summarizes the organizations or the sectors the former teachers are working for currently and the jobs the current teachers think are open to them.

Table 7: COGSSTs and FOGSSTs responses on the jobs open to or attract them.

	Jobs that are attracting the OGSSTs currently	Jobs COGSSTs think open to SSTs			Sectors or Jobs FOGSSTs are working for			Total and overall Rank		
		F	%	Rank	F	%	Rank	f	%	Rank
1	Private college (teaching)	89	28.1	1	61	35.47	1	150	30.61	1
2	Government college teaching	73	23.01	2	43	25	2	116	23.67	2
3	Private non-teaching jobs	33	10.41	3	10	5.81	5.5	43	8.78	3
4	Government non teaching jobs									
	4.1. Journalism	31	9.78	4	4	2.33	9.5	35	7.14	4
	4.2. Administration	11	3.47	8.5	11	6.4	3.5	22	4.49	6.5
	4.3 Education supervisors /experts	18	5.68	5	10	5.28	5.5	28	5.71	5
	4.4 Public and social Affairs	8	2.52	11	9	5.23	7	17	3.50	8.5
	4.5 Tourism and Culture	11	3.47	8.5	11	6.4	3.5	22	4.49	6.5
	4.6 Mapping Agency	13	4.1	6	4	2.33	9.5	17	3.50	8.5
	4.7 Statistics and others	12	3.79	7	-	-	13	12	2.45	11
5	Trading	7	2.21	12	2	1.16	11	9	1.84	12
6	Farming	2	0.63	13	1	0.58	12	3	0.61	13
7	Others (non-profit NGOs)	10	3.16	10	6	3.49	8	16	3.27	10
	Total	317*	100		172	100		489*		

- Total number of the COGSS is more than the sample size because each respondent gave more than one responses to each item.

Table 7 shows that both the current and former SSTs are attracted mainly by the private and government college teaching. The respondents ranked educational supervisors and experts, journalism, government cabinet, and tourism and culture 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> respectively, next to the private and government college teaching services on the occupational scale. This seems to be because of the fact that the private and government colleges pay better salaries than the OGSS. Moreover, these occupations have better socio-economic status than the GSS teaching. Furthermore, the occupations give the employees some fringe benefits, compensation, bonus, incentives, rewards, insurance (like free health service), and others. At the same time, the occupations involve field works which may bring income other than regular salary (like per-diem, and other project funds), which is one of the problems that pulls SSTs from the OGSS.

#### 4.4. The Causes of Teacher Turnover in OGSS

Many trained teachers leave OGSS teaching every year. To assess the reasons, 193 COGSSTs and 172 FOGSSTs were asked to respond to different possible lists of reasons for the problem. The responses of the respondents are

discussed explicitly and specifically under separate topics. The topics are purposely grouped according to their similarity to make easy for discussions.

#### 4.4.1. Inadequate Salary and Lack of Promotion Opportunities

##### 4.1.1. Inadequate Salary

The weightiest reason for teacher turnover, the one stated most frequently is money. It was discouraging to listen to what teachers had to say about their salaries, their hopes of regular salary increment, their career structure and their prospects of promotion by merit. Teachers complained that, though the teachers' career structure has been set in ETP, it has been totally discontinued since 2002. They also strongly argue against their poor salaries, and other benefit inequalities apparently existing between teachers and non-teaching government department employees with similar year of service and qualification level. The following table summarizes the reasons related to salary inadequacy.

Table 8: Salary Inadequacy as a Source of Teacher Turnover

Teachers leave OGSS teaching for:-	Respon dent	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Dissatisfaction with the present salary in teaching	CT	7	3.63	28	14.51	21	10.88	28	14.51	109	56.48	3.05	7
	FT	-	-	-	-	-	-	86	50	86	50	3.5	3
	T	7	1.92	28	2.67	21	5.75	114	31.23	195	33.42	3.27	5
Salary inequality between teachers and non-teaching government sectors employees with similar year of service and qualification	CT	-	-	7	3.63	14	7.25	41	21.24	131	67.88	3.53	3
	FT	21	12.21	34	19.77	7	4.07	92	53.49	18	10.47	2.42	5
	T	21	5.75	41	11.23	21	5.75	133	36.44	149	40.82	3.01	7
Decision to engage in any profitable job outside of the GSS teaching	CT	14	7.25	12	6.21	59	30.57	59	30.57	49	25.39	2.37	5
	CF	-	-	-	-	-	-	-	-	-	-	-	-
	T	14	7.25	12	6.21	59	30.57	59	30.57	49	25.39	2.37	4
Absence of salary increment after every two years service	CT	-	-	-	-	21	10.88	34	17.62	138	71.5	3.61	2
	FT	-	-	-	-	-	-	74	43.02	98	56.98	3.57	1
	T	-	-	-	-	21	5.75	108	29.59	236	64.66	3.59	1
Absence of career structure	CT	-	-	-	-	29	9.45	69	35.75	105	54.40	3.44	4
	FT	-	-	-	-	1	0.58	74	43.02	97	56.4	3.57	1
	T	-	-	-	-	20	5.48	143	39.18	202	55.34	3.5	3
Feeling that teachers are not paid fair salary for the work they do	CT	-	-	-	-	21	10.88	34	17.62	138	71.5	3.62	1
	FT	-	-	-	-	9	5.23	53	36.63	100	58.14	3.53	4
	T	-	-	-	-	30	8.22	97	26.58	238	65.21	3.57	2
Decision to search an opportunities to change teaching even for equal pay.	CT	14	7.25	-	-	28	14.51	55	28.5	96	19.74	3.21	6
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	14	7.25	-	-	28	14.51	55	28.5	96	19.74	3.21	6
* Overall mean												3.36	

Table 8 indicates that 309 (84.66%) of the respondents are dissatisfied with the GSS teaching salary. Besides, 345 (94.52%) of the respondents agree with the idea that the absence of the career structure pushes the GSS teachers away from the school every year. In addition to this, the same number of respondents justified that they were rather irritated with the absence of salary increment every two years which has been practiced for nearly half a century. The table also reveals that 229 (62.74%) of the respondents feel that non-teaching government sector employees with similar year of service and qualification level are paid better salaries than teachers in OGSS. In short, 335 (91.78%), i.e. 210 (88.57%) of male and 118 (98.34%) of the female teachers think that they are not paid a fair salary for the work they do in OGSS teaching.

Therefore, for the inadequate salary, feeling of the inequality and absence of fair payment for the work they do, 108 (55.96%) of COGSSTs decided to leave the OGSS teaching service. Among the respondents, 26 (13.47%) teachers do not want to leave the OGSS teaching. The remaining, 59 (30.57%) of the COGSSTs did not decide either to leave or to stay in OGSS teaching.

Studies have shown, with a fair degree of consistency, that a dissatisfied employee is more likely to quit (Vicchio, 1988). In Ethiopia, out of the list of several reasons the one given most frequently was salary (Aklilu, 1967; Darge, 2002). Discussing those economic factors, the earlier researcher, Aklilu (1967) explained that the highest and the weightiest reason for elementary school teachers' withdrawal was money, which has not really been solved yet and even has become more serious today for secondary school teachers in the Region.

Since the time of Aklilu (1967), though it is unsatisfactory, some change and policy adjustments have been effected. Among these changes, better initial salary and due adjustments, education and training policies can be cited. After

these policies were produced and adjustments were effected, teachers (specially GSS teachers) are still leaving the GSS teaching.

In the first place, studies indicated that the new salary scale issued in 1994 by the MOE has not made teachers to stay in teaching (Manna and Tesfaye, 2000). In the second place, teachers have complained that the career structure and two years' salary increment has been totally stopped to be implemented as per policy set. As a result, it is broadly believed that this salary inadequacy and lack of such promotion affected the morale of the teachers, which in turn affected more than just productivity or students' achievement, but also teacher retention in the Region.

Besides, in Ethiopia, the inequality in salary and other benefits between teachers and non-teaching government employees with similar qualification and service year has been identified as a critical issue for both secondary and elementary school teacher dropout (Aklilu, 1967, Getachew; 1999; Darge, 2002). The current situation in OGSS shows the same result. The median year of service and the median salary difference between the FOGSSTs and COGSSTs in the new jobs and in OGSS teaching respectively are calculated to show the problem evidently (see table 4).

The median salary indicated in table 4 seems to bear out the contention of FOGSSTs that the salary in their new job is significantly higher than that of COGSSTs in ORS. Evidently, the median salary of FOGSSTs in their new jobs after serving for a median period of 3½ years, which is 3 times less than that of COGSSTs, is 1365.78 Eth.Birr, (1359.44 for male and 1377 for female) which is greater than that of COGSSTs by 152.52 Eth. Birr, per month. However, the median salary for the COGSSTs is 1213.25 Eth. Birr after serving for a median of 10½ years or above.

#### 4.4.1.2. Lack of Promotion Opportunities and Other Benefits

Although the starting salary of the COGSSTs may appear at first to be better than that of others, it is indeed, the least salary after serving for two years among the payments made for all private and government employees with the same qualification level. In short, any bachelor degree holder assigned to teach in OGSS may, at maximum, earn a salary of 1255 Eth. Birr after serving for over 9 years in teaching, which is known as "senior teacher" in ETP as the teachers' career structure. Moreover, this salary promotion system has not been implemented since 2002. Table 10 summarizes the contributions of the lack of promotion and other benefit opportunities for the teacher turnover in OGSS.

Table 9: Lack of Promotion and Other Benefit Opportunities as a Source of Teacher Turnover.

Teachers leave OGSS for:-	Respondent	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		f	%	f	%	f	%	f	%	f	%		
Lack of promotion opportunities in teaching	CT	21	10.88	41	21.24	21	10.88	34	17.62	76	39.38	2.54	7
	FT	-	-	-	-	-	-	99	57.56	73	42.44	3.42	7
	T	21	6.75	41	13.41	21	6.73	133	42.63	149	39.18	2.89	7
Lack of compensations, like bonus, in teaching	CT	-	-	14	7.25	6	3.11	69	35.75	104	53.89	3.37	5
	FT	-	-	24	13.95	1	0.58	73	42.44	74	43.02	3.14	6
	T	-	-	38	10.41	7	1.92	142	38.91	178	48.78	3.26	6
Insufficient income to meet one's own financial obligations	CT	-	-	14	7.25	14	7.25	48	25.39	117	60.62	3.39	3.5
	FT	-	-	12	6.22	-	-	74	43.02	86	50	3.36	2
	T	-	-	26	7.12	14	3.84	122	33.42	203	55.62	3.38	2
Feeling that teaching cannot help towards the financial goals one has set for her/himself	CT	-	-	7	3.63	14	7.25	62	32.12	110	57	3.39	3.5
	FT	-	-	7	4.07	24	13.95	47	27.1	94	54.65	3.33	2
	T	-	-	14	1.96	38	10.62	109	38.45	204	56.98	3.36	2
Feeling that an opportunity in teaching work to earn enough money is below what is expected at ones level.	CT	-	-	-	-	28	14.52	48	24.87	117	60.62	3.46	1
	FT	-	-	-	-	37	21.51	34	19.77	98	56.98	3.30	4
	T	-	-	-	-	65	17.8	82	22.65	215	59.39	3.39	1
Lack of better fringe benefits (like house and transport pay ) allowance	CT	6	3.11	14	7.25	21	10.88	48	48.87	104	53.89	3.19	6
	FT	-	-	2	6.98	12	6.98	28	16.28	140	81.4	3.49	1
	T	6	1.92	16	4.38	23	13.37	76	20.82	244	61.37	3.33	4
Insufficient income to support one's own family	CT	-	-	20	10.36	21	10.88	35	18.34	124	64.25	3.44	2
	FT	-	-	4	2.33	24	13.95	51	29.65	86	50	3.23	5
	T	-	-	24	6.58	45	12.33	86	23.56	210	57.53	3.32	5
* Overall mean												3.20	

According to table 9, the respondents are not satisfied with the opportunities for promotion in their teaching work. The table reveals that most, 320 (83.12), of the respondents are dissatisfied with the lack of compensation (bonus, incentives and rewards for outstanding performance); lack of fringe benefits (house allowance, transport pay); insufficient income to meet their own financial needs and to support their family. Besides, 276 (76.88%) of the respondents are dissatisfied with the opportunities for promotion in OGSS teaching because of the fact that it cannot help them towards the financial goals they have set for themselves. Similarly, 297 (82.04%) of the respondents feel that opportunities in teaching work to earn enough money is below what is expected by the teachers at their level. That is why about 151 (78.24%) of COGSSTs decided to search an opportunity to change teaching even for equal pay.

Teaching as a career creates opportunities for progress and promotion. However, teachers perceived their career as something that deprives them of some opportunities for their personal growth. As a result, after evaluating the benefits of the career in social and economic context, they make decisions to leave teaching. Though the potential significance of retaining teachers of good quality and experience in the career is recognized by the Ethiopian government as expressed in ETP (1994) and efforts are made to expand in-service teachers' education and promote teachers schemes, including improving teachers salary scale, the OGSSTs seem to be dissatisfied with the opportunities for promotion in their teaching.

Regarding the training opportunities for teachers, the focus has been on the elementary education as expressed in ETP (1994) allowing only for sporadic or occasional in-service and regular Masters' degree for SSTs. These teachers are sent for further education (first degree and second degree) from the OGSS with the sponsor of the OGSS budget. However, after graduation they do not return

to the OGSS teaching, which adds some drops to widen the rate of teacher turnover from the OGSS. In short ORS is training teachers for private and government colleges and for other non-teaching departments with the secondary school budget.

According to the respondents, the trained OGSS teachers leave GSS for various salary and opportunity related problems. Among these, the Master's degree holder teachers do not have career structure that indicates the maximum to which they may aspire in the GSS teaching work. In addition to this, both first and second degree holder teachers leave the OGSS for adequate starting salary, for better compensations, benefits, incentives, rewards, salary scale, for fair payment for extra works, for field works' per-diem and research funds, for reasonable salary increment and career structure for the opportunity to work part-time to supplement their salary. In short, they leave the GSS teaching to get more income than in GSS teaching, through different alternative ways of getting income to survive in the difficult economy.

#### **4.4.2. Administration Inefficiency and Supervision Problems**

##### **4.4.2.1. Administration Inefficiency**

Money is not the only reason for teachers leaving their jobs. In other words, although workers work for money and leave the work if the pay is not satisfactory, they need other forms of satisfaction, which motivate and retain them. Among these form of satisfaction, efficient management and effective supervision activities are indispensable or absolutely essential for the teacher retention in schools. This does not seem to be given a true attention in the OGSS. The following two consecutive tables summarize the inefficient administration and poor supervision activities as the causes of teacher turnover, respectively.

Table 10: Inefficient Administration as a Source of Teacher Turnover.

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Feeling that head teachers are not actually sympathetic in their dealing with teachers	CT	10	5.18	60	12.44	8	4.15	105	54.40	10	5.18	2.01	7
	FT	-	-	24	13.95	24	13.95	62	36.05	62	36.05	2.94	6
	T	10	2.47	84	23.01	32	8.77	167	45.75	72	19.73	2.57	5
Lack of freedom to discuss one's problems with the respective supervisors	CT	-	-	70	36.27	18	9.33	65	53.68	40	20.73	2.39	5
	FT	27	15.7	22	12.9	37	21.51	49	28.49	37	21.51	2.27	7
	T	27	7.4	92	25.21	55	12.07	114	31.23	77	21.1	2.33	7
Lack of freedom to make one's own decision in teaching-learning process	CT	20	10.36	65	36.68	3	1.55	70	30.27	35	18.14	2.18	6
	FT	1	0.58	24	13.95	24	13.95	49	28.49	74	30.02	2.99	4
	T	21	5.75	89	24.45	27	7.42	119	32.69	109	29.95	2.56	6
Feeling that promotions are not fairly handled for all teachers	CT	10	5.18	23	11.92	-	-	95	49.22	65	37.79	2.94	2
	FT	2	11.16	24	13.95	24	13.95	24	13.95	98	56.98	3.12	1
	T	12	3.29	47	12.95	24	6.61	119	32.78	163	44.9	3.03	1
Feeling that school regulations are not carried out in a fair way to all teachers	CT	10	5.14	20	10.36	8	4.15	85	44.04	70	36.27	2.96	1
	FT	-	-	24	13.95	24	13.95	49	28.49	75	43.61	3.02	3
	T	10	2.76	44	12.09	32	8.79	134	36.81	145	39.73	2.99	2
Lack of efficient school management	CT	10	5.18	30	15.54	23	11.92	80	41.45	50	25.91	2.67	3
	FT	-	-	24	13.95	12	6.98	65	36.05	74	43.02	3.08	2
	T	10	2.76	54	14.8	35	9.59	142	38.91	124	23.97	2.87	3
Feeling that head teachers are political leaders who evaluate teachers on the basis of political activities and ideologies	CT	10	2.77	58	30.05	5	2.59	50	25.91	70	36.27	2.58	4
	FT	-	15.8	19	11.05	37	21.51	49	28.49	67	38.95	2.95	5
	T	10	2.74	77	21.1	42	11.5	99	27.12	137	36.16	2.76	4
* Overall mean												2.73	

Table 10 reveals that 266 (72.88%) of the respondents think that the inefficient school management is one of the serious reasons for the teacher turnover in OGSS. This is because, as to the 165 (67.35%) male and 74 (61.67%) female respondents, the head-teachers are not actually sympathetic in their dealing with the teachers in their schools. Besides, 236(64.66%) of the respondents believe that they evaluate teachers on the basis of political activities and ideologies. The table also shows that 228(62.47%) of the teachers claimed that they do not feel free to discuss their problems and rights, and make their own professional decisions in the teaching-learning process. Moreover, the school directors seem to fail to carry out the school laws and to handle promotions in fair ways for all teachers.

#### 4.4.2.2. Poor Supervision as a Source of Teacher Turnover.

Many teachers' separations from OGSS seem to be the results of the problems of management and supervision. The next table summarizes the poor supervision activities as a source of teacher turnover in OGSS.

Table 11: Poor Supervision Activities as a Source of Teacher Turnover in OGSS

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		f	%	f	%	f	%	f	%	F	%		
Lack of actual help from the immediate supervisors to improve their teaching	CT	5	2.59	20	10.36	13	6.94	90	46.63	65	33.68	2.99	1
	FT	-	-	37	21.51	24	13.95	37	21.51	74	43.02	2.86	8
	T	5	1.57	57	15.62	37	10.14	127	34.8	139	38.08	2.93	2
Feeling that supervisors are personally faultfinding to attack for their interest	CT	15	-	75	38.86	38	19.69	45	33.32	20	10.36	1.86	10
	FT	-	-	37	21.51	11	6.4	62	36.05	62	36.5	2.87	6
	T	15	4.11	112	30.69	49	13.43	107	29.32	82	22.47	2.35	10
Unfair criticism of supervisors for teachers work	CT	-	-	15	7.77	43	22.28	55	28.5	40	20.73	2.21	8
	FT	-	-	64	37.21	-	-	62	36.05	86	50	3.45	1
	T	-	-	79	21.64	43	11.78	117	32.00	126	34.52	2.8	5
Lack of constructive ideas from supervisors which help them to improve their teaching	CT	5	2.59	70	36.27	23	11.92	60	31.09	35	18.14	2.26	7
	FT	-	-	24	13.95	11	6.4	86	50	51	29.65	2.96	5
	T	5	1.37	94	13.43	34	9.31	146	40	86	23.58	2.59	7
Lack of demonstrations from the supervisors which help teachers to improve their teaching	CT	10	5.18	25	12.95	18	9.33	100	51.8	40	20.73	2.7	6
	FT	-	-	24	13.95	37	21.51	32	36.05	49	28.49	2.79	8
	T	10	2.74	49	13.43	55	15.07	162	44.38	89	24.38	2.74	6
Feeling that supervisors are not actually supportive for teachers	CT	15	7.77	55	28.5	28	14.51	70	36.27	25	12.95	2.18	9
	FT	-	-	24	13.95	12	6.95	74	43.02	62	36.05	3.01	3
	T	15	4.11	79	21.64	40	18.96	144	39.45	87	23.84	2.57	8
Lack of supervisors better professional efficiencies than the school directors to enhance their capacity in the teaching-learning processes	CT	5	2.5	28	14.51	-	-	98	50.78	62	32.12	2.96	2
	FT	17	9.88	49	28.49	65	37.79	41	23.83	-	1.76	10	
	T	22	6.05	77	21.1	65	17.81	139	38.68	62	16.99	2.39	9
Lack of supervisors' better professional efficiencies than teachers to facilitate their teaching processes	T	-	-	35	18.14	28	14.51	85	44.04	45	33.32	2.73	5
	FT	-	-	12	6.98	24	13.95	86	50	50	29.07	3.01	3
	T	-	-	47	12.88	52	14.25	171	46.85	95	26.03	2.86	3
Feeling that supervisors are political leaders who evaluate teachers on the basis of political activities and ideologies	CT	-	-	35	18.14	23	11.92	70	36.27	65	33.68	2.86	3
	FT	-	-	24	6.98	24	13.95	74	43.02	50	19.07	2.87	6
	T	-	-	59	12.88	47	12.49	144	39.45	115	31.51	2.86	3
Feeling that supervisors are not actually friendly in schools	CT	-	-	40	20.73	24	12.44	69	35.75	60	31.09	2.74	4
	FT	-	-	17	9.88	-	-	83	48.23	72	41.86	3.22	2
	T	-	-	57	15.64	24	6.58	152	41.64	132	36.16	2.98	1
Overall mean												2.71	

The figure in table 11 shows that Oromia Education Supervisors (OES) fail to help and support the OGSSTs to improve the teaching activities. According to the data, 276 (75.62%) respondents complained that the OESs do not actually

help them to improve their teaching to achieve the most effective context. In addition, 201 (55.07%) respondents feel that the OESs are not actually supportive in their profession. Moreover, 266 (72.88%) respondents suggest that OESs fail to enable the school directors to know where they stand with regard to their work in the school. Furthermore, 278 (76.16%) teachers claimed that the professional efficiency of the supervisors is not better than that of SSTs to facilitate their teaching process.

As a result of the supervisors' professional inefficiency, about 251 (68.77%) of the respondents claimed that OESs fail to give constructive ideas and demonstrations which help them improve their teaching. Furthermore, 243 (66.58%) of the respondents think that supervisors are personally fault finding, who unfairly criticize the teachers' work. In short, 231 (63.29%) respondents stated that the supervisors are actually unfriendly. In addition, 259 (70.96%) of them justified that the OESs are political leaders /cadres who evaluate teachers on the basis of political activities and ideologies.

One can realize that the administrator's attitudes, policies, procedures, understanding of the individual teachers and his philosophical approach to problems seem to be the major factors in teachers' morale to stay in or leave the OGSSs followed by salary inadequacy. In other words, how the administration works with teachers, whether he treats them as individuals with worth and dignity or merely as part of the machine will determine to a great extent the morale of the teachers that in turn, drives them from the schools.

The data given under the topic inefficient management and poor supervision obviously show that most teacher turnovers from the OGSS are the result of inefficiency on the part of management and supervision. Specifically, the school directors and the educational supervisors of OGSS seem to be assigned on the basis of political partisanship as the political leaders rather than their professional efficiency. The school directors of the Region have been given the

power to dismiss the teachers from the concerned schools depending on the gravity of the offence they committed (MOE, 2002). This is done after the parent – teacher association (PTA), which is popularly known by the teachers as the “right hand” of the directors, examines the disciplinary cases of the teachers. In other words, parent-teachers associations which is the most reliable helper of the school directors approves when a director accuses teachers of various offences which do not cause punishment.

According to the OEB reaction to the interview made by the researcher, PTA examines the disciplinary problems of the teachers based on Article 65 of the Federal Civil Servants Proclamation No. 262/02. One of the most important offenses that causes teachers’ dismissal is contravening the provisions of Article 57 of the Proclamation No. 262, which forbids any teacher to use his /her job to fulfill a hidden political agenda, or any other civil servant to use his/her regular working hours to solicit support for or against a political party, which seems to be a serious problem for the COGSSTs today, particularly for those who are not members of the ruling party. This is also true for the teachers who involuntarily left the OGSS.

To state explicitly, the respondents of this study complained that they are being intimidated by politicians and police force when something for which they are not responsible happens. For example, as they were discussing the issue on the teachers’ conference, the teachers are often implicated whenever student unrest takes place. Moreover, there have been many times that teachers were arrested or imprisoned allegedly for being behind such unrests.

On the part of supervisors, it has already been stated that they are not actually helpful, supportive, model and friendly for the teachers because they fail to give constructive ideas and demonstrations which may help them improve their teaching competencies. Moreover, the OESs fail to enable head teachers to know where they stand with regard to their work. This is because of the fact

that they professionally seem to be too inferior both to the directors and to the teachers to enhance their capacity and thereby facilitate the teaching-learning processes.

According to the respondents, the OESs are assigned on the basis of their political partisanship as the political leaders and evaluate teachers on the basis of political activities and ideologies. For these reasons, most respondents in general claimed that they do not feel free to discuss their problems and rights with the supervisors.

#### **4.4.3. Performance Evaluation Problems as a Source of Teacher Turnover**

Evaluation of teachers' performance, a process that is related to salary and advancement opportunities, also seems to be a slippery task in the OGSS of ORS. In other words, the poor performance evaluation processes underscored the teachers' achievements. Similarly, though basically performance evaluation is important to determine how well employees do their jobs compared to a set of standard criteria, the OGSS teachers believe that the problem of performance evaluation is one of the main causes of the teacher turnover. According to the respondents, the process and the criteria of the performance evaluations do not seem to be independent of the evaluators' bias and hearsay. The issue is summarized into the following three consecutive tables.

Table 12:- Performance Evaluation Criteria (PEC) and Performance Evaluation Process (PEP) Problems as the Source of Teacher Turnover

Contribution of PEC and PEP problems for teacher turnover	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean value	Rank
		f	%	f	%	f	%	f	%	f	%		
Feeling that teachers' PEP limits the teachers' activities	CT	-	-	-	-	-	-	-	-	-	-	-	-
	FT	12	6.98	12	6.98	25	14.53	74	43.03	49	28.49	2.79	6
	T	12	6.98	12	6.98	25	14.53	74	43.03	49	28.49	2.79	8
Feeling that the teachers evaluation criteria is not independent of bias of students	CT	6	3.11	14	79.25	14	7.25	76	39.38	83	43.01	3.12	3
	FT	1	0.58	10	5.8	19	11.05	48	27.91	94	54.65	3.29	2.5
	T	7	1.92	24	6.58	33	9.04	124	33.97	177	48.22	3.2	2
Feeling that the PEC is not independent of parents hearsay	CT	6	3.11	21	10.88	21	10.88	62	32.12	83	43.01	3.01	4
	FT	13	7.56	29	16.86	24	13.95	46	26.74	60	34.88	2.06	8
	T	19	5.21	50	13.7	45	12.33	108	29.69	143	39.17	2.84	7
Feeling that PEP do not depend on the classroom activities or teaching tasks	CT	14	7.25	41	21.24	-	-	62	32.12	76	39.38	2.75	7
	FT	-	-	-	-	12	6.98	72	41.86	88	51.16	3.44	1
	T	14	3.84	41	11.22	12	3.29	134	33.97	164	44.93	3.08	4
Feeling that PEP forces teachers to do non-teaching activities to get salary promotion	CT	27	13.99	21	10.88	-	-	41	21.24	104	53.89	2.9	5
	FT	1	0.58	-	-	42	24.42	83	48.26	46	26.74	3.01	5
	T	28	7.68	21	5.75	42	11.51	124	33.97	150	40.1	2.95	5
Feeling that some of the PEC are too demanding to do within schools (like doing research )	CT	7	3.63	-	-	41	20.24	48	24.87	97	50.26	3.18	2
	FT	12	6.98	34	19.77	24	13.95	37	21.51	63	36.63	2.59	7
	T	19	5.23	34	9.37	65	17.91	85	23.42	160	44.08	2.9	6
Feeling that teachers PEP do not involve transparency as per policy set	CT	7	3.63	7	3.63	14	7.25	68	35.23	97	50.26	3.25	1
	FT	-	-	11	6.4	12	6.98	87	50.58	62	36.05	3.16	4
	T	7	1.92	18	4.93	26	7.12	155	42.47	159	43.56	3.21	1
Feeling that the multiplicity of teachers PEC affects the teachers professional desires	CT	20	10.36	21	10.88	7	3.63	76	39.38	69	35.75	2.79	6
	FT	-	-	-	-	-	-	66	38.37	106	61.62	3.29	2.5
	T	20	5.48	21	5.75	7	1.91	142	38.98	175	17.95	3.18	3
* Overall mean												3.02	

Table 12 shows that FOGSSTs justified that they left the OGSS because of the poor performance evaluation process, multiplicity of evaluators and criteria. They, 123(71.51%) of them agree with the idea that teachers' PEP in OGSS limits the professional desires and thereby affects their activities. This is because, according to 300(82.19%) of the respondents, the teachers' PEC is not independent of the evaluators' bias and hearsay. Besides, 298(81.64%) of the respondents think that the PEC do not depend on the classroom tasks or teaching activities. As result, 274(75%) of the teachers feel that they are forced to do non-teaching tasks to get promotions. Moreover, about 245(67.12%) of them complained that the present teachers' PEP includes some too demanding criteria (doing research) to do in the schools. Furthermore, 314(86%) of the

respondents feel that the PEP do not involve the necessary transparency as per the policy set.

Based on the data obtained from the respondents, it is possible to infer that performance evaluation criteria is diverted and as a result, lost its national standard in OGSS. This seems to be because of the article in the PEP, which points out, "Teachers should contribute to the application of education to development"; this is open to confusion. As a result of this confusion, teachers in ORS are asked to prepare Specific Planning Management (SPM) (which is headache for the teachers) to be evaluated on the basis of management by objective (MBO). According to the respondents, the SPM is broken down to the two weeks, a month, a semester and a year activities. In their SPM, the teachers are forced to include mostly non-teaching activities. In addition to the SPM, teachers usually prepare different instructional or lesson plans.

Within the performance evaluation, the present teachers' PEC, which comprises 14 major categories that are further broken down into specific activities include some criteria which are too demanding to do and difficult to evaluate, like adequacy in general knowledge, contribution to the application of education to development and doing research. In addition, by the name of management by objective (MBO), the local administration and the school management council (SMC), who have not properly understood the terms MBO and SPM for themselves, force teachers to build classrooms in their schools, to construct local bridges and to participate in any labour works in the school community, which are really irrelevant to the classrooms activities, to get salary and other promotions.

Moreover, there is perhaps a major basic issue in teachers' PEP since, at least in principle, the candidates should not only get complete information about the result of the evaluation, but should also be able to challenge them in cases of faulty judgments. This kind of transparency and accountability is essential if

the results of the evaluations are given to be used for promotion and self-improvement by the concerned teachers. However, 314(86%) of the respondents complained that the teachers' PEPs do not involve transparency. The respondents also offered some elaborations about the reasons for the lack of transparency. Among the reasons, lack of better professional efficiency of the directors and supervisors, unreasonable assignment of the directors, and political differences can be cited. As a result of the directors political background, most of the PEP is based on the political partisanship of the teachers (see also below).

In addition to the regular PEP, the information obtained from the teachers conferences and from the interview made to ORTA claimed that teachers have also been evaluated by the local political cadres /leaders/ on the basis of political outlook and efficiency. As a result of the evaluation, the devoted teachers to the ruling political party may be given 'A'; those who are termed as supporters and (some times) as neutral are given "B" and others who are suspected by the local political cadres to be the members of other political parties may be given "C". Finally, these group "C" teachers are often intimidated or imprisoned and judged as they are inefficient to implement the ETP of the ruling party being against the party. As a result, 1) they may not be allowed to get promotions and other benefits, 2) they may be even influenced to leave voluntarily or dismissed involuntarily by the local administration.

Concerning the evaluators of the teachers' effectiveness, students, parents, and other stakeholders' participation seems to be potentially helpful to increase the reliability and validity of the evaluation results. However, this may be achieved only if the evaluators know and appreciate the purpose, significance and responsibility associated with the task and avoid personal bias, vindictiveness or negligence in the PEP. The following table summarizes the problem of evaluators as the causes of teacher turnover.

Table 13:Teacher PEP Participants' Bias and Hearsay as the Causes of Teacher Turnover.

Teachers leave OGSS for	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean value	Rank
		f	%	f	%	f	%	f	%	f	%		
Feeling that participation of parents in PEP decrease the reliability of information about the performance because they do not know about teaching.	CT	-	-	34	17.62	21	10.88	28	14.51	110	57	3.11	1
	FT	-	-	-	-	12	6.98	98	66.98	62	36.05	3.29	1
	T	-	-	34	9.34	33	9.04	126	45.52	172	47.12	3.2	1
Feeling that the participation of parents in teachers' PEP affects the reliability of the information because they do not know the teachers activities	CT	13	6.74	14	7.25	-	-	83	43.9	83	43.01	3.08	2
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	13	6.74	14	7.25	-	-	83	43.09	83	43.01	3.08	2
Feeling that students participation in teachers PEP has negative impacts on the reliability of the information because they do not know the purposes, significance and responsibility associated with the evaluation.	CT	28	15.51	21	10.88	-	-	62	32.12	83	43.01	2.79	4
	FT	-	-	24	13.95	35	20.35	75	43.61	37	21.51	2.72	2
	T	28	7.67	45	12.33	35	9.59	137	37.53	120	32.88	2.76	3
Feeling that parents are likely to base their PEP on hearsay.	CT	20	10.36	7	3.63	28	14.51	69	35.75	69	35.75	2.83	3
	FT	12	6.98	37	21.51	34	19.78	52	30.23	37	21.51	2.38	4
	T	32	8.77	44	12.06	62	17	121	33.15	106	32.88	2.62	4
Feeling that some teachers may use the bias to buy their way up the career structure by giving good but underserved marks to their students	CT	21	10.88	21	10.88	48	24.87	48	24.87	55	28.5	2.49	5
	FT	2	1.16	18	10.47	69	40.12	59	34.3	24	13.95	2.49	3
	T	23	6.3	39	10.69	117	32.06	107	39.31	79	21.64	2.49	5
* Overall mean												2.83	

Table 13 shows that most, 298(77.40%) of the respondents think that the participation of parents in the teachers' PEP may decrease the reliability and validity of the information about the teachers' performance because they do not know about teaching tasks and the teachers' activities. Similarly, the table also indicates that 257(70.41%) of the respondents feel that the participation of students in the teachers PEP has negative impact on the reliability and validity of the information because they do not know the purpose, significance and responsibilities associated with the evaluation. Consequently, according to 186(50.96%) of the respondents, some teachers may be impelled to use the bias

and hearsay to buy their way up the career structure by giving good but undeserved marks to their students.

Another participant of the teachers' evaluation and promotion process is a committee that should be set up at school level, consisting of a school director, vice-director, head of the concerned department and Teachers' Association representatives. Accordingly, the advancement committee should also be set up at Woreda and Zonal levels. This committee's problems, as the source of teacher turnover in OGSS are summarized in the following table.

Table 14 : Teachers' Performance Evaluation Committee Problems as a Source of Teacher Turnover

Teachers leave GGSS for	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Mean value	Rank
		f	%	f	%	f	%	f	%	f	%		
Feeling that the bias of the evaluators (committee) affects the retention of the teachers.	CT	7	3.63	28	14.51	41	21.24	48	24.87	69	35.75	2.75	4
	FT	14	8.14	33	19.19	42	24.42	46	46.74	37	21.51	2.34	4
	T	21	7.75	61	16.75	83	22.74	94	25.79	106	29.04	2.57	4
Feeling that the evaluation committee intentionally distorts teachers results of performance evaluation	CT	-	-	28	14.51	28	14.51	55	28.5	83	43.01	3.01	1
	FT	-	-	12	6.98	12	6.98	86	50	61	35.47	3.13	1
	T	-	-	40	10.96	40	10.96	141	38.63	144	39.45	3.07	1
Feeling that the evaluation committee does not have specific and dependable information about the achievements of teachers to give fair treatment	CT	6	3.11	14	7.25	28	14.57	76	39.38	69	35.75	2.97	2
	FT	14	8.14	34	19.77	24	13.95	57	21.52	63	36.63	2.59	3
	T	20	5.48	48	13.15	52	14.25	113	30.96	132	36.16	2.79	3
Feeling that the multiplicity of evaluators for the evaluation of teachers effectiveness affects the professional freedom of the teachers	CT	7	3.6	34	18.13	7	3.6	83	43.01	62	32.12	2.83	3
	FT	-	-	12	6.4	62	36.5	49	28.49	49	28.49	2.79	2
	T	7	1.92	46	12.6	69	18.9	132	36.16	111	30.41	2.81	2
* Overall mean												2.81	

Table 14 shows that 200(54.8%) of the respondents feel that the bias of the evaluation committee affects the retention of the teachers. This is because of the fact that teachers' performance evaluation committees do not have specific and dependable information about the achievements of the teacher to give fair treatment, or they may intentionally distort the teachers' performance evaluation result. As a result, 243(61.52%) of the respondents claimed that the multiplicity of evaluators for the teachers' performance evaluation affects their

professional freedom /autonomy. The respondents frequently mentioned that the evaluation committee is the symbol through which local political leaders evaluate the teachers.

One can deduce that poor performance evaluation process is driving teachers from the OGSS. As it is already stated in this paper, unnecessary intervention of political cadres, the multiplicity of evaluators and the criteria, the lack of focus on classroom tasks or teaching activities, the unwarranted revision of evaluation result by Woreda and Zonal administrations, the bias of students against teachers who require them to work hard, or who seriously check on their activities and the inclusion of parents, who do not know the teachers, as evaluators have been identified as the source of teacher turnover.

The OEB disclosed that the career structure and the two years' salary increment has not been paid for the last four years because of the poor performance of teachers that could not bring necessary behavioral change among their students. In contrast, teachers often ask what behavioral change means, because, teachers explained the achievements of students on the conference, that the students are joining universities passing the national examinations, even at higher rate than the regional plan in particular.

Therefore, all these and other factors may hinder the teacher to fulfill the criteria stated for promotion. This in turn, hinders them from getting salary and other promotions. Even if these criteria are fulfilled, the promotion may be subjected to the quota fixed for the concerned school. If finally, the candidate gets a maximum salary raise of 17.6% (see table 2). This salary increment actually due to promotion, the amount of effort exerted to get the promotion is so much that it is not worth the effort.

The literature, therefore, suggests that performance evaluation results should be used administratively whenever they are the basis for a decision about

teachers' work conditions, including promotion, termination and rewards to encourage hard working teachers. In contrast, malcontented PEPs are factors by themselves that serve to limit teacher's freedom to vary their performance to match their professional desires.

#### **4.4.4. Factors Related to Teaching Profession Particularly in Secondary Schools**

##### **4.4.4.1. Low Socio-economic Status**

Teaching as a profession and teachers as social and economic groups are reported to be accorded low socio-economic status in Ethiopia (Aklilu, 1967; Tesfaye and Demewoz, 2004). Low socio-economic status fosters low and probably negative attitude towards the profession. According to the literature, such an attitude would marginalize the preference of teaching over other profession and would repel those who are taking up teaching. In other words, lack of teachers' commitment to the profession is a precursor of future likelihood of turnover. This seems to be true for the teachers teaching in OGSS. Some of the OGSS teachers perceived teaching career as something that deprives them of some opportunities for their personal growth. Lack of professional autonomy, recognition and special financial rewards are some main important factors next to the perceived low socio-economic status for the teacher turnover (see table 15 and 16).

Table 15: Low Socio- economic Status (SES) as a Source of Teacher Turnover.

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		f	%	f	%	f	%	f	%	f	%		
		Perceived low socio-economic status of OGSS teachers when compared to other government employees with similar service year and qualification	CT	-	-	-	-	-	-	70	36.27		
	FT	18	10.45	22	12.79	37	21.51	57	33.14	38	22.09	2.44	5
	T	18	4.93	22	6.03	37	10.14	127	34.8	161	44.11	3.07	2.5
Perceived low career structure in teaching that may deprive them of some opportunities in their personal growth	CT	-	-	-	-	13	6.74	82	42.49	98	50.78	3.44	2
	FT	-	-	-	-	24	13.95	50	29.07	98	56.98	3.43	1
	T	-	-	-	-	37	10.14	132	36.14	196	53.7	3.44	1
Perceived low social economic status of teaching in general	CT	6	3.11	22	11.4	-	-	65	33.68	100	51.81	3.2	3
	FT	12	6.98	-	-	37	21.51	62	36.05	61	35.47	2.93	3
	T	18	4.93	22	6.03	37	10.14	127	34.8	161	44.11	3.07	2.5
Lack of rewards for outstanding performance	CT	-	-	45	25.32	18	9.33	90	46.63	40	20.73	2.65	4
	FT	-	-	29	16.86	47	27.33	42	24.4	54	31.4	2.7	4
	T	-	-	74	20.27	65	17.18	132	36.14	94	25.75	2.67	4
Lack of recognition by students	CT	10	5.18	50	25.91	18	9.33	80	41.45	35	18.14	2.33	5
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	10	5.18	50	25.91	18	9.33	80	41.45	35	18.14	2.33	6
Lack of recognition by peers	CT	15	7.77	63	32.64	55	28.5	40	20.73	20	10.36	1.93	6.5
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	15	7.77	63	32.64	55	16.44	40	20.73	20	10.36	1.93	7
Lack of recognition by supervisors and management	CT	15	7.77	63	32.64	55	28.5	40	20.73	20	10.36	1.93	6.5
	FT	5	2.91	14	8.14	5	2.91	87	45.01	61	35.47	3.08	2
	T	20	5.48	77	21.1	60	16.44	127	34.8	81	22.19	2.47	5
* Overall mean												2.71	

Table 15 indicates that 288 (78.90%) teachers think that teaching as a profession in general has low socio-economic status. Moreover 328 (89.86%), i.e. 288 (78.90%) respondents think that they have low socio-economic status when compared to other government employees with similar qualification and year of service within the same area. Furthermore, 328(89.86%) of the respondents perceive teaching career as something that deprives them of some

opportunities in their personal growth. According to this table, 226 (61.92%) of the respondents feel that the lack of rewards and special financial incentives for outstanding performance causes teacher turnover. In addition, 208 (56.99%) of the respondents think that the lack of recognition for the teachers by the supervisors causes teacher turnover among the school teachers.

#### **4.4.4.2. Heavy Workload in OGSS**

Yet another frequent source of teacher turnover is the heavy workload. In some studies, high school teachers identified heavy workload as the most frequent cause of teacher turnover (Getachew, 1999; Darge, 2002). Thus, indeed, what Getachew (1999) and Darge, (2002) found in North Ethiopia and in Addis Ababa, respectively (i.e. workload as a source of teacher turnover) is also true in Oromia. The following table summarizes heavy workloads and lack of teaching competencies as the source of teacher turnover in ORS.

Table 16: Heavy Workload and Lack of Teaching Competence as the Source of Teacher Turnover.

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	F	%	f	%		
Difficulties of handling endless routine paper works of teaching	CT	15	7.77	40	20.73	23	11.92	90	46.63	35	12.95	2.36	4.5
	FT	12	6.98	24	13.95	62	36.05	37	21.51	37	21.51	2.37	6
	T	27	7.4	64	17.33	85	13.29	127	34.8	62	16.99	2.36	4
Boredom of working in a world of young people	CT	15	7.77	40	20.73	18	9.33	85	44.04	35	18.14	2.49	5
	FT	12	6.98	49	28.49	62	36.05	24	13.95	25	14.54	2.01	9
	T	27	7.4	89	24.38	80	21.92	109	29.86	60	16.44	2.24	6
Desire to join an adult world of work	CT	20	10.36	40	20.73	18	9.33	80	41.45	35	18.14	2.36	4.5
	FT	12	6.98	37	21.51	49	28.49	37	21.51	37	21.67	2.34	7
	T	32	8.77	77	21.1	67	48.36	117	32.06	72	19.72	2.35	5
Lack of professional and personal autonomy in the teaching- learning processes	CT	10	5.18	30	15.54	23	11.92	90	6.63	40	20.73	2.62	1
	FT	12	6.98	124	13.95	49	28.49	24	13.95	63	36.63	2.59	3
	T	22	6.03	54	14.8	72	19.73	114	31.23	103	28.22	2.61	1.
Heavy workload in teaching work	CT	13	6.74	50	26.91	45	23.32	40	20.73	45	23.32	2.28	6
	FT	-	-	37	21.51	1	0.58	72	41.86	62	36.05	2.92	1
	T	13	3.56	87	23.84	46	12.6	112	30.69	107	29.52	2.58	2
Highly challenging work behavior of teaching in GSS	CT	20	10.36	75	38.86	28	14.51	40	20.73	30	15.54	1.92	7
	FT	-	-	19	11.05	62	36.05	33	19.19	58	33.72	2.76	2
	T	20	5.48	94	25.75	90	24.66	73	20	88	24.11	2.32	7
Lack of teaching competence of teachers	CT	30	15.54	83	43.01	20	10.36	45	23.32	25	12.95	1.86	8
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	30	15.54	83	43.01	20	10.36	45	23.32	15	12.95	1.86	9
Irrelevant curriculum in GSS	CT	15	7.77	95	49.22	30	15.54	38	19.69	15	7.77	1.71	9
	FT	12	6.98	49	28.49	37	21.51	62	36.05	12	6.98	2.08	8
	T	27	7.4	144	39.45	67	18.36	100	27.4	27	7.4	1.88	8
Complex and tiresome work of teaching	CT	3	1.55	50	26.91	30	15.54	55	28.5	55	2.85	2.57	2
	FT	-	-	24	13.95	62	36.05	62	36.05	24	13.95	2.5	4
	T	3	0.82	74	20.27	92	25.21	117	32.06	79	21.64	2.53	3
* Overall mean												2.30	

Figures in table 16 suggest that 189(51.19) teachers are bored of high school teaching work. In addition, 162 (44.38%) teachers are bored with the heavy workloads. Therefore, according to the table, 191 (52.33) respondents want to join an adult world of work. With the same context, 217 (59.45%) respondents feel that teachers leave the OGSS teaching for the lack of professional autonomy (freedom) because a teacher is expected to cover certain material within a given period of time. In addition, highly challenging work behavior and heavy workload in OGSS teaching causes teacher turnover. Similarly, 146 (40%) respondents think that teachers always try to escape from the complex and tiresome teaching work in secondary schools. On the other hand, among COGSSTs, 60(34.88%) respondents claimed that teachers leave the schools for the lack of teaching competencies. However, only 127 (34.8%) of the respondents think that teachers leave the GSS for the irrelevant curriculum of the secondary school.

The summary of the responses indicates that perceived low socio-economic status, lack of professional autonomy (freedom) and lack of recognition are ranked 1,2 and 3, respectively, on the rank order as sources of teacher turnover.

The researcher also summarized the findings obtained from the teachers' conference that some teachers have left the OGSS because of the low social prestige accorded to teaching by parents, students, government officials and the community at large. Police officers, district governors and other officials treat teachers almost as if they were schoolboys and do not even regard them as important government employees. When a teacher meets a friend in some other occupation, the question he is likely to be asked is "Are you still a teacher?" Whatever the answer is, the teacher is likely to feel shame because he has not used his degree being in this unworthwhile profession. In contrast to the earlier times, marriage is sometimes difficult for teachers today; parents would not like their daughters to marry teachers, but men who enjoy the

respect of the community. Some teachers left schools and joined private and government agencies, because they believed that they would then be respected by the community and their services might be adequately and immediately recognized by the government.

On the other side, teachers have been considered as 'scapegoats' who are responsible for all sins committed even by others. The government seems to say a teacher is 'all'. Teachers in the Region are blamed for economic, political and social crises. The logic is to express that if teachers properly teach and handle the students by being good models, there will be good citizens who contribute to the economic, political and social development of the country.

#### **4.4.5. Environmental Factors**

Some environmental challenges are identified as the causes of the teacher turnover in the Region. Environmental challenges are those factors external to the government secondary schools and that affect the schools' performance disrupting teacher retention. These environmental factors for teacher turnover are categorized by the researcher into environmental hardships and social problems and lack of infrastructure, personal facilities. These environmental factors are dealt with separately in the following two consecutive tables in the order mentioned above.

#### 4.4.5.1. Environmental Hardships and Social Problems

Table 17: Environmental Hardships and Social Problems as the Sources of Teacher Turnover

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Interest in working with more attractive salary in less attractive areas	CT	-	-	-	-	-	-	-	-	-	-	-	-
	FT	12	6.98	62	36.05	24	13.95	49	28.49	25	14.54	2.08	5.5
	T	12	6.98	62	36.05	24	13.95	49	28.49	25	14.54	2.08	7
Interest in working in more attractive areas with less salary	CT	-	-	20	10.36	30	1.55	95	49.22	75	38.86	3.67	1
	FT	-	-	49	28.49	49	28.49	74	43.02	-	-	2.15	2
	T	-	-	69	78.90	52	14.25	169	46.3	75	20.55	2.69	3
The impact of cash crop areas (e.g. Coffee and chat regions)	CT	8	4.15	15	7.77	45	23.32	85	44.04	40	20.73	2.69	4
	FT	24	13.95	62	36.05	24	13.95	24	13.95	38	22.09	1.94	7
	T	32	8.77	77	21.1	69	18.9	109	29.86	78	21.37	2.34	5
Competitive conditions between government and private institutions	CT	10	5.18	5	2.59	23	11.92	110	5.7	45	23.32	2.91	3
	FT	12	6.98	49	28.49	49	28.49	38	22.09	24	13.95	2.08	5.5
	T	22	6.03	54	14.8	72	19.73	148	40.55	69	18.9	2.52	4
Lack of maid servants in the school areas	CT	15	7.77	85	44.04	38	19.69	45	23.34	10	5.18	1.74	8
	FT	-	-	49	28.49	50	29.07	23	13.37	50	29.01	2.43	2
	T	15	4.11	134	36.71	88	24.11	68	18.63	60	16.44	2.07	8
Feeling of isolation from family	CT	13	6.74	85	14.04	25	12.95	50	55.91	20	10.36	1.89	7
	FT	41	23.84	84	48.84	12	6.98	24	13.95	11	6.4	1.30	9
	T	54	14.8	169	46.3	37	10.14	74	20.27	31	8.49	1.61	9
Cultural difference between the origin and the new areas of the teacher	CT	5	5.29	70	36.27	48	24.87	35	18.14	40	22.09	2.23	6
	FT	7	4.07	49	28.49	49	28.49	24	13.95	38	21.37	2.16	3
	T	12	3.29	119	32.6	97	26.58	59	16.16	78	38.90	2.2	6
Hot climatic condition in the area	CT	60	31.09	65	33.68	28	14.51	35	18.14	5	2.59	1.28	9
	FT	24	13.95	96	55.81	37	21.51	15	7.72	-	-	1.25	8
	T	84	23.01	161	44.11	65	17.81	50	13.7	5	1.37	1.26	10
Feeling that young fresh teachers do not want to work in the remote rural area of the regions.	CT	-	-	25	6.85	28	7.67	100	27.4	40	10.96	2.8	5
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	-	-	25	6.85	28	7.67	100	40	40	10.96	2.8	2
Lack of transfer after working for some time	CT	-	-	5	2.59	13	6.74	95	49.22	80	41.45	3.3	2
	FT	12	6.98	37	21.51	12	6.98	49	28.49	62	36.05	2.65	1
	T	12	3.29	42	11.51	25	6.85	144	39.45	142	28.9	2.99	1
* Overall mean												2.26	

Table 17 shows that 244 (66.84%) respondents are interested to work in more attractive areas with less salary rather than working in remote areas with better salary. According to the respondents, those teachers who are working in the attractive areas are the beneficiaries of the infrastructure and social services found in the relatively developed parts of the Region. In contrast, those who are

working in the remote rural areas are exposed to the physical and social hardships in the Region without being paid any hardship allowance. Moreover, they couldn't get any chance to supplement their salary by doing par-time in private institutions unlike the teachers in towns and cities, because there is no such institution there. Furthermore, the cash crop areas' market price relatively affects their economy.

In the same context, the government policy also affects teacher retention. This means, because of the fact that each Woreda has been considered as a small government, as a result of decentralization, that use its budgets on the basis of the decision of its cabinet, there is no teachers' transfer with their salaries from one to another Woreda. The teachers complained that the Woreda can manipulate them as its possession. Therefore, these are the problems that cause teacher migration from the remote rural areas to the better developed towns in the Region and to Addis Ababa where they can be hired in private and government institutions with better salaries and working conditions.

Moreover, some respondents mentioned some physical hardships and social problems that cause teacher turnover in the region. These are: the difficulty of getting (lack of) maid servants, absence of a decent house to rent, the feeling of isolation from family, cultural differences, teachers ignorance of local customs and government policies.

#### **4.4.5.2. Lack of Infrastructure and Personal Facilities**

Lack of infrastructure and personal facilities are also identified as the source of teacher turnover in the Region. According to 189 (51.9%) of the respondents, teachers leave OGSS for the lack of health service in the school area. Similarly, the respondents mentioned that lack of pure water, the absence of electricity, telecommunication and bank services are identified as sources for the problem under question (see table 18).

Table 18: Lack of Infrastructure and Personal Facilities as the Source of Teacher Turnover

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		f	%	f	%	f	%	F	%	F	%		
Lack of pure water to drink	CT	40	20.73	90	46.63	23	11.92	25	12.95	10	5.18	1.3	6
	FT	12	6.98	62	36.05	24	13.95	42	24.42	37	21.51	2.23	2
	T	52	14.25	152	41.64	47	12.88	67	18.36	47	12.88	1.54	5
Lack of decent house to rent	CT	10	5.18	90	46.63	18	9.33	55	28.5	20	10.36	1.92	4
	FT	12	6.98	49	28.49	49	28.49	37	21.51	25	14.54	2.08	3
	T	22	6.03	139	38.08	67	18.36	92	25.21	45	12.33	2.0	3
Lack of electricity service	CT	33	17.1	55	28.5	20	10.36	60	31.09	25	12.95	1.94	3
	FT	12	6.98	49	28.49	24	13.95	24	13.95	65	63.63	2.45	1
	T	45	12.33	104	28.49	44	12.06	84	23.01	88	24.11	2.18	2
Lack of telecommunication service	CT	40	20.73	65	33.68	33	17.1	45	23.32	10	5.18	1.59	5
	FT	24	13.95	62	36.05	12	6.98	62	36.05	12	6.98	1.89	5
	T	64	17.53	127	37.8	45	12.33	107	29.32	22	6.03	1.72	6
Lack of bank to send money to support family	CT	15	7.77	60	31.09	33	17.1	60	31.09	25	12.95	2.1	2
	FT	5	2.91	78	45.35	27	15.7	62	36.05	-	-	1.85	6
	T	20	5.48	138	37.87	60	16.44	122	33.43	25	6.85	1.99	4
Lack of health service in the school area	CT	-	-	40	20.73	38	19.69	85	44.04	30	15.54	2.54	1
	FT	24	13.95	62	36.05	12	6.98	37	21.25	37	21.51	2.01	4
	T	24	6.58	102	27.95	50	13.7	122	33.43	67	18.36	2.29	1
* Overall mean												1.99	

According to Table 17 and 18 the main environmental factors that cause teacher turnover in the Region are the physical hardships and the attitude of the young fresh teachers to work in the remote rural areas. Evidently, 140 (88.54%) of the young teachers said that they do not want to work in the rural areas of the region. The OEB also mentioned the same problem that among 1048 first degree holder fresh teachers who had been hired to teach in OGSS by September 2005, 786 (75%) of them have left the OGSS before January 2005.

#### 4.4.6. Character of Students

The findings concerning student character as source of teacher turnover markedly corresponds with the results obtained in other studies (Getachew, 1999; Darge, 2002). Student characters are indeed, the kind of problems that frustrate teachers today in some Oromia Zones (especially Western part of the Region). The character can be categorized into two: students' disciplinary problems and students' deficient academic background.

##### 4.4.6.1. Student Disciplinary Problems

Students' disciplinary problems in some OGSS are a serious source of disappointment for the teachers. The data obtained on the teachers' conference claimed that urban high school teachers are more vulnerable (liable to be attacked) than the other group by their students. The teachers mentioned absenteeism, student arrogance due to their status as evaluators of teachers' performance, and due to inconsistent promotion policy, cheating during examination, as specific area of concern for the teacher turnover. These students' disciplinary problems are indicated in the following table.

Table 19: Students' Disciplinary Problems as Sources of Teacher Turnover

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Frustration from student disciplinary problems in the schools	CT	-	-	-	-	13	6.74	70	36.27	110	56.99	3.5	1
	FT	-	-	62	36.05	24	12.44	49	28.49	37	21.51	2.36	4
	T	-	-	62	16.99	37	10.14	119	32.60	147	40.27	2.96	1
Physical attack by students in schools for various reasons	CT	15	7.77	70	36.27	28	14.51	50	25.91	30	15.54	2.05	5
	FT	-	-	62	36.05	-	-	49	28.49	61	35.47	2.63	2
	T	15	4.11	132	36.16	28	7.67	99	27.72	91	24.93	2.33	4
Students' arrogance due to their status as teacher's performance evaluators	CT	10	5.18	40	20.73	28	14.51	70	36.27	36	18.65	2.33	3
	FT	-	-	67	38.95	38	22.09	64	37.21	12	6.68	2.23	5
	T	10	2.73	107	29.32	66	18.08	134	36.71	48	13.15	2.28	5
Students' Absenteeism	CT	-	-	45	23.32	18	9.33	85	44.04	45	23.32	2.67	2
	FT	-	-	35	20.35	37	21.51	62	16.05	38	22.09	2.6	3
	T	-	-	80	21.92	55	15.07	147	40.27	83	22.74	2.64	2
* Overall mean												2.53	

Table 19 suggests that 266(72.87%) respondents were frustrated by students' disciplinary problems. These teachers claimed that the misbehavior of the students is one of the major factors for teachers teaching in the OGSS. Besides, 190(52.06%) of the respondents stated that teachers are physically attacked by their students for various reasons which forces them to leave the OGSS. Similarly, 182(49.86%) of the respondents think that students' arrogance due to their status as evaluators of teachers performance contributes to teacher turnover. Moreover, 186(50.96) and 230 (63%) respondents think that students absenteeism and disregard for doing homework, respectively affect teachers retention in the schools.

#### 4.4.6.2. Deficient Students' Academic Background

Students' deficient academic status does not seem to be a serious problem and cause for teacher turnover. Although it is not a serious problem, large class size (usually exceeds 80), deficiency in English language and low motivation of some students to learn are identified as contributors to teacher turnover (See table 20).

Table 20: Students Deficient Academic Status as a Source of Teacher Turnover in OGSS

Teachers leave OGSS for:-	Respondents	Strongly disagree		Disagree		Undecided		Agree		Strongly Agree		Mean value	Rank
		F	%	f	%	f	%	f	%	f	%		
Deficient students academic characteristics in general	CT	5	2.59	75	38.86	18	9.33	90	46.63	5	2.59	2.07	3
	FT	10	5.81	52	34.23	24	13.95	48	27.91	38	22.09	2.3	3
	T	15	4.11	127	34.2	42	11.51	138	37.81	43	11.78	2.18	3
Students' unmotivated behavior to learn	CT	15	7.77	85	44.04	-	-	58	35.23	25	12.95	2.02	5
	FT	17	9.88	67	38.95	2	1.16	48	24.91	38	22.09	2.13	4
	T	32	8.77	152	41.04	2	0.55	116	31.78	63	17.26	2.07	4
Large class size because it hinders teachers to give adequate attention to every student.	CT	15	7.77	35	18.14	38	19.69	80	41.45	25	12.95	2.34	1
	FT	-	-	62	36.05	12	6.98	49	48.49	49	28.49	2.49	2
	T	15	4.11	97	26.58	50	13.7	129	35.34	74	20.27	2.41	2
Serious deficient students' academic background in some subjects like English and Mathematics	CT	15	7.77	50	25.91	65	33.68	36	18.65	27	13.99	2.05	4
	FT	-	-	-	-	-	-	-	-	-	-	-	-
	T	15	7.77	50	25.91	65	36	36	18.65	27	13.99	2.05	5
Students' cheating during examination	CT	5	2.59	20	10.36	58	30.05	85	44.04	15	7.77	2.34	1
	FT	5	2.91	9	5.23	37	21.51	92	53.49	39	22.67	2.99	1
	T	10	2.74	29	7.93	95	26.03	177	48.49	54	14.8	2.65	1
* Overall mean												2.27	

The figures in Table 20 show that 203(55.62%) of the respondents claimed that large class size is a major cause of teacher dissatisfaction because it hinders them from giving adequate attention to every student. Moreover, 179(49.04%) of the respondents said that teachers are dissatisfied with some students who are not motivated to learn. Furthermore, 231(63.29%) of the respondents feel that students' cheating during examination are the main source of frustration for the teachers.

As it has already been stated in Tables 19 and 20 above, students' misbehavior are expressed by their absenteeism, disregard for doing homework and unrest. Students' unrest, because of their involvement in political organizations, is the main disciplinary problem that frustrates teachers today in most of the OGSS.

#### **4.5. Predominant Sources of Teacher Turnover**

The mean scores and standard deviations for the different sources of turnover for the school teachers are given in Table 21. The Table suggests that inadequate salary and lack of opportunities, poor performance evaluation and inefficient administration and poor supervision are the three most prominent causes of turnover for the OGSSTs, whereas environmental factors are identified as the least causes of the problem. The items which received the highest and lowest average scores as the sources of turnover in each scale were indicated in the above respective tables.

To be more specific, the findings mostly correspond with the results obtained in other studies (Aklilu, 1967, Getachew, 1999, Manana and Tesfaye, 2000; Darge, 2002 and Tesfaye and Demoz, 2004). The present study has identified: 1) inadequate salary, and lack of promotion, 2) poor performance, 3) inefficient management and poor supervisions, 4) availability of better employment opportunities, 5) teaching related factors, 6) student characters and 7) environmental factors, in descending order, as the causes for teacher turnover in the secondary schools of the Region.

Table 21: Mean Scores and Standard Deviations for Different Sources of Turnover for OGSSTs (N=365).

No	Source of teacher turnover by rank		Mean and SDs by rank				
	Main topics	Subtopics	Means	SDs	Individual Rank	Group Mean & SDs	Group Rank
1	Salary and Opportunity	1.1 Inadequate Salary 1.2 Lack of Promotion Opportunities	3.36 3.2	0.21 0.34	1 3	3.24* 0.3+	1
2	Performance Evaluation	2.1 PEP and PEC Problems 2.2 PEP Participants Bias and Hearsay	3.02 2.83	0.34 0.23	3 2	2.93* 0.22+	2
3	Administration and Supervision	3.1 Inefficient Management 3.2 Poor Supervision	2.73 2.71	0.24 0.21	5 6	2.72* 0.23+	3
4	Employment Opportunities	4.1 Availability of Better Employment Opportunities	2.65	0.46	8	2.65* 0.46+	4
5	Teaching Related Problems	5.1 How Socio-economic Status 5.2 Heavy Workload in OGSS	2.75 2.30	0.48 0.26	7 10	2.5* 0.78+	5
6	Environmental Factors	6.1 Physical Hardships and Social Problems 6.2 Lack of Infrastructure and Personal Facilities	2.27 1.99	0.52 0.21	12 13	2.16* 0.44+	7
7	Students' Character	7.1 Students Disciplinary Problems 7.2 Students Deficient Academic Problems	2.53 2.27	0.25 0.23	9 11	2.4* 0.25+	6

The \* and + refer to the overall mean, and SDs from higher to lower within the second box from the last.

As it has already been stated above, inadequate salary and lack of promotion opportunities, malcontented performance evaluation, and inefficient management and poor supervision are more serious sources of the problem than the availabilities of better employment opportunities, teaching related factors, environmental problems and students' characters. Also, environmental

factors turned out to be the least important source of the problems. The researcher tried to summarize the teachers' complex and mixed problems related to economy, administration and socio-economic status using a proverb that says "The poor does not have a lower lip". This which means the poor teachers do not have strong words to persuade the management and even if they 'speak' no body gives them due attention when compared to others with similar qualification in other sectors.

#### 4.6. Group Differences on Level of Dissatisfaction

The result of Mann-Whitney U Test on the rank data for COGSSTs and FOGSSTs are summarized in Table 22.

Table-22 Summary Data of Mann-Whitney U Test for COGSSTs and FOGSSTs\*

The reasons for teacher turnover	Mean Scores		Sum of Ranks (R <sub>1</sub> )*	U***	Z
	FOGSST (1)	COGSST (2)			
Inadequate Salary and Lack of Promotions	3.23	3.22	30320	17754	1.15
Inefficient Administration and Poor Supervision	2.54	2.98	28858.5	19215.5	2.6 <sup>++</sup>
Poor Performance Evaluation	2.93	2.82	30836	17230	0.64
Teaching Related Problems	2.46	2.63	28754.5	19319.5	2.71 <sup>++</sup>
Students' Character	2.36	2.49	30032.5	18942.5	1.44
Environmental Factors	2.23	2.04	29905	18169	1.56
Availability of Better Employment Opportunities	2.91*	2.42	28844.5	19129.5	2.52 <sup>++</sup>

\* The standard deviations ranged for 0.35-0.60 for COGSSTs, and from 0.26-0.49 for FOGSSTs.  
=++ P<0.05

\* For brevity, only the sum of ranks for the smaller group is given here. The sum of ranks for the other group may be obtained by using the formula,  $R_2 = (n_2+1) n_2/2 - R_1$

\*\*  $U_1 =$  The number of times a FOGSSTs score precedes a COGSSTs Score =  $n_1 n_2 + n_1(n_1+1)/2 - R_1$ , where  $n_1$  (FOGSSTs)= 172,  $n_2 = 193$ . For the other group,  $U_2$  may be obtained by using the formula,  $U_2 = n_1 n_2 - U_1$ .

Evidently, Table 22 indicates that both current and former teachers felt dissatisfaction to a similar extent for their salaries and promotions performance evaluation, student characteristics and environmental factors. However, the

current teachers showed greater concern for administration and supervision, and teaching status. In contrast former teachers showed more confidence to the availability of better employment opportunities than the current teachers. This is what can be expected; more dissatisfied employees are likely to quit though the greatest influence to leave the present job is the confidence in marketability of personal skill and the availability of better employment opportunities, like the FOGSSTS. They also seem to develop a sense of confidence, calculate and conclude that they can get a job outside the government schools and that their career needs could be met better elsewhere.

A similar analysis using rank data for male and female was made with the results indicated in Table 23

Table 23: Summary Data of Mann -Whitney U Test for Male and Female\*

Reasons for the Teacher Turnover	n <sub>1</sub> * = 120 n <sub>2</sub> = 245	Mean Scores		Sum of Ranks (R <sub>1</sub> )	U	Z
		Female (1)	Male (2)			
In adequate Salary and Lack of Promotion		3.12	3.33	20163	16497	1.9
Inefficient Administration and Poor Supervision		2.65	2.89	19700	16960	2.39 <sup>++</sup>
Poor Performance Evaluation		2.8	2.94	20219.5	16440.5	1.84
Teaching Related Factors		2.54	2.55	21103.5	15556.5	0.91
Students' Characteristics		2.53	2.32	19340	17320	2.8 <sup>++</sup>
Environmental Factors		2.13	2.14	20988	15672	1.03
Availability of Better Employment Opportunities		2.52	2.81	19487.5	17172.5	2.6 <sup>++</sup>

- \* The Standard deviations ranged from 0.30-0.46 for males and from 0.36-0.63 for Females;
- <sup>++</sup> P<0.05.

According to Table 23, male teachers experienced more dissatisfaction than female teachers with regard to inefficient administration and poor supervision. Similarly, they felt more confidence with regard to the availability of better employment opportunities outside the OGSS teaching. This may be most of the

time, due to greater stereotype for men to confront students' misbehavior, because of the less expectation for females to involve in political situation and because of an overall systematic climate to give special encouragement to their professional growth and so safeguard their interests. As a result, female teachers seem to be more relaxed than males.

The confidence of male teachers to the obtain opportunities may be due to greater cultural expectations for men to do better or excel professionally. It could also be female teachers are less predisposed to be estimated risk. The difference between male and female teachers on the level of dissatisfaction in relation to performance evaluation is not in line with results obtained by Darge (2002) in Addis Ababa. An important difference between the two studies is that Darge's study identified that male teachers are more dissatisfied than the females. However, in the present study, both of the groups showed dissatisfaction to a similar extent towards performance evaluation.

A number of differences were detected in the level of dissatisfaction, of experienced teachers (i.e. those with teaching experience of above 10 years) and less experienced teachers, as shown in Table 24.

Table 24: Summary Data of Mann-Whitney U Test for Experienced and Less Experienced Teachers\*

Reasons for the Teacher Turnover	n <sub>1</sub> * = 131 n <sub>2</sub> = 234	Mean Scores		Sum of Ranks (R <sub>i</sub> )	U	Z
		Experi (1)	Less exper (2)			
Inadequate Salary and Lack of Promotion		3.21	3.33	22603	16697	1.42
Inefficient Administration and Poor Supervision		2.66	2.86	21612	17688	2.44**
Poor Performance Evaluation		3.10 <sup>+</sup>	2.65	20943.5	18356.5	3.13**
Teaching Related Factors		2.4	2.69	22097.5	17538.5	2.29**
Students' Character		2.39	2.46	22097.5	17202.5	1.94
Environmental Factors		2.05	2.22	22176	17124	1.86
Availability of Better Employment Opportunities		2.43	2.90	21636	17664	2.42**

- The standard deviations ranged from 0.28-47 for experienced and 0.32-46 for less experience;
- ++  $P < 0.05$

As shown in Table 24, less experienced teachers (as expressed earlier) demonstrated more sensitivity to leave OGSS teaching than the experienced for inefficient administration and poor supervision, and teaching related factors. On the other hand, experienced teachers are more dissatisfied than the less experienced in relation to poor performance evaluation. This is because of the fact that less experienced teachers are not required to fulfill the much demanding criteria to get promotions. However, both groups indicated similar degree of dissatisfaction with Salary and Opportunities, Students' Character and Environmental Factors. These less experienced teachers feel greater dissatisfaction with regard to the management because they were frequently blamed for political reasons, for maladjustment, and for unnecessary relations with their students. They also showed more dissatisfaction to the teaching related factors because of the fact that they might have become teachers without their interests and they were not given necessary socialization as soon as they have been hired as teachers. Moreover, they showed more confidence to the employment opportunities than the experienced because they do not have enough service years to consider about pension. However, in the context of the difference between the experienced and less experienced teachers, the results obtained in the present study are different from the finding of the study in Addis Ababa (Darge, 2002) on the students' character. Darge's study indicated that experienced teachers are encumbered with greater stress in relation to students' character which is not the main difference in the present study between the groups. This is may be because Darge's study did not include less experienced teachers from remote rural areas who may have faced problems of adjustment. However, the two studies' findings are consistent with each other in that performance evaluation is the main difference between the two groups.

In other words, in both studies, experienced teachers felt greater dissatisfaction than the less experienced in relation to performance evaluation because of the fact that, though initially the new career structure promised considerable

advantages for the experienced teachers, practically the rigorousness and the complexity associated with the promotion criteria have not adequately allowed that to happen, and the experienced teachers appear disillusioned. Table 25 presents comparative data in relation to age differences of (younger and older) teachers to see whether or not the difference (if any) predicts differences in the level of dissatisfaction with the various sources of teacher turnover.

Table 25: Summary of Mann-Whitney U Test for Younger and Older Teachers

Reasons for Teacher Turnover	n <sub>1</sub> *= 150 n <sub>2</sub> = 215	Mean Scores		Sum of Ranks (R <sub>1</sub> )	U	Z
		Older (1)	Younger (2)			
Inadequate Salary and Lack of Promotion		3.23	3.33	25854	17721	1.61
Inefficient Administration and Poor Supervision		2.68	2.84	25174	18401	2.3 <sup>++</sup>
Poor Performance Evaluation		2.99 <sup>+</sup>	2.67	23674	19901	3.81 <sup>++</sup>
Teaching Related Factors		2.43	2.66	24995.5	18579.5	2.48 <sup>++</sup>
Students' CharacterS		2.37	2.98	25689	17886	1.78 <sup>++</sup>
Environmental Factors		2.1	2.17	25973	17602	1.5
Availability of Better Employment Opportunities		2.45	2.95	24347	19228	3.13 <sup>++</sup>

- The standard deviation range from 0.30-0.55 for the older and from 0.33-48 for the Younger teacher; ++P<0.05.

Table 25 suggests that compared with older (whose age is above 30) the younger teachers found inefficient administration, poor supervision and teaching related factors more frustrating. In contrast, as expected, older teachers on their part showed more concern for poor performance evaluation (because of their career structure level, as a result of their service year, most of them are expected to fulfill the too demanding criteria for the evaluation to get promotion). However, though both groups seem to have similar attitudes towards their salary and promotion, students' character and environmental factors, younger teachers are evidently confident enough to get a job if they leave the OGSS. Moreover, the findings stated under Table 24 are applicable to these two groups.

## Chapter Five

### 5. Summary, Conclusions and Recommendations

#### 5.1 Summary of the Findings

For the last three decades, unlike the developed countries, in Ethiopia in general and in Oromia in particular, even though it is an urgent and a serious problem, except for some earlier studies which focused on teachers' exodus from primary schools, there are very limited studies that were conducted on secondary school teacher turnover. However, though Oromia has directives, policies, rules and regulations by which teachers should abide, there are serious problems of keeping these teachers in their jobs. In short, less emphasis has been given to the problems in the region in particular.

Therefore, the main objectives of the study were to identify the magnitude, the sources and the solutions of the secondary school teacher turnover in the Region. To be more specific, the study was intended to achieve answers for the question whether or not the causes of teacher turnover are economic, managerial and supervisory, environmental and/or motivational and satisfaction factors. Besides, it has also intended to investigate the group differences in relation to their length of service year, sex, age, etc. As a result, the study hoped to forward some strategies and mechanisms that could help to reduce the magnitude of the problem.

To achieve the objectives, six Oromia zones were purposely selected from which thirty complete secondary schools were randomly selected. As a result, 400 (200 COGSSTs and 200 FOGSSTs) teachers were selected on the basis of random and available sampling techniques respectively for the reasons stated in chapter three. Consequently, though 400 copies of an 11page questionnaire were distributed to 276 males and 124 female teachers, 365 (245 male and 120 female) teachers filled and returned it. The questionnaire was supplemented by

structured and unstructured interviews, which were presented for the experts of OEB and Zonal Education Desks, ORTA, and the selected FOGSSTs to know in detail why really teachers leave OGSS.

Moreover, the investigator has purposely attended the teachers' conference that was held from 29/05 -12/6/98 E.C. to use it as a panel discussion and source of data.

To analyze the data, percentage of frequency, median, weighted mean, standard deviation and different ranking methods were employed to identify the root causes of the problem in general and the prominent sources of teacher turnover in particular. Further, Mann Whitney U Test was used to assess the differences between different groups. As a result, the study identified the magnitude, the reasons, the group differences and the possible solutions for the problem as follows.

- 1) The cumulative rate of teacher turnover among the secondary school teachers exceeds 17% within the last four years (1994-1997 E.C). In addition, the rate of turnover for the fresh teachers, who were hired by September 2005, was 75% by January 2005. The rate of voluntary turnover for the schoolteachers has been increasing from year to year; it was 7.14% in 2001; 17.6% in 2001/2; 19.35% in 2002/3 and 24.62% in 2003/4. Among 172 of the FOGSSTs, only 14 (11.38%) of the male and 4 (8.16%) of the female teachers reported that they were discharged by the government for various political reasons.
- 2) Concerning the group differences, the teachers who had become teachers without their interests and who were dissatisfied with the salary, management and status of teaching left before the others who relatively accepted teaching as a professional career. According to the findings, greater rate of female teacher turnover (24.56%) than the males (16.88%) has been reported within the last four years because they are basically more sensitive to environmental and social factors and students

character than their male counterparts. Moreover, less experienced and younger teachers tend to leave the schools at higher rate than the experienced and older teachers for managerial and economic factors. Similarly, the master's degree holder teachers left the school at higher rate (92%) than the bachelor degree holders.

- 3) The weightiest reason for teacher turnover, the one stated most frequently is money. It was discouraging to listen to what teachers had to say about their salaries, their hopes of regular salary increment, their career structure and their prospects of promotion by merit. These inadequate salary and lack of promotions include low base of salary, salary and other benefit inequalities, absence of career structure (for master's degree holders), inconsistent implementation of career structure and salary increment, lack of educational opportunities, lack of fair payment for the work done (both in extra-time, and during working hours) and lack of compensation, bonus, fringe benefits, incentives, rewards, etc. for outstanding performance.
- 4) Evaluation of teachers' performance, a process that is related to salary advancement, administration and supervision seems to be a slippery task, which has been driving teachers from OGGSS, next to the salary and opportunities. The regular teachers' performance evaluation problems include evaluators' bias and hearsay, irrelevant evaluation criteria to the classroom tasks, too demanding and difficult criteria to perform and to evaluate confusions to interpret and implement the SPM in terms of MBO, absence of necessary transparency in the performance evaluation process (PEP), lack of professional efficiencies of the evaluators, unnecessary interventions of political cadres in PEP, unwarranted revisions of the evaluation results at wereda and zonal levels, multiplicity of evaluators and evaluation criteria, inconsistency of the criteria, the quota fixed to the results of evaluation and to get

promotions, etc. Besides, teachers are evaluated on the basis of their political outlook by political cadres.

- 5) Money is not the only reason because of teachers leaving the OGSS teaching. They also leave the schools for inefficient management. Among the managerial factors, which have been identified as the sources of teacher turnover (within and without schools) are: lack of professional support, absence of autonomy (freedom), unfair promotions and regulations implementations, lack of professional efficiency, unnecessary interventions of political cadres in the school management, the assignment of head teachers and supervisors as political leaders, lack of job security, lack of transparency, unfriendliness and unfair criticism by supervisors, blames for political reasons, lack of clear unity of command and unity of direction, and unreasonable power given to the head teacher up to dismissal of teachers for various reasons.
- 6) The availability of better employment opportunity (ABEO), which is categorized under the pull factors, is the greatest influential factor for the teachers to decide to quit among the sources of teacher turnover in the Region. In other words, the ABEO for the teachers altered the prestige of the teaching profession. As a result, private and government college teaching, politics, and government-financed sectors (administration, journalism, educational sector, public and social affairs, tourism and culture, mapping agency and statistics) attracted the secondary school teachers (OGSSTs) currently for their better salary, fringe benefits, respect and status than teaching. To be more specific, while politics does not constitute an alternative occupation, it is a means by which teachers secure better alternative occupations in the Region.
- 7) Factors related to teaching profession, particularly in secondary schools have been identified. These are: lack of interest or initial commitment because of the perceived low socio-economic status, lack of professional autonomy, recognition and respect, lack of special financial rewards for

outstanding performance, highly challenging and heavy workload and lack of job security.

- 8) Students' character are not identified as the main sources of the problem. Although they are not serious problems, students' disciplinary problems (absenteeism, student arrogance due to their status as evaluators of teachers' performance and due to inconsistent promotion policy, cheating during examination and students unrests) are mentioned as important reasons for teacher turnover. Students' unrests because of their involvement in political matters are most frequently mentioned as the main problem that frustrates teachers today.
- 9) Concerning the environmental factors, though they are generally identified as the least causes of the problem, physical and social hardships for which the hardship allowances are not paid and the lack of transfer of teachers with their salaries or budgets because of the decentralization policy can be cited as the specific concern of the problem. Besides, lack of infrastructure and personal facilities (including a decent house to rent, telecommunication, electricity, bank services and pure water) are identified as sources of teacher turnover among the secondary schools of ORS.
- 10) Finally, the findings of the study indicated the most serious components of teacher turnover. Although it was difficult to distinguish between teacher migration and teacher attrition on the basis of the data obtained from OEB and its structure, among 172 FOGSSTs, 104 (60.47%) are teaching in private (58.65%) and in government (41.35%) colleges, whereas 68 (39.53%) of them have left teaching altogether. Therefore, teacher migration and teacher attrition are the two most serious problems among the components of the voluntary turnover of the teachers in the Region.

## 5.2 Conclusions

On the basis of data analysis and summary made so far, it may be fair to conclude that secondary school teachers leave OGSS teaching for as a result of different causes, though certain factors weigh more heavily in their minds than others. Therefore, the schoolteacher turnover is a function of economic and managerial factors. In other words, poor payment and inefficient management have affected the socio-economic status of the profession and the professionals.

To state explicitly:

- 1) It has been concluded that the most common and serious causes for the teacher turnover is salary. The present study has identified that the economic factors (poor salary, lack of promotions and fringe benefits) as the most serious problems that push teachers from the schools.
- 2) The study has also identified the administrative and supervisory problems, which are equally strong reasons contributing to the problem. These are: poor performance evaluation, unnecessary intervention of the local political leaders in the school management, lack of clear unity of command and unity of direction, unfair power given to the school directors and lack of democratic school management.
- 3) The availability of better employment opportunities outside the Oromia government secondary schools teaching has greater influence and also altered the prestige of the secondary school teachers.
- 4) Hence, the perceived socio-economic factors and, challenging and heavy workloads of teaching are other serious sources of the problem in question. The socio-economic factors have affected the preference of and commitment to the secondary school teaching over others. These low socio-economic factors are, in turn, the results of salary and other benefit inequalities, lack of professional autonomy, recognition and respect, absence of special financial and material rewards, and incentives for outstanding performance and lack of job security because of political evaluations made by the local political cadres. Therefore, it can be

concluded without hesitation that while these push factors repel the school teachers from the schools better employment opportunities attract them with their strong bonds.

- 5) In contrast, though it may be unfair to conclude on the basis of these limited data, student character and environmental factors have relatively little roles as the sources of teacher turnover in the Region. Moreover, environmental factors have turned out to be the least serious sources of teacher turnover. However, though they are relatively less significant causes of the problem than others, students' disciplinary problems (students unrests) are the main factors that frustrate teachers currently in some OGSSs. Concerning the environmental factors, physical and social hardship for which the hardships allowances are not being paid and the inability of teachers to be transferred with their salaries /budgets/ because of the decentralization policy are identified as the main sources of teacher turnover from the remote rural secondary schools of the Region.
- 6) Other important findings of the study have been that teachers' decisions whether to stay or to leave the OGSS teaching are highly influenced by their age, sex, length of service year, qualification, type of subject they teach (English and Mathematics, for their demand, and Afan Oromo, Civics, History, and Amharic, for political reasons). Young, less experienced, female and master's degree holder teachers tend to leave the profession or to change schools at higher rate than their counterparts. Particularly, the young fresh teacher turnover becomes a more and more serious problem today in OGSS.
- 7) According to the data, more than half of the overall turnover of the teachers is teacher migration from OGSS teaching to private and government colleges Hence, it is possible to conclude that voluntary teacher turnover (teacher migration and teacher attrition) is the most serious component of the overall turnover of teachers in the Oromia government secondary schools.

### 5.3 Recommendations

The straight forward answer to the question of how best to retain teachers in OGSS teaching is to provide them with a better deal, in the broadest sense, than they could get by working for alternative employers. Therefore, both the Federal and Regional Governments should work together to avoid the apparently existing salary and other benefits inequalities between secondary school teachers and others with similar service year and qualification. Specifically:

- 1) Teachers should enjoy salary scales of those civil servants and professionals of equal education levels in various government departments.
- 2) The Government should look and design for a way to grant fringe benefits (compensations, incentives, bonuses, and rewards for teachers' extra-time work and for outstanding performance) just like other ministerial departments, to supplement their regular salaries.
- 3) As an option to the suggestion stated on number 1 above, Government should pay both the career structure and the two year salary increment indicated in ETP (1994) with fair modifications, including the back pays, since 1995 E.C
- 4) The Government should design special career structure for the master's degree holder teachers as the secondary school teachers
- 5) Hardship allowance should also be considered for those teachers in most remote rural and difficult areas where personal facilities, infrastructure and social services are scarce.

As already concluded, turnover among OGSSTs is also a function of administrative factors. It follows, then, that the prescriptions for the cure also lie in brining about improvements in these factors.

In other words, the Government should maintain unity of command and unity of direction in the school system avoiding unnecessary interventions of political

cadres and police forces that intimidate and harass teachers for which matters they are not responsible (e.g. student unrests).

- 1) The Government should provide academic freedom and maintain democratic leadership fostering transparency, increasing participatory decisions and professional autonomy to maintain job security in the OGSS.
- 2) The Government should ensure the professional efficiency of the head teachers and supervisors selecting trained and capable people in the art of effective supervision and regularly appraising them on their skills rather than assigning them on the basis of their political partisanship because they are not political leaders.
- 3) School directors and supervisors should maintain equity among the teachers providing them with fair promotions and professional support, and implementing regulations in fair ways for each teacher.
- 4) The Government should give reasonable power to the school directors over the schoolteachers avoiding unreasonable power given to them up to the dismissal of teachers for various reasons.
- 5) Teachers' performance evaluations should focus only on academic affairs and reflect their effectiveness in their teaching efficiency to determine their promotion.
- 6) The Government should avoid the appointment of teachers to other non-teaching sectors, or to higher political positions, as this brings about workloads to the remaining teachers, which in turn causes them to think of other employment opportunities.
- 7) The Government should maintain the overall political situations in the regional state in general and in school in particular.

Besides, the following may be added to reinforce the above recommendations:

1. Both government and teachers should seek ways to settle students' unrests.

2. The Government should not allow the participation of parents in the teachers' performance evaluations.
3. Orientations and workshops should be given for teachers and evaluators (including the management) on the importance, processes and ways of preparing SPM and MBO.
4. The Government should avoid conducting political evaluations on teachers through the political cadres.
5. The Government should allow teacher transfers from one area to another including to Addis Ababa with their salaries.
6. The Government should revise the evaluation criteria so as to avoid the too demanding and difficult criteria on the basis of which teachers.
7. Actually, in Oromia Regional State, housing service is becoming more and more costly or not even a decent house is there to rent in some areas. The government should seek ways to provide the teachers with space to build their own residence (house) in any town they like.

Finally, the study of teacher turnover (teacher migration) is a relatively new area of engagement in the country and in the Region in particular. Therefore, there is evidently wide room for additional investigations into the present subject (e.g. performance evaluation, which is related to all salary, promotion, administration and student character, can be studied in greater depth).

As a final note, the writer would like to summarize the compliances of teachers using a proverb cited by a participant of a teachers' conference to indicate that teachers are the fathers and origins of all educated people though they are not given the due fatherly respect. The proverb says, 'Though I am short, I am your own father', said Donkey to Mule. The following Afan Oromo\* and Amharic\*\* verses affirm, the idea respectively:

\* Gabaabbadhulle, anumatu abbaaketi, jedhe Hareen Gaangeedhaan

\*\* አጭር ሆኜ ብታየኝም ፣ የአንተ አባት እኔው ነኝ፤ አለ አሀያ ለበቅሎ።

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# Appendices



8. Your monthly salary is \_\_\_\_\_

9. Do you supplement your income doing any extra -work (like farming, trading doing part- time etc)? 1. Yes \_\_\_\_\_ 2. No \_\_\_\_\_ if 'Yes', specify \_\_\_\_\_

10. Why did you become a teacher? (please, indicate by ranking the three most important reasons you think from 1 to 3.

\_\_\_\_\_ I was interested in teaching job as career

\_\_\_\_\_ It was the kind of job that I could easily get

\_\_\_\_\_ To continue my further education

\_\_\_\_\_ To use teaching as a stepping stone

\_\_\_\_\_ I couldn't get other alternative occupation

\_\_\_\_\_ I liked the attractive nature of teaching at the time.

\_\_\_\_\_ To earn money like my friends

\_\_\_\_\_ Somebody helped or advised or made me to join the profession

\_\_\_\_\_ Others (if any)? a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

11. If you have choice, do you want to leave the government secondary school teaching? 1) Yes \_\_\_\_\_ 2) No \_\_\_\_\_

If 'yes', please, give reasons. a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

If 'No' please, give reasons. a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

\* 12. Considering your qualification and experience, do you see any job open to you at present outside of government secondary school teaching?

1) Yes \_\_\_\_\_ 2) No. \_\_\_\_\_

\* Please, list some of them a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

13. Many trained teachers leave the Oromia Government Secondary Schools every year. The following are a number of possible reasons. Please put "1" next to the reason you think is the most important, "2" to the second important "3" next to third important reason and so on. Please, read all the reasons first before ranking them.

- Inadequate salary
- Lack of advancement opportunities
- Low status of teaching in the government schools
- Availability of alternative employment opportunities
- Lack of transfer from remote rural to better area
- Inefficient management
- Poor supervision activities
- Students academic deficient characteristics
- Students disciplinary problems
- Environmental factors (geographical hardship)
- Lack of facilities (including electricity, bank, telecommunication)
- Heavy work loads in the schools
- Lack of teaching competencies of the teacher
- Lack of infrastructure like roads
- Please add reasons if you have any

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

For each statement, for sections II to VIII, there are 5 alternative responses showing whether you strongly disagree (0), disagree (1), undecided (2), agree (3) or strongly agree (4) with the statement. The responses are given on the right side of each statement. For those questions make a tick (✓) mark in the space provided for the response, which best expresses, your own view. For open-ended questions please write down the correct answer you think.



**Section II: Salary and Opportunity. Read each item carefully and be sure to answer every item.**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I feel dissatisfied with my present salary					
2	I am not satisfied with the opportunities for promotion in my teaching work					
3	I think I would search an opportunity to change my present job even for equal pay					
4	I feel my colleagues in non-teaching occupation, with similar qualification and service year, are paid better salary than me					
5	My income is insufficient to meet my financial obligations					
6	My income is insufficient to support my family.					
7	I feel my present job cannot help me towards the financial goals I have set for myself					
8	Therefore, I have decided to engage in any profitable occupation outside the government secondary school teaching service					
9	I feel the pay in Oromia government school is poor when compared to other sectors with similar qualification and service year					
10	The opportunity in my teaching work to earn enough money is below what I have been expecting at my level.					
11	I think teachers leave Government Secondary Schools in the region for better benefits (house allowance and transport pays)					
12	I feel lack of bonus in government secondary school in the region contributes for teacher turnover					
13	I think the absence of salary increment may push teachers away from government secondary school					
14	I think the absence of career structure may push teachers away from government secondary school.					
15	I feel I am not paid a fair salary for the work I do					

16. Mention any factors (s) you think is are not mentioned about salary and advancement opportunities (use any language you like)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section III. Performance evaluation: Please answer as usual**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I think evaluation of teacher's performance is not important to determine the effectiveness of teachers' activities in my school.					
2	I feel the teacher's evaluation criteria are not independent of bias of the evaluators.					
3	I think teachers evaluation criteria is not independent of hearsay of the evaluators					
4	I feel participation of parents in the evaluation process decreases the reliability of the information about the teacher's performance because they do not know about teaching.					
5	The participation of parents in the teachers' performance evaluation process affects the reliability of the information because they do not know the teachers					
6	The participation of students in the evaluation process has negative impacts on the reliability of the information in my school because they don't know the purpose, significance and responsibility associated with the evaluation of the teachers.					
7	I feel the bias of the evaluation committee affects the retention of teachers in my school.					
8	I feel evaluation committee intentionally distorts the result or information of the teachers performance evaluation					
9	Parents are likely to base their evaluation on hearsay in my school.					
10	I feel some teachers used bias to buy their way up the career structure by- giving good but undeserved marks to their students					
11	I think the teachers performance evaluation criteria do not depend on the teaching activities to get promotion					
12	I think teachers performance evaluation forces teachers to do non-teaching tasks to get promotion					
13	I feel some of the evaluation criteria are too demanding to do within a school (e.g. doing research )					
14	I feel evaluators (committees) do not have specific information about the achievements of teachers to give a fair treatment in my school.					
15	I feel the teacher's effectiveness evaluation process doesn't involve transparency in my school.					
16	The multiplicity of evaluators for the evaluation of teacher's effectiveness affects the retention of teachers in my school.					
17	The criteria for the evaluation of teachers' effectiveness affect the retention of teachers in my school.					
18	I feel the multiplicity of the evaluators for the evaluation of teachers effectiveness affects the retention of teachers in my school.					
19	Some evaluation criteria affect the freedom of teachers to satisfy the various professional desires of the teachers.					

20. Mention any other performance evaluation problems you think are not raised above (use any Ethiopian language you like)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section IV. The desire to look for better Alternative Employment Opportunities**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	If I had a choice, I would not choose teaching over others					
2	If I have to start all over again, I would choose a different line of work from teaching.					
3	I feel I would choose a profession that is more worthwhile and interesting than teaching.					
4	My fellow teachers encourage me to engage in a better profession than teaching					
5	I used to care more about my teaching but now other professions are more important to me.					
6	I think it is more advantageous to leave teaching than staying in secondary school teaching.					
7	I think I can easily get a job if I leave teaching					
8	My career needs will better be served elsewhere than in teaching.					
9	I don't feel I have job security in government secondary school teaching because of the frequent political evaluations ('Qorannoo') made by politicians					
10	I think I should leave the government secondary school because I am always blamed political reasons when I teach subjects like Civics, Afan Oromo, History and Amharic					

11. Mention other jobs that you think are better than secondary school teaching (use any language you like)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section V. Administration and supervision problems.**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I think in the course of supervision, Oromia educational supervisors do not actually help teachers to improve their teaching to achieve the most effective context.					
2	I dislike supervision because supervisors are personally fault finding					
3	I think regional educational supervisors in the course of supervision always give unfair criticism of the teachers work					
4	I think regional educational supervisors in the course of supervision always try to find fault with the teacher's work					
5	I think regional educational supervisors, in the course of supervision fail to give constructive idea, which will help teachers improve their teaching.					
6	I think educational supervisors fail to give demonstration to teachers, which help them improve their teaching.					
7	I think regional supervisors, in the course of supervision, do not enable head teachers to know where they stand with regard to their work in the school					
8	I think head teachers are not actually sympathetic in their dealing with teachers in my school					
9	I think supervisors are not actually friendly in my school					
10	In my view, educational supervisors are not actually supportive in my school.					
11	I don't feel I have freedom to discuss my problems with supervisors					
12	I don't feel free to discuss my right with my supervisors.					
13	I don't feel I have freedom to make my own decision in the teaching- learning process.					
14	I think promotions are not fairly handled for each teacher in my school.					
15	I think school regulations are not carried out in fair way for all teachers					
16	I think inefficient school management is one of the reason for teacher turnover					
17	I think the professional efficiency of supervisors are not better than that of directors to enhance their capacity in the teaching-learning process.					
18	I think the professional efficiency of supervisors are not better than teachers to facilitate the teaching processes					
19	I feel supervisors are political leaders who evaluate teachers against political activities and ideologies					
20	I feel head teachers are political leaders who evaluate teachers on the basis of political activities and ideologies					

21. Mention any administrative and supervisory factor (s) you think (is) are not raised above

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section VI. Students Characteristics and discipline problems**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I think students disciplinary problems frustrate teachers to day in my school.					
2	I think deficient student's academic background is a source of teacher disappointment in my school currently					
3	I feel student's misbehavior is one of major factors for teachers leaving from government secondary school.					
4	I feel teacher leave the profession because most students are not motivated to learn.					
5	I think teachers try to escape from the unresponsive behavior of some students in my school.					
6	I feel class size in my school is a major cause of teachers dissatisfaction because it hinders them from giving adequate attention to every student					
7	I feel teachers are physically attacked by students in my school for a variety of reasons					
8	I feel serious academic deficiency of students in some subject (like mathematics) is the source of frustration for the subject teachers.					
9	I think students arrogance due to their status as evaluators of teachers performance can contribute to teacher to leave the school					
10	I think student's cheating during examinations affects the teacher's morale.					
11	I feel student's absenteeism affects teacher retention in the school.					
12	I think students disregard for doing homework affects teacher's retention in the school.					

13. Mention any problem (s) you think (is) are not mentioned about students characteristics and disciplinary problems.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### Section VII. Environmental Factors

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I feel teachers are interested in working in attractive areas with less salary rather than working in remote areas with better salary.					
2	I feel government unnecessary intervention in some area accelerates teachers to leave the profession.					
3	I think cash crop area causes teacher turnover (e.g. coffee regions)					
4	I feel geographical hardship cause teacher turnover in some school area					
5	I think the competitive conditions between private and government in my school areas speeds up the teachers turnover					
6	I feel teachers leave my school for the hot climatic difficulties of the area.					
7	I feel teacher leave the profession for the lack of pure water to drink in the school area.					
8	I feel teachers leave the profession for the lack of a decent house to rent.					
9	I think teachers leave the school for the lack of servant in the area.					
10	I feel teachers leave for lack of infrastructure (like roads ) in the school area.					
11	I feel teachers leave the school for the lack of facilities, like electricity service.					
12	I feel teachers leave the school for cultural differences.					
13	I think teachers leave schools for the lack of telecommunication services in the school area.					
14	I feel feeling of isolation from family speeds up teacher dropout.					
15	I think the lack of bank in the school area contributes for the teacher turnover.					
16	I feel many young fresh teachers do not want to work in remote rural area.					
17	I think teachers leave the school for the lack of health service in the area.					
18	I think teachers leave my school when they lack transfer after working for sometime.					

19. Mention any environmental factor(s) you think (is ) are not mentioned above

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section VIII: Factors Related to Teaching Profession Particularly in secondary school**

No.	Items	Strongly disagree	Disagree	Un decided	Agree	Strongly agree
		0	1	2	3	4
1	I feel teaching as a profession has low socio-economic status general					
2	I feel secondary school teachers have low socio-economic status when compared to other employees with similar qualification and service year within the same area.					
3	I think teachers perceive teaching career as something, that deprives them of some opportunities for their personal growth.					
4	I feel teachers are tired of handling endless paper works of teaching					
5	I feel teachers are bored of working in a world of young people.					
6	I feel, therefore, teachers want to join adult world of work					
7	I feel teachers leave school to seek autonomy (freedom) because a teacher is expected to cover certain material within a given period of time.					
8	I feel teacher leave school for a less challenging job than teaching.					
9	I feel the heavy work load in my school causes teachers turnover					
10	I think the lack of teaching competence of teachers forces them to leave the profession					
11	I feel the lack of rewards for outstanding performance may cause teacher turnover for special financial benefits.					
12	I feel teachers always try to escape from the complexity and tiresome work of secondary school teaching today.					
13	I think the lack of recognition for teachers by students causes teacher turnover					
14	I think teachers leave the school because the curriculum is irrelevant to the level.					
15	I think the lack of recognition for teachers by peers causes teacher turnover.					
16	I think the lack of recognition for teachers by supervisors causes teacher turnover.					

17. Mention in order of degree, from the above the three most crucial factors for leaving the teaching profession

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

18. Please, mention any teaching profession factors(s) you think (is) are not mentioned above.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Section IX. Solutions and Recommendations**

1) Considering the most important causes of teacher turnover among the government secondary school teachers of the region in particular, please, write any possible solutions and practical recommendations you think for the problem in the space provided below (use any Ethiopian languages you like).

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**ADDIS ABABA UNIVERSITY**  
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**MANAGEMENT**

An Interview Guideline for Discussion with Oromia Education Bureau, Zone education Desks and Oromia Regional Teachers' Association(ORTA)

1. What are the major causes for teachers to leave the Oromia government secondary schools? Is it salary? management?, Students and environmental factors? or other?
2. Which Organizations attract them and employ those teachers who leave the schools?
3. Are there problems encountered as the result of teacher turnover at the schools and for regional education system in general ? Which Zones have high rate teachers turnover? And which zones relatively have a fewer turnovers for the teachers? How did you tackle these problems?
4. What do you suggest for the measures to be taken in order to reduce the teacher turnover and attract the best recruits to the profession in general?
5. If you have any other suggestion or comment in relation to the problem, please, you can forward.

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

An Interview presented for the Former Oromia Government  
Secondary School Teachers

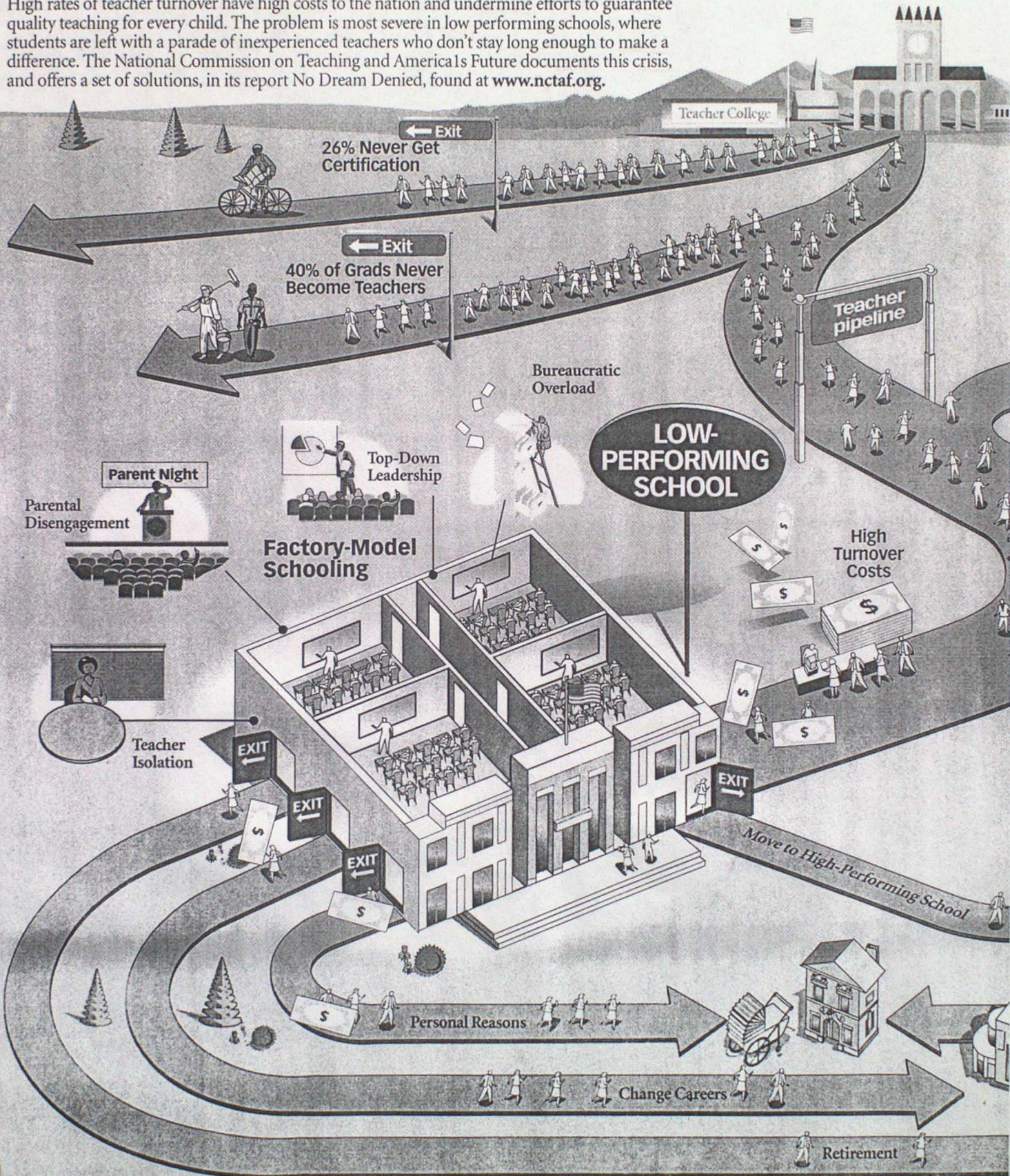
1. How did you become a teacher?
2. For how long have you served in secondary school teaching?
3. Can you mention the name of the schools and their zones?
4. How about your salary then?
5. What was your qualification by then?
6. Why did you really left the Oromia Government Secondary School Teaching?
7. What were the major problems that forced you to leave?
8. Where are you working now? What are you doing?
9. Is there any significance difference between the previous and your current salary?
10. Can you add any more problem (s) that lead(s) teachers to leave?
11. What do you suggest for the measures to be taken to tackle the problem?

> **Tom Carroll**  
Executive Director

> **Kathleen Fulton**  
Director for Reinventing Schools for the 21st Century  
National Commission on Teaching and America's Future

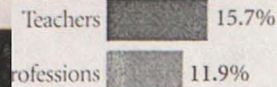
# The True Cost of Teacher Turnover

High rates of teacher turnover have high costs to the nation and undermine efforts to guarantee quality teaching for every child. The problem is most severe in low performing schools, where students are left with a parade of inexperienced teachers who don't stay long enough to make a difference. The National Commission on Teaching and America's Future documents this crisis, and offers a set of solutions, in its report *No Dream Denied*, found at [www.nctaf.org](http://www.nctaf.org).



Note: This illustration is visually representative of current research but is not an absolute statistical representation

Turnover rate



Average cost to recruit, hire, prepare & lose a teacher



Teachers moving to other schools or leaving teaching in 2000



Top reasons for leaving

- ✓ Lack of professional support
- ✓ Poor school leadership
- ✓ Low pay
- ✓ Personal reasons

Economic & Educational Costs

- ✓ lost tuition and tax support for preparing new teachers who leave
- ✓ recruiting, advertising, interviewing, hiring, training new teachers
- ✓ lost investment in professional development, improved skills, curriculum knowledge
- ✓ experienced teachers overburdened by needs of inexperienced colleagues
- ✓ loss of community within school and with parents
- ✓ lost continuity and stability for students

HIGH-PERFORMING SCHOOL

Data-Driven Decision-Making



Shared Leadership



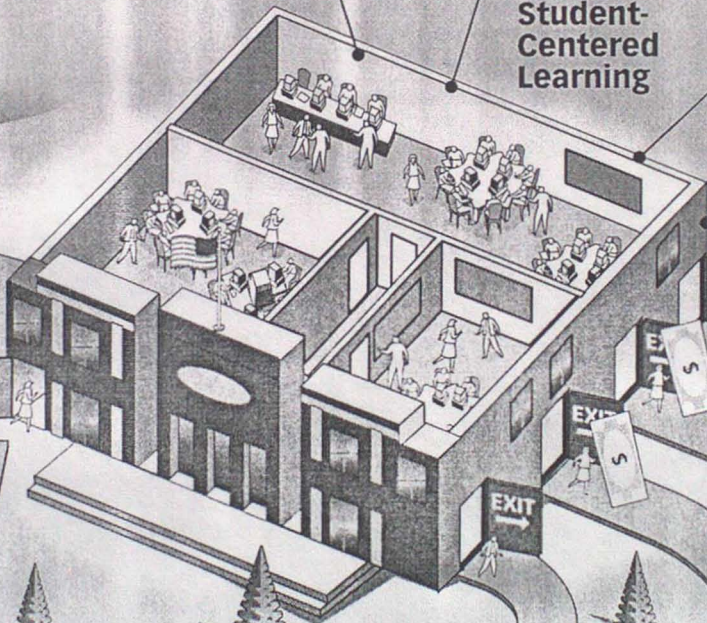
Parent Night



Low Turnover Costs



Student-Centered Learning



Teacher Community



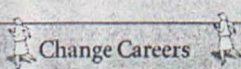
Move to Another School



Personal Reasons



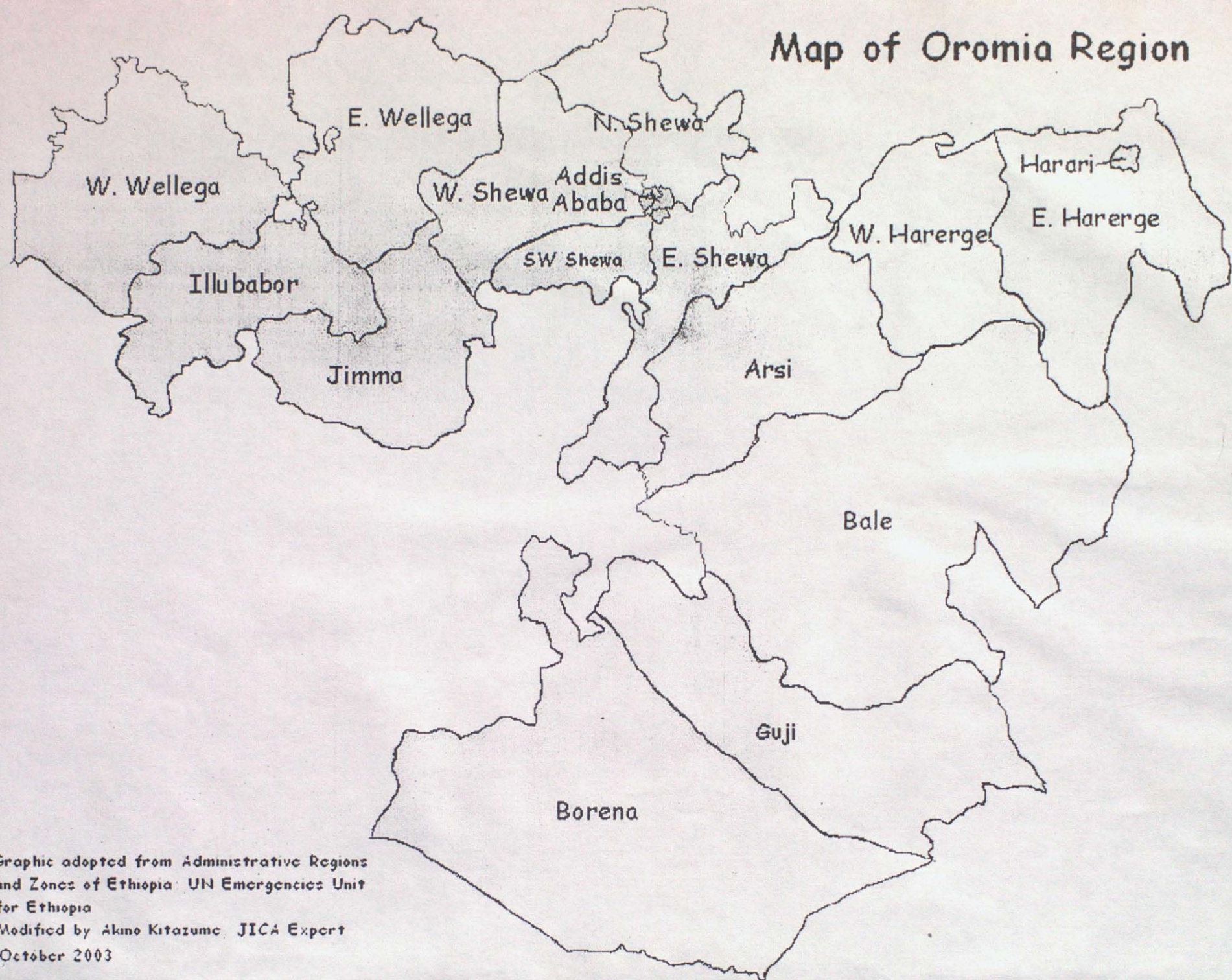
Change Careers



Retirement



# Map of Oromia Region



Graphic adopted from Administrative Regions  
and Zones of Ethiopia: UN Emergencies Unit  
for Ethiopia  
Modified by Akino Kitazume, JICA Expert  
October 2003