

**MAJOR CAUSES OF TEACHERS' TURNOVER IN SELECTED
GOVERNMENT AND PRIVATE SECONDARY SCHOOLS IN ADDIS
ABABA: A COMPARATIVE STUDY**

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ACRONYMS

GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
NCTAF	National Commission on Teaching and America's Future
TEWU	Teachers and Educational Workers Union
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to investigate factors that cause teachers' turnover in government and private secondary schools in Addis Ababa city administration in a comparative manner. To conduct this comparative study, a descriptive survey research method was employed to explore and describe the major causes of teachers' turnover in the selected government and private secondary schools. The data for the study was collected from 56 ex-teachers and 253 currently working teachers of 12 sampled schools (6 government and 6 private schools) in Addis Ababa city administration. In addition 12 directors of the sampled schools were also included in the study. The respondents were included in the study by employing availability sampling to select ex-teachers and purposive sampling to include the directors, Proportional stratified, stratified random and simple random sampling technique were used to select currently working teachers. Questionnaire was used to gather information on causes of teachers' turnover and interview was also employed to complement the information obtained through Questionnaire. Both quantitative and qualitative techniques were used to analyze the data. The results of the data analysis showed that inadequate salary that teachers get, poor working condition of the school, administrative problems, student character and disciplinary problems, low social status accorded to teachers by the society, teachers' lack of initial preference to teaching profession and lack of opportunity for further education were the major factors that aggravate the turnover of teachers both in government and private schools. In view of this, important recommendations were made to mitigate the problems.

CHAPTER I

1. Introduction

1.1 Background

All organizations and institutions, to carry out their activities and achieve their goals and objectives should have human, material and financial resources. Among these resources, the human resource is the most fundamental and decisive asset. This is due to the fact that human resource mobilizes and organizes the other resources (material and financial) to realize the organizational goals and objectives. Thus, proper human resource administration in an organizational set up is a prerequisite to meet intended objectives (Wossenu, 2001, p.47).

For schools human resource is the most important input as well as asset. This is because the effectiveness of the school in achieving its objectives largely depends on qualified and competent teachers (Otto & Sander, 1964, p.25). Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education. As Ayalew (2009, p. 1103) pointed out, teachers play a decisive role in the fulfillment of educational goals. Whatever curriculum change is introduced and whatever reforms are made all will be of little or no avail without qualified and committed teachers'. Thus, every educational system should strive to attract and retain qualified people and provide them with the best possible working conditions and material incentives that will satisfy their needs. However, for various reasons, teachers leave schools causing staffing problem that affects the quality of education. The subsequent turnover of teachers would lead many school systems to

resort to lowering standards to fill teaching openings. This in return results in high number of under qualified teachers and lower school performance (Ingersoll, 2000, p.2).

Turnover occurs when people leave their jobs. There are two components of teachers' turnover one is when teachers leave the occupation of teaching altogether which is called *Attrition*. The other is when teachers transfer or move to a different teaching job in another school which is called *Migration*. However, from the point of view of the school administrators both have the same consequences because there is a decrease in a staff that must be replaced (Ingersoll, 2000:3). A number of factors can cause turnover including aspects of the job, the organization, the individual, the labor market and salary (Manthei and Jackson, 1997, p.75, Gomez-Majia et al., 2003:305).

The problem of high teacher turnover has its roots in recent history of the development of education system in both the developed and developing countries. According to a study conducted by Ingersoll (2001), in the United States, almost one out of every two new teachers leaves the classroom by the end of five years of teaching. Similarly, African countries are victims of teacher's turnover. In many Sub-Saharan African countries, teachers trained in teaching profession tend to leave teaching. A study conducted by the World Bank revealed that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan Africa (World Bank, 2007, p.12). For instance, in Ghana, the country's education service (GES) estimated that about 10,000 teachers leave the schools yearly for various reasons (GNAT & TEWU, 2009, p.18). Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover. Few research findings conducted in different parts of the country indicated that teachers either leave the

teaching profession or move from one school to another every year. For instance, in as early as 1953, referring to teachers trainees who graduated from one institution Aklilu (1967, p.33) reported a turnover rate of 67% over a nine year period. Likewise recent studies show that teacher turnover is a problem that schools are facing in the country. A Study conducted by Motuma (2006, p.42) in Oromia Regional State government secondary schools revealed that the average rate of teacher turnover was 17% in the years 2001- 2004. Similarly Manna and Tesfaye (cited by Darge, 2002, p. 2) points out that 49% of teachers included in their study were planning to leave the teaching profession.

In recent years, in Ethiopia, the number of schools has been growing rapidly resulting from increasing students' enrollment. For instance, secondary school first cycle (grade 9 & 10) enrolment has grown at 13.6% annual average while secondary schools increased by 14.1 percent (MOE, 2008/09). However shortage of qualified teachers is a problem that the education system is facing mainly in secondary schools. For instance, according to MOE, only 75.2% were qualified to teach at the secondary level (MOE 2008/09). The Ethiopian government is investing large amount of money to expand the education sector by giving emphasis to quality, equity, accessibility and relevance of education. To this end, Ethiopia has set new educational and training policy in 1994. After the formulation of the policy, a number of efforts have been made to strengthen the qualification and professional development of teachers, set career structures of teachers to motivate teachers and retain them in the education system. However, the implementation of the policy and investment on education is hindered by teachers' turnover, which increases the shortage of teachers that the country is trying to improve. As recent studies have indicated, in different regions of the country teachers are leaving their schools incessantly (Manna & Tesfaye, 2000; Temesegen,

2005; Motuma, 2006; Alazare, 2007). This is more so both in public and private secondary schools. Therefore this study attempted to identify the major causes of teacher turnover in selected government and private secondary schools of Addis Ababa city administration.

1.2 Statement of the Problem

In Ethiopia turnover of teachers at secondary levels is one of the major challenges that schools are facing. Teachers' dropout or brain drain has been an age-old problem in the country (Darge, 2002, p.1). As it was reported by Aklilu (1967, p.28) in the 1960s, teachers were leaving the schools of the nation at a faster rate and the school system was losing a large number of its members, which have continued up to these days. Similarly, recent studies show that in Ethiopian school system the turnover of teachers from the classroom has continued. In a study conducted in Gambella Regional State in 2004, the turnover rate of secondary school degree holding teachers was 20% (Temesegen, 2005, p.64). Another study conducted in Oromia Regional State secondary schools indicates that between the years of 2001-2004 the average rate of turnover was 17% (Motuma, 2006, p.42). Moreover, as Alazare, (2007,p.3) noted referring data gathered from education experts and directors that teaches rate of turnover in Kirkos sub-city government secondary schools in Addis Ababa (Abiot kirse and Shimeles Habete) was 2.4, 7.4, 7.8, 9.1 and 10.6 percent in 2001, 2002, 2003, 2004 and 2005 respectively. Similarly, in Yeka sub-city secondary schools namely KokebTsibeha and DejacheWondirad had the turnover rate of 14.1 and 11.2 percent in 2003 and 2004 respectively (Alazare, 2007, p.3).

It is a fact that teachers being one of the major quality inputs, teacher turnover negatively affects the delivery of quality education. As Ingersoll (2001, p.2) explained turnover of

teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activity. These days the problem of teacher turnover, are not confined only to government secondary schools only. Private secondary schools also experience similar problems. The factors that cause teacher turnover at government and private secondary schools could not be identical. However, the problem persists.

The few researches conducted so far in the area focused only on the government owned schools. Hence, there is a need for further research on the issue of turnover that includes government and private secondary schools. Therefore, this comparative study attempted to find out what major factors influence teacher turnover in selected government and private secondary schools in Addis Ababa.

This study attempted to answer the following basic research questions:-

1. What are the major causes that affect teacher turnover in government and private secondary schools?
2. What are the differences and similarities between government and private secondary schools in relation to causes of teachers' turnover?
3. What are the relationship of teachers' demographic variables (sex, age, and work experience, level of qualification and field of specialization) and their turnover intention?

4. What possible measures can be taken to minimize the problems of teacher turnover and increase retention in both government and private secondary schools in Addis Ababa city administration?

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this study was to investigate the major causes that influence teachers' decision to leave, move or stay in their school in selected government and private secondary schools in Addis Ababa city administration and to identify possible mechanisms to increase teachers' retention.

1.3.2 Specific Objective

The specific objectives of the study were to:

- Find out the major causes of teacher turnover in the selected government and private secondary schools in Addis Ababa.
- Investigate differences of factors that influence teachers' decision to leave or stay in the teaching profession in government vs. private schools
- Explore possible solutions to minimize teacher turnover and to increase teacher retention in both government and private secondary schools.

1.4 Significance of the Study

Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. Therefore this study may have the following significance:-

- Create awareness among policy makers educational planners, teachers, school administrators and other concerned bodies.
- Indicate and suggest possible solutions to minimize teacher turnover and increase teachers' retention.
- Motivate other researchers to undertake further study on the area.

1.5 Delimitation of the Study

The study was delimited to look major causes of teachers' turnover in selected secondary schools in Addis Ababa city Administration. There are many factors that influence teachers' turnover decision, in this study inadequate salary, low social status accorded to teachers by the society, poor working condition of the school, administrative problem, student character and disciplinary problem and lack of opportunity for continuous professional development were the independent variable while teachers' turnover was the dependent variable. In 2008/09, there were 68 private and 44 government secondary schools in Addis Ababa city administration. And this study was delimited to selected six government (Dilber, Dr. Addis Alemayehu, K efetegna 23, Kefetegna 12, Sedil Le Ethiopia & Dilachin) and six private (Addey Ababa ,Grapes, Future Talent, Yenegew Sew, Radical & Elbetel) general secondary schools (grade 9&10) in Addis Ababa city Administration. In addition, this study was delimited to assess the causes of voluntary teachers' turnover in government and private secondary schools.

1.6 Limitation of the Study

The major limitation that the researcher confronted while conducting this research was getting some statistical data of ex- teachers due to lack of good personnel file record in the

schools and lack of cooperation on the part of few respondents. Consequently the researcher was compelled to look the required data from different files and information sources with the help of the schools principals. Since the study focused on 6 governments and 6 private secondary schools, the results obtained could not be fully generalized to all government and private secondary schools in the country.

1.7 Operational Definition of Terms

The following terms are defined in the context of the study:-

Current teachers: represents teachers who are teaching in government and private secondary schools during the study.

Ex- teachers: represents government and private secondary school teachers who left their school voluntarily.

Secondary school: represents general secondary schools of grade 9 and 10.

Teacher turnover: the process whereby a teacher moves or exits from his /her job

1.8 Organization of the Study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three deals with the methodology of the study, Chapter four presents the analysis and interpretation of the data and Chapter five contains the summary of findings, conclusion and recommendations.

CHAPTER 2

2. Review of Related Literature

This chapter deals with review of various literature relevant to the study. Particularly four major issues regarding teacher turnover are included. These are: the concept of turnover, some theoretical perceptives on turnover, major causes of turnover and managing turnover.

2.1 The Concept of Turnover

The starting point to clearly understand and analyze the concept of teacher turnover, defining and interpreting the term becomes important. Turnover occurs when people leave their job. It is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries (Crousman, Hampton, & Herman, 2006, p. 1; Rohr & Lynch 1995 cited in Xaba, 2003, p. 287). Employee turnover is a choice made by either employers or employees or both to terminate the employment relationship. Accordingly there are two types of turnover, voluntary turnover and involuntary turnover. Involuntary turnover is a type of turnover where the turnover of the employee is initiated by the employer. Because of different factors like poor performance of the employee or adoption of new strategy by the organization which results in reduction of number of employees and other similar factors the organization can decide to dismiss or lay off its employees. The other type of turnover which is voluntary turnover is a kind of turnover where the decision to leave the organization is initiated by employees. Employees for reasons such as financial,

personal, social or other reasons initiate this voluntary separation from a given organization (e.g. quit one's current employer for another job and retirement).

Similar to any other employee turnover teacher turnover occurs when teachers leave their teaching job and it can be either voluntary or involuntary turnover. Teacher turnover, as defined by Boe, Bobbitt and Cook (1997, p.380) is a “generic term for all changes in teacher status from one year to the next”. Teacher turnover refers to the departure of teachers from schools and includes movers who change school and leavers who leave teaching altogether (Boe, Bobbit and Cook, 1997; Ingersoll., 2001). Thus according to these writers there are two forms of teacher turnover from the school, one is when teachers leave the occupation of teaching altogether which is called “attrition” and the other is the case of teachers who transfer or move to a different teaching job in another school which is called “migration”.

Turnover especially voluntary is often viewed as undesirable although it is not always true because turnover is something that is inevitable and it has both a positive and negative consequences. Employee turnover can have negative consequence especially if the turnover rate is high because teacher turnover directly impacts student achievement and teaching quality. On the other hand, turnover may not be inherently undesirable the desirability of turnover depends on who is leaving. If the people who are quitting are generally superior performers turnover need to be reduced, but if turnover is greater among poor performers teachers is actually in the best interest of the school. Nevertheless, turnover in excess of 10% has more negative than positive consequence (Tayler, 1998 cited in Dereje, 2007, p. 10).

In conducting research on teachers turnover some researchers concentrate on leavers saying that movers does not represent a net loss in the total supply while other researchers include

both movers and leavers on their research claiming that attrition and migration have the same consequences. In this study the focus is on teachers' voluntary turnover and on those who move or leave their job.

2.2 Some Theoretical Perspectives on Turnover

In explaining turnover behavior of employees various researchers advance theories on employee turnover. In this regard Human capital theory of occupational choice provides a theoretical frame for an understanding of some underlying factors that may contribute to an individual's decision to become a teacher, and then, to remain in or leave teaching. The fundamental concept of human capital theory of occupational choice is that individuals make systematic assessment of the net monetary and non-monetary benefits from different occupations and make systematic decisions throughout their career to enter, stay, or leave an occupation (Kirby & Grissmer, 1993, p. 6). This theory basically illustrates the relationships among education and training, migration and the search for a new job in terms of investment and its returns (Becker, 1993; Ehrenberg & Smith, 2003 cited in Cha, 2008, p.17). In short, human capital theory posits that individuals make systematic assessments of the benefits and costs of both entering and staying in or leaving the profession.

Another theory which explains turnover behavior of employees is Social learning theory which views turnover as a result of a social learning process. Social learning theory applied to career decisions emphasizes on the interaction of personal characteristics, previous behavior (social learning experience), and environmental determinants Chapman (1984 cited in, Cha, 2008, p.20). Similarly Krumboltz (1979 as cited in Ruhland, 2001) identifies four factors (genetic endowment and special abilities, environmental conditions and events,

learning experiences, and task approach skills) that influence the nature of a career decision. The basis for this theory is educational and occupational preference and how these influence career selection. Genetic endowment and special abilities include gender, race, intelligence, physical characteristics, environmental conditions and events include social, cultural, political or monetary factors, learning experiences includes job training opportunities, technological developments, and training resources and task approach skills includes set of skills, standards, values, work habits, perceptions, emotions, and cognitive process. Thus, individual career decisions are seen as outcomes of a combination of four factors that interact in different ways. Understanding these factors can help answer the question of why individuals change their job.

Khatri, Budhwar and Fern's study of employee turnover (1999 cited in Xaba, 2003, p. 288) stated a model that posits three groups of factors as a predictor of turnover. The model integrates demographic factor, uncontrollable factor and controllable factors. The first factor which is demographic factor includes age, sex, education and tenure; the second factor which is the uncontrollable factor includes perceived alternative employment opportunity and job hopping and the third factor which is the controllable factor includes pay, nature of work, supervision and organizational commitment a source of turnover.

Ingersoll (2001, p. 26) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions. His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and

enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover.

The foregoing theoretical exposition of factors influencing turnover seem to confirm that turnover of teachers/employees is a result of different factors relating to the organization the, job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources.

2.3 Major Causes of Teachers' Turnover

The turnover of teachers is a challenge for schools and school administrators in both developed and developing countries. The findings of research in the area revealed that teachers leave or move from their school either to other profession or move from their school for various reasons. Insufficient salary ,poor administrative support, students disciplinary problem and little input in to school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or change their school (Ingersoll,2001). In line with this Chaika (2002) cited in xaba (2003, p.288) advocates the lack of teacher mobility, inadequate induction programs, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover.

In general teachers' turnover manifests itself in many ways and it is attributed to many causes. Thus for this study the following possible causes of teachers turnover are reviewed from different literature.

Inadequate Salary

In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton & Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first. And according to Bloland's and Selby's (1980) review of the literature, salary appears to be an important factor in the career change of male educators, but not female educators.

Moreover Research findings shows that teachers salary in developing countries and even in developed countries is less than that of equally qualified professionals in other fields of specialization (Croasmun, Hampton & Herrmann ,2006; Fineman - Nemeser ,1996; Ingersoll, 2001). Although teachers' salaries have improved in recent years, they remain low compared to those of other similarly-educated workers. Thus they leave the teaching career seeking higher paying jobs in other professions (Croasmun, Hampton & Herrmann, 2006, p.3).In Ethiopia the results of **research** have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years has been as critical issue for teachers dropout or turnover of teachers (Aklilu, 1967; Seyum, 1992; Getachew, 1999 and Darge, 2002).

On the other hand there is a research finding which indicate that although monetary reward is an important means of satisfying need beyond a certain satisfaction level the amount of compensation is not necessarily as important as non-monetary rewards (Antony,2001, p. 506 cited in Dereje,2007, p. 18).Teachers can have favorable feelings about teaching job on conditions that the following items are fulfilled in order of importance, getting respect, achieving recognition, receiving reinforcement ,taking parts in research endeavors ,being a member of a teaching team, earning grants for curriculum developments ,being encouraged by principals ,parents, colleagues and students Schlechy and Vance (1983, p. 483 cited in Dereje,2007, p.18).

Poor Working Condition

In the literature one reason given for teachers' turnover is poor working condition of the schools (Ingersoll, 2001 &Ingersoll & smith, 2003). Poor working conditions includes inadequate administrative support, heavy work load and inadequate instructional materials, living conditions such as housing and access to medical services and others major areas of dissatisfaction of teaching conditions (Cororen, et al, 1988 and Firestone &Rosenbleum, 1988 as cited in Firestone & panel ,1993, p. 509). Moreover Getachew (1999, p. 20) states poor working conditions such as luck of adequate resource and time to work ,lack of opportunity to participate in decision making on matters of teaching and work load were some of the conditions that interfere with their teaching and which negatively affect their profession.

Teachers have a significant contribution in the education process through implementing the designed curriculum to achieve the desired educational goal. And the successful

implementation of the curriculum depends to a large extent on a positive working environment that reinforce teaching job satisfaction, career commitment and plan to remain in the profession (Weiss, 1999, p.862). Thus having Poor working conditions could lead teachers to develop negative perceptions that could become obstacles which affect teaching and weaker teachers' commitment to their work and their decision to stay or leave their profession or their school. Duffrin (1999, p. 2) cited in Xaba (2003, p. 288) stated poor working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession.

Similarly Aklilu (1967, p. 13) in his study of brain drain in elementary schools of Ethiopia stated that teachers have tremendously withdrawn due to unfavorable working conditions in the schools. Although it has been a long time since the study have been done and it's on elementary schools poor working condition is one of the prevalent problem in secondary schools of Ethiopia until this time. Recent studies done in different part of Ethiopia shows poor working condition such as large class size, poor physical condition and poor school facility is among of the frequently mentioned cause for teachers' turnover from a particular school or from their profession (Alazar, 2007; Motuma, 2006; Temesgen, 2005).

Students' Character and Disciplinary Problem

Students' character and disciplinary problem is one mentioned cause for teachers' turnover in different literatures. Students' disciplinary problem can be manifested through disruptive behavior and rowdyism (Dunham 1981 cited in Dereje, 2007, p. 22). The term disruptive refers to a wide range of behavioral problems which includes students who declined to cooperate and do little or none of the class activities and overtly aggressive towards other

children and teachers (Getachew, 1999, p.19-20). And rowdyism is a deliberate lateness for lesson, pupil disturbance in the lessons, verbal abuse and refusal to cooperate (Dunham 1981 cited in Dereje, 2007, p. 22). According to Dunham students character and disciplinary problem is one of the major factors leading to teachers' exodus. Some teachers are dissatisfied with students' character and disciplinary problems which enforce them to quit their job or move to different school.

Especially controlling students with disciplinary problem is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing school (Cockburn & T.Hayden, 2004). Studies conducted in different parts of Ethiopia (Alazar, 2007; Darge, 2002; Temesgen, 2005) indicated that students character and disciplinary problem is one of the cause for teachers decision to leave or change their school.

Furthermore as research finding shows the problem of students' character and discipline is worse in urban schools as compared to rural ones. According to Pollack (1979, p. 3) urban high school teachers are nine times more vulnerable to violence than any other group.

Poor Administrative Support

The general purpose of educational administration is to ensure that the school system function properly according to preconceived purpose and plan of action (Prestine and Thurston, 1994, p. 359). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to communicate effectively with

teaching staff followed by being supportive ,appreciable, fair and consistent (Hutchings et al. as cited in Cockburn and Hayden,2004, p. 138).Educational administrators should ensure a sense of fairness and efficiency particularly over the matters of posting appointments ,promotions and transfer (William,1979, p. 56).The commitment of the organization to employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decrease turnover. This is because when there is a good administrative support teachers tend to stay in school. In a national study done in the USA Boe, Barkanic.et.al (1999) cited in Billingsley (2004, p. 45) reported that teachers who stayed in their positions were almost four times more likely to strongly perceive administrators behavior as supportive and encouraging.

On the other hand lack of administrative support can create an environment of helplessness frustration and employee turnover (Singh and Billingsley 1997cited in NCTAF, 2009). A teacher is more likely to leave teaching or indicate intent to leave in the absence of adequate support from administrators. Unfair and incompetent educational matters create teachers job dissatisfaction and great psychological stress, which facilitate teacher turnover (Getachew.1999, p. 41).In a study conducted in the united states on urban teachers 25% of those who left teaching identified dissatisfaction with support from central administration and 20% indicate that dissatisfaction with principal support influenced their decision to leave (Billingsley et al. ,1995).In Ethiopia recent research findings (Alazar,2007;Temesgen,2005) revealed that in different parts of the country administrative problem is one of the cause for teachers to quit their job. For instance Motuma (2006, p. 100) in his study of teachers' turnover in government secondary schools of Oromia regional state revealed that administrative problems are major reason contributing to teachers' turnover. Motuma pointed

out that poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school principals and lack of democratic school management were problems that related to administrative problem.

Lack of Teachers' Continuous Professional Development

Individuals increase their knowledge through formal schooling and on the job training which includes professional development programs. Continuous professional development is needed because most teachers have limited preparation in the academic content that students are required to learn and schools are being asked to educate a more diverse student population to higher academic standards than ever in complex and ever changing society which calls for further training (cha, 2008, p. 31). Thus increasing the content knowledge of current teaching work force require unprecedented level of on the job training. Teachers should get established in service training program for self-fulfillment and professional advancement (UNESCO, 1996, p. 58). Because professional development can provide opportunities for teachers to grow professionally and increase their capacity for effectiveness. Teachers' professional development is a means for increasing professionalism which could have a positive influence on their commitment to and retention in their school and their profession. In a study of teacher attrition in three urban systems Gereston.et.al (2001) found that professional development had an indirect effect on teachers' intent to leave and a direct influence in their commitment to the profession. In line with this Aklilu (1967) noted in his study many teachers' joined the teaching profession because they believe that it will give them a chance to further education and development .Thus while having a chance to continues professional development may increase their retention, lack of chance for

professional development may have effect on teacher decision to leave their school or their profession.

Low Social Status Given to Teaching and Teachers

Status plays an important role in attracting academically equipped and experienced employees and encourages them to remain in the system (Darling-Hammond, 1990, p.278). Teachers must have a status which is equivalent to their key role in the advancement of education and the significance of their contribution to the development of the individual and the society as a whole. However teaching profession is characterized as low prestige occupation and the desire to enter the profession is mainly the absence of other real alternatives Akaleweled and Jung (1990 as cited in Dereje 2007, p.27). Low social status noted by kyriacu (1989 cited in Getachew, 1999,p.25) refers to teachers perceptions that their profession is held in a low self-esteem by the wider society this is impart reflected by the level of salaries for teachers and how teaching is discussed by the wider society.

It is widely argued in the literature that the status of teachers in most countries has declined drastically during recent decades. As keneddy (1998, p.32) indicated as compared to the very high status of teaching in the past it has now declined to level which can intimidate ones decision to stay in the profession. In Ethiopia as Tesfay and Demoze (2004, p.51) noted before the 1970's teaching career in Ethiopia had passed through a relatively high status and prestige. The respect they held in the society was very high; teachers were taken as the symbol of knowledge and skill, were respected by their pupil and held in high self-esteem by their community. However over the last few decades the societies respect for teachers and their occupation appeared to have gradually worn out their social status. That teachers as a

social and economic group and teaching as a profession are reported to be accorded low socio-economic status in Ethiopia (Tesfay and Demoze, 2004, p. 51). The society at large has developed low opinion of the teaching profession or to the professionals. And this low social status accorded to teachers by the society is one of the outstanding reason that teachers compelled to leave the profession (Manna and Tesfay, 2000, pp.5-6). The dissatisfaction of teachers' by the rank attributed to them by the society along with their living standard can lead teachers to quit their job in search of better alternative. As Aklilu (1967) noted several teachers left their job because of the low prestige attached to teaching by parents, government officials and the community at large.

Teachers' Characteristics and Personal Factor

In the literature different research findings have tried to look in to the relationship between teachers' personal characteristics like age, sex, qualification and experience with teachers' turnover.

Age: As research finding shows the age of a teacher is one of the salient predictor of the likelihood of their turnover. According to Ingersoll (2001, p.14) both younger (under30) and older (above 50) teachers are more likely to depart than are middle age teachers. Ingersoll stated that older teachers leave teaching due to retirement and younger teachers tend to leave the profession in search of other opportunities.

Sex: Results of research concerning the relationship of sex with teacher turnover appears to be both complex and inconsistent. Some studies reported that males are more satisfied than females, others however did the opposite and still others reported no such difference.

According to Ingersoll (2001, p.14) male teachers are less likely to leave teaching than females. Similarly Charter (1970, p.450) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006, p.101) in his study of causes of turnover in Oromia government secondary school described that male teachers' stay more than female teachers'.

On the contrary Wu & Wu (2001) as cited in Akalewold (2004, p.30) has indicated that higher level of satisfaction is generally found in female teachers. Similarly Manna & Tesfay (2000, p.14) have indicated that female teachers are more likely stay in teaching than male teachers.

Furthermore in another study Bloland & Selby (1980, p.13) investigated that the impact of sex on teachers turnover is minimal. Similarly Chapman & Hutcheson (2001) in Alazar (2007, p.11) have revealed that no significant difference between male and female teachers in leaving or staying in teaching job.

Qualification and Experience: turnover may also be related to teacher qualifications. The most highly qualified teachers may be are the most likely to leave, as they can easily get alternative employment (Macdonald, 1999). Research done by McClure, Weidman, Sharp (1988, p.212) shows that the more qualified teachers' appear to exhibit dissatisfaction with their work as compared to less qualified teachers which can be a cause for turnover. This is because individuals with more education have more options in the job market than less qualified ones. On the other hand (McClure, weidman, sharp, 1988, p.212) indicated that a year of experience in teaching is positively associated with job satisfaction. In their finding the researchers indicate that teachers' turnover is high in first two years of service. On the

contrary Manna & Tesfay (2000, p.16) in their study revealed that the level of qualification and work experience in teaching were not found to be significantly related with decision to stay or leave the teaching profession.

School Characteristics

Turnover studies in education have linked teacher turnover to school characteristics such as school level, region, and type.

School level: different research findings have shown that there is a relationship between a school's level (elementary, middle or high school) and teacher turnover (Murnane et al., 1991; Shin, 1995; Weiss, 1999 cited in Cha, 2008, p.35). Weiss (1999) found that while middle school teachers had lower morale than teachers in elementary or high schools, high school teachers were more likely than their middle or elementary school counterparts to say that they planned to leave the profession. Moreover, high school teachers report lower levels of satisfaction than do elementary school teachers Perie and Baker (1997 cited in Cha, 2008, p.35).

School Type: in the literature different researches has shown that there is a relationship between school type and teachers turnover. In analyses of teacher turnover in National studies conducted in the United States including both private and public school teachers have shown that private school teachers, exhibit higher turnover rates than do public school teachers (Ingersoll, 2001).

School Region: different research findings have shown that rate of teachers turnover vary in relation to the region which the school is found. In a research conducted by Smith &

Ingersoll (2004) the highest teacher turnover rates have been seen at urban schools in high poverty areas. Similarly, Ingersoll (2001) found that teacher turnover is least likely in rural public schools. On the contrary according to Rust and Dalin (1990) cited in World Bank report (2007, p.14) noted that qualified teachers are often reluctant to stay in rural settings. Similarly in Ghana, over 80 percent of teachers said they preferred to teach in urban schools Akyeampong and Lewin (2002 cited in World Bank report, 2007, p.12).

2.4 Managing Turnover

Teaching is an incredibly challenging profession and the need for qualified, effective, and passionate teachers continues to increase. And in order to fill the schools with qualified teachers in addition to recruiting new qualified teachers minimizing turnover rate and retaining teacher is very important. Although some teacher turnover from schools may be unavoidable, normal, and even beneficial, high rates of turnover are of concern because they may indicate underlying problems and because in and of themselves, they can disrupt the effectiveness of the school program. Thus In today's unstable marketplace, retaining the most talented teachers become important to ensure the schools strength and effectiveness. It's more important than ever to put strategies in place to avoid the overarching costs of teacher turnover causes, and keep skilled, high-level teachers motivated. Ingersoll (2001) revealed that teacher recruitment programs traditionally common in the policy area would not solve the staffing problems of the schools if they do not also address the organizational sources of low teacher retention. These different retention mechanisms should be devised to increase teachers' retention. In this regard Cockburn and Haydon (2004) suggested that turnover may

be reduced through reduction of class size, more learning support assistant, better resource for teaching, recognition and facilitating more in-service training.

In line to this Killan (1976) in Motuma (2006, p.41) has stated that turnover could be minimized through:

- Improving and monitoring leadership and supervisory skill
- Initiating team work among employees, implementing fair and equitable compensation system
- Building individual confidence
- Encourage freedom to discuss about turnover of employees
- Provide a definite salary scale comparable to other government departments and private agencies
- Improve selection, evaluation, preparation and appointment of educational leaders
- Improving work conditions of the school and introduces and propagates teachers' importance through radio, newspaper and other appropriate media for moral encouragement.

CHAPTER 3

3. Methodology

3.1 Research Design

The aim of this study was to assess the factors that influence teachers' turnover in selected government and private secondary schools in Addis Ababa. To conduct the research, both quantitative and qualitative research methodologies were employed. This is because employing the mixed approach helps to converge or confirm findings from different data sources (Creswell, 2003). The study had mainly employed quantitative methodology and was complemented by qualitative data. Quantitative methodology was employed as a major methodology because of the nature of the study and the research questions. Due to the nature of the study, descriptive survey research method was used to explore and describe the major causes of teachers' turnover in the selected government and private secondary schools comparatively. This design was selected because it enables to identify the major and dominant causes of teachers' turnover both in government and in private schools.

3.2 Sources of Data

The necessary data were collected from currently working teachers, ex-teachers teachers and school directors of selected government and private secondary school in Addis Ababa. In addition, policies, books, journals etc were used to understand the current situation and to supplement the findings of the study.

3.3 Target Population and Sampling Techniques

The target population in the study was the teachers of selected government and private secondary schools in Addis Ababa. According to Addis Ababa city administration education bureau 2008/2009 annual abstract, there were 44 government and 68 private secondary schools in Addis Ababa. Among these a total of 12 (6 government and 6 private) secondary schools were selected as a sample population by using purposive sampling technique. This method of sampling was chosen because it helps the researcher to include schools with different rates of teachers' turnover. Although there is no universally known standard teacher turnover in excess of 10% has more negative than positive consequence (Taylor, 1998 cited in Dereje, 2007, p. 10). Thus from the total selected schools 6 schools (3 government & 3 private schools) which have turnover rate more than 10% and 6 schools (3 government & 3 private schools) which have turnover rate less than 10% turnover rate per year (see appendix 5) were included in the study. Moreover, these numbers of schools were selected because the student researcher believes that it is a manageable number.

In the selected government secondary schools there were a total of 459 teachers out of these 137 (30%) teachers were taken as a sample by using proportional stratified sampling technique. This technique was chosen because it enables to get proportional sample teachers from each school (Gay, 1996, p.117). Stratified random sampling technique was used to represent variables of gender before selecting individual respondents from each school. And To select individual teachers, simple random sampling technique was employed. With regard to private secondary schools, there were a total of 136 teachers and all of them that are 136 were included in the study. All teachers were included in the study for statistical purpose for

a comparative study between the two types of schools because compared to government schools the number of teachers in these private schools were small.

Furthermore, to select ex- teachers who no longer work in government and private secondary schools availability sampling technique was used. This technique was employed because there was no official source of data regarding their address. Finally, purposive sampling was used to identify Sample directors and 12 directors were identified in targeted schools. The directors were included purposively because they provide relevant information by virtue of their position.

3.4 Data Collection Instrument

In this study to gather the relevant data questionnaire and interview were used. Two kinds of questionnaire were administered to collect data from current teachers. This instrument was selected because it enabled to reach a relatively large sample size within the available time limit. The questionnaire mostly includes close ended items with few open-ended items.

Semi-Structured Interviews was used to collect data from the directors of the selected schools. This instrument was selected because interview is appropriate instrument to get in-depth information from better positioned school directors. An interview guideline was used to guide the interview according to the purpose of the study.

3.5 Pilot Study

Before the final questionnaire was distributed to the respondents, the instrument was pilot tested The Cronbach alpha reliability analysis was calculated for the questionnaires (see Appendix 2) and appropriate adjustments were made before the distribution of

questionnaires. The reliability test disclosed that the questionnaires which were tried out by pilot study have a good reliability.

3.6 Data Collection Procedure

In order to assess the major factors that cause turnover among secondary school teachers, the following data collection procedures were employed after the data gathering tools are checked by pilot study. After the pilot study the necessary correction was made and the questionnaire was administered to the teachers. In order to maximize the rate of return, attempts were made to distribute the questionnaire at convenient time for respondents. Moreover a close follow up was made to obtain reliable data return. With regard to the interview, it was conducted with 12 directors of the sample schools on one to one basis. Before conducting the interview preparation was made with the respondents. This includes setting convenient time and clarifying the purpose.

3.7 Methods of Data Analysis

In this study based on the nature of the research questions and collected data, quantitative and qualitative method of data analysis was used. The quantitative data were analyzed by employing both descriptive and inferential statistics. Thus, frequency percentage, mean value, mean rank, t-test and chi-square were used in the study. The qualitative data obtained through interviews were analyzed qualitatively and were incorporated in the analysis to supplement and substantiate the data secured through questionnaire. In this study the alpha was set at 0.05.

CHAPTER 4

4. Data Presentation, Analysis and Discussion

4.1 Data Presentation and Analysis

The major objective of this study was to assess the causes of teachers' turnover in selected government and private secondary schools in Addis Ababa in a comparative way. To this end source of data were determined and different data gathering tools were employed. The sources of data were teachers currently working in government and private schools and teachers who left the targeted schools. Questionnaires and interview were the instruments through which data were collected in this study. A total of 340 questionnaires were distributed to respondents. Out of the total questionnaires, 137 were distributed among teachers currently working in government secondary schools. The remaining 136 questionnaire were administered among teachers currently working in private secondary schools, 52 questionnaires were administered among ex-teachers who used to work in the selected government secondary school and 15 questionnaires were administered to ex-teachers who used to work in private secondary schools.

Out of 137 questionnaires distributed among teachers currently working in government secondary schools, 128 (106 male & 22 female) teachers filled in and returned the questionnaire. From 136 copies of questionnaire distributed to current private secondary school teachers, 125 (91.9%) filled and returned the questionnaire out of which 112 (89.6) % were males while 13(10.4%) were females.

From the questionnaire dispatched to 52 ex-teachers of the selected government secondary schools, 42 (80.7%) respondents [35(83.3%) male and 7(16.6) female] filled in and returned the questionnaire. Out of the 15 questionnaire distributed to ex-teachers of the selected private secondary schools, 14 (93.3%) teachers of which 10 (71.4%) male and 4 (28.6%) female teachers filled and returned the questionnaire. In addition, 12 principals of the selected 12 sample secondary schools were interviewed on the major cause of teachers' turnover. Finally the data obtained were tallied, organized, tabulated, analyzed and interpreted in this chapter in relation to the basic questions of the study. Table 1 shows demographic characteristics of respondents in the study.

4.1.1 Demographic characteristics of the respondents of the study

Table 1 Demographic Characteristic of the Respondents by Sex and Age

Variable		Respondents							
		Current teachers				Ex-teachers			
		government		Private		Government		Private	
		F	%	F	%	f	%	f	%
Sex	male	106	82.8	112	89.6	35	83.3	10	71.4
	female	22	17.2	13	10.4	7	16.6	4	28.6
	Total	128	100	125	100	42	100	14	100
Age	< 30	104	81.3	85	68	25	59.5	8	57.1
	>30	24	18.7	40	32	17	39.9	6	42.9
	Total	128	100	125	100	42	100	14	100
Educational level	Diploma	1	0.81	9	7.2	-	-	-	-
	BA	126	98.4	101	80.8	40	95	11	78.5
	MA	1	0.81	15	12	2	4.8	3	21.4
	Total	128	100	125	100	42	100	14	100
Field of specialization	Natural science	62	48.4	68	54.4	17	40.5	6	42.9
	Social science	66	51.6	57	45.6	25	59.5	8	57.1
	Total	128	100	125	100	42	100	14	100
Work experience	<5years	71	55.5	36	28.8	28	66.7	10	71.4
	>5years	57	44.5	89	71.2	14	33.3	4	28.6
	Total	128	100	125	100	42	100	14	100

As it is shown in Table 1, most of the respondents in both government and private schools were male (82.8% and 89.6% respectively). The number of females was 17.21% for the selected government school and 10.4 for the selected private secondary schools. Regarding ex-teachers that participated in the study, 83.3% and 71.4% were males in government and private schools respectively. While 16.6 % of governmental and 28.6% former private ex-teachers included in the study were female teachers.

Regarding the age distribution of respondents, 81.3% of the respondents currently working in government schools were below 30 years old while 18.7% of teachers were above 30 years old. From the private schools, 68% was below 30 years old and 32% were above 30 years old. Furthermore, 59.5% of government ex-teachers were below 30 years old and 39.9% of teachers were above 30 years. From the private schools, 57.1% was below 30 years old and 42.9% of teachers were above 30 years of age.

As it is shown in Table 1, 1 (0.81%) of the respondents currently working in targeted government schools were diploma holders, 126 (98.4%) were BA holders and 1 (0.81%) were MA holders. From the respondents currently working in targeted private schools 9 (7.2%) teachers were diploma holders, 101 (80.8%) were BA holders and 15 (12%) were MA holders. Moreover, from the ex-teachers in targeted government schools respondents 40 (95%) were BA holders while 2(4.8%) were MA holders and from the ex-teachers in targeted private schools, 11(78.5%) were BA holders and 3(21.4 %) were MA holders.

Regarding respondents' field of specialization, 62 (48.4%) of the respondents currently working in targeted government schools were natural science majors while 68 (54.4%) were social science majors. From the selected private schools, 66 (52.8%) of currently working respondents were natural science majors while 57(45.6%) major in social science fields. From the government ex-teachers, 17 (40.5%) were natural science majors while 25(59.5%) of the teachers were social science majors. From the selected private schools, 6 (42.9 %) of ex-teacher respondents were natural science majors while the remaining 8 (57.1%) major in social science fields.

Concerning respondents work experience from currently working government teacher respondents 71 (55.5%) has less than 5 years work experience while 57 (44.5%) teachers hold more than 5 years' work experience. From the currently working private teachers 36 (28.8 %) have less than 5 years' work experience and 89 (71.2%) have more than 5 years' work experience. From the ex-teachers worked in government schools, 28 (66.7 %) have less than 5 years' work experience while 14 (33.3 %) teachers hold more than 5 years' experience. From the ex-teachers worked in private schools 10 (71.4 %) have less than 5 years' work experience and 4(28.6 %) have more than 5 years' work experience.

4.1.2 Respondents' Responses on Causes of Teachers' Turnover

In order to investigate and analyze the major causes of teacher turnover ex-teachers and currently working teacher respondents of the selected government and private secondary schools were asked their level of agreement on different variables related to causes of teachers' turnover. The levels of agreement ranged from Strongly Disagree to Strongly Agree in five continuum likert - scale [Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and strongly disagree (1)]. The data analysis was presented and analyzed by condensing the five point likert - scale in to the three options; which were, Disagree (1), Undecided (2) and Agree (3). The data on respondents' responses on the causes of turnover in targeted schools is presented as follows.

4.1.2.1 Analysis of Ex-teachers' Responses on Causes of Teacher Turnover

Table 2 Ex-Teachers Responses on Causes of Teacher Turnover

Items	School type	N	1	2	3	m	S D	t-test	p-value
			f (%)	f (%)	f (%)				
Inadequate salary	Gov	42	5 (11.9)	2 (4.7)	35 (83.3)	4.26	1.15	0.126	0.9
	Pri	14	3 (21.4)		11 (78.6)	4.21	1.42		
Poor working condition	Gov	42	4 (9.5)	6 (14.3)	32 (76.2)	4.26	1.11	0.294	0.77
	Pri	14	1 (7.1)		13 (92.8)	4.36	0.84		
Poor Administrative Support	Gov	42	7 (16.6)	5 (11.9)	30 (71.4)	3.76	1.3	0.06	0.954
	Pri	14	2 (14.2)	2 (14.2)	10 (71.4)	3.79	1.37		
Students' disciplinary problems	Gov	42	7 (16.6)	10 (23.8)	25 (59.5)	3.62	1.06	0.145	0.885
	Pri	14	2 (14.2)	3 (21.4)	9 (64.3)	3.57	1.09		
Low social status accorded to teachers by the community	Gov	42	7 (16.6)	9 (21.4)	26 (61.9)	3.69	1.09	1.43	0.158
	Pri	14		3 (21.4)	11 (78.5)	4.14	0.77		
Teachers Lack of opportunity for Continuous Professional Development	Gov	42	3 (7.1)	3 (7.1)	35 (83.3)	4.46	0.92	0.39	0.702
	Pri	14	1 (7.1)		13 (92.8)	4.57	0.85		

Key:1= Disagree, 2 =Undecided , 3= Agree

As shown in Table 2 above, respondents were asked to rate their level of agreement on items that were listed as factors that force them to leave government and private secondary schools. The study has found that 83.3% of government ex-teachers and 78.6% of private ex-teachers responded that inadequate salary was the reason for their decision to leave the schools and their teaching profession. An independent-samples t-test was conducted to compare whether there was significant difference between government and private ex-teachers' response in putting salary as a possible cause of teachers' turnover. The t- test result shows that there is

no statistically significant difference between government ($M= 4.26$, $Sd = 1.15$) and private ($M= 4.2$, $Sd=1.42$) ex- teacher respondents response in indicating salary as factor for turnover at ($t=0.126$, $p>0.05$). These results suggest that government and private ex- teachers indicated inadequate salary as a cause for teachers' turnover.

With regard to poor working conditions, 76.2% of former government teachers and 92.8% of private ex-teachers responded that poor working conditions which existed in the school were the reason for their decision to leave the school they have been teaching. To investigate whether there was significant difference between government and private ex-teachers responses in referring poor working condition as a cause for teachers' turnover, an independent-samples t-test was computed. The result from t- test shows that there is no statistically significant difference between government ($M= 4.26$, $Sd= 1.11$) and private ($M =4.36$, $Sd =0.84$) teacher respondents response in indicating poor working condition as factor for turnover at ($t= 0.294$, $p>0.05$). These results suggest that both government and private ex-teachers indicated poor working condition as a factor for teachers' turnover.

Concerning Poor administrative support, 71.4% of ex- teachers from government schools and 71.4% of ex- teachers from private schools responded that poor school administration was the reason to leave their job. An independent-samples t-test was used to investigate whether there was significant difference between government and private ex- teachers' response in putting administrative problem as a cause of teachers' turnover. The result from t- test shows that there is no statistically significant difference between government ($M= 3.76$, $Sd = 1.30$) and private ($M=3.79$, $Sd = 1.37$) teacher respondents response in showing administrative

problem as factor for turnover at ($t= 0.06$, $p>0.05$). Accordingly, from the result it can be inferred that government and private ex-teachers indicated Poor administrative support as a factor for leaving their job.

Moreover, with regards to students' character and disciplinary problems, 59.5% government and 64.3% private ex- teacher respondents indicated students' disciplinary problem as determining factor that affects teachers' turnover. An independent-samples t-test was computed to explore whether there was significant difference between government and private ex- teachers' response in putting students' disciplinary problem as a possible cause of teachers' turnover. The result shows that there is no statistically significant difference between government ($M=3.62$, $Sd=1.06$) and private ($M=3.57$, $Sd=1.09$) teacher respondents response in showing students character disciplinary problem as factor for turnover at ($t=0.145$, $p>0.05$). These results suggest that both government and private ex- teachers indicated students' character and disciplinary problems as a factor for teachers' turnover.

As shown in Table 2 above, regarding low social status accorded to teachers by the society, 61.9% of government ex- teachers and 78.5% private ex- teachers indicated low social status accorded to teachers by the society as a factor that affects teacher's turnover. To investigate whether there was significant difference between government and private ex- teachers' response in putting low social status accorded to teachers by the society as a cause of teachers' turnover independent-samples t-test was computed. The result shows that there is no statistically significant difference between government ($M=3.69$, $Sd = 1.09$) and private ($M= 4.14$, $Sd = 0.77.$) teacher respondents response in indicating low social status accorded to teachers by the society as a factor for turnover at ($t=1.431$, $p>0.05$). These results indicate

that both government and private ex- teachers indicated low social status accorded to teachers by the society as a cause for teachers' turnover.

As shown in Table 2, teachers lack of opportunity for Continuous Professional Development, 83.3% government and 92.8% private ex- teachers indicated lack of opportunity for professional development as a factor that affects teacher's turnover. An independent-samples t-test was conducted to compare whether there was significant difference between government and private ex- teachers' responses in putting lack of opportunity for continuous professional development as a cause of teachers' turnover. The result from the t- test shows that there is no statistically significant difference between government ($M = 4.46$, $Sd = 0.92$) and private ($M = 4.57$, $Sd = 0.85$.) teacher respondents response in indicating lack of opportunity Continuous Professional Development as factor for turnover at ($t = 0.39$, $p > 0.05$). From the result, it can be inferred that both government and private teachers indicated their lack of opportunity for Continuous Professional Development as a factor that forces them to leave their job.

Moreover government and private ex-teacher respondents of the target schools identified the most influential factors among the causes which are already described above. Since each of the above independent factors have their own impact on the turnover of teachers it will be important to identify the most influential factor. And to identify the influential factor mean rank was used, that the mean value of each independent factor were calculated to identify the predominant cause and rank order was made from the lowest mean rank points to the highest mean rank points.

Table 3: Ex- Teachers' Responses on Predominant Causes of Teacher Turnover

Items	School type	N	Responses Under Each rank						Mean rank point	Rank
			1	2	3	4	5	6		
Inadequate salary	Gov	42	29	6	2		3	2	1.76	1
	Pri	14	10		1			3	2.21	1
low social status accorded to teaching profession and to teachers by the society	Gov	42	5	18	5	8	4	2	2.86	2
	Pri	14	2	3	1	2	5	1	3.57	2
Poor administrative support	Gov	42	2	6	7	6	10	11	4.17	5
	Pri	14		2		5	4	3	4.43	5
Students character and disciplinary problems	Gov	42	2	2	16	5	5	12	4.07	4
	Pri	14		4	2	2	4	2	3.86	6
Teachers lack of opportunity for continuous professional development	Gov	42		3	7	11	13	8	4.38	6
	Pri	14	2	2	2	3	1	4	3.79	4
Poor working condition	Gov	42	3	8	7	12	7	5	3.64	3
	Pri	14		3	8	2		1	3.14	3

Accordingly as shown in the above Table 3 inadequate salary, low social status given to teachers by the society and poor working condition in the school were identified to be the three prominent reasons for teachers turnover by both government and private ex- teacher respondents among which inadequate salary ranked first, low social status given to teachers by the society ranked second and poor working condition in the school ranked third. While the other factors :Students' character and disciplinary problem ranked fourth by government respondents and ranked six by private respondents, administrative problems ranked fifth by both government and private respondents and lack of opportunity for continuous professional development ranked six by government respondents' and fourth by private respondents as a reason for teachers turnover.

4.1.2.2 Analysis of Currently Working Teachers' Responses on Causes of Teacher Turnover

Inadequate Salary as a Cause for Teachers' Turnover

Table 4: Current Teachers' Response on Inadequate Salary as a Cause for Teachers' Turnover

Items	Government					Private						
	N	Responses			m	S D	N	Responses			m	S D
		1 f (%)	2 f (%)	3 f (%)				1 f (%)	2 f (%)	3 f (%)		
Dissatisfaction with teaching salary	128	7 (5.5)	4 (3.1)	117 (91.4)	4.61	0.91	125	3 (2.4)	8 (6.4)	114 (91.2)	4.65	0.74
Inadequate salary increment	128	7 (5.5)	8 (6.3)	113 (88.3)	4.55	0.87	125	8 (6.4)	1 (0.8)	116 (92.8)	4.57	0.84
Teachers' income is insufficient to meet their financial obligation to support their family	128	13 (10)		115 (89.9)	4.51	1.16	125	9 (7.2)	6 (4.8)	110 (88)	4.52	0.99
The teacher career structure & salary scale	128	17 (13)	15 (12)	96 (75)	4.05	1.27	125	18 (14.4)	13 (10.4)	94 (75.2)	3.96	1.21
mean, SD of Total item	<i>M= 17.72 Sd= 3.30</i>					<i>M= 17.70 Sd= 2.92</i>						
t-value	0.058											
p-value	0.954											

Key: 1= Disagree, 2 = Undecided, 3= Agree

As shown in Table 4 above respondents were asked to rate items that were listed to measure inadequate salary that teachers get as a factor for teachers' turnover. The result of the study shows that about 91.4% of current government teachers and 91.2% respondents currently working in private schools indicated that dissatisfaction with teaching salary among teachers may result in turnover. In addition, 88.3% of respondents currently working in

government schools and 92.8% respondents currently working in private schools responded that the salary increment is inadequate, 89.9% of currently working government teachers and 88% of currently working private teacher respondents expressed that teachers' income is insufficient to meet their financial needs to support their family and 75% respondents currently working in government schools and 75.2 % respondents currently working in private schools expressed that the teacher career structure and salary wouldn't help teachers to be motivated and retained in the teaching profession. In general from the data in Table 4 all of the items that were listed to measure inadequate salary were a cause for teachers' turnover, since for all items the respondents rating percentages were above average.

An independent-samples t-test was conducted to compare whether there was significant difference between current government and private teachers' response in putting inadequate salary as a possible cause of teachers' turnover. The result from t-test shows that there is no statistically significant difference between government (M= 17.72, Sd= 3.30) and private (M= 17.70, Sd= 2.92) in perceiving salary as factor for turnover at ($t = 0.058$, $p > 0.05$). These results suggest that both government and private current teachers indicated inadequate salary that the teachers get as a reason that influences teachers. In addition, in the interview with directors of the selected sample of both government and private schools, almost all of the directors of both types of schools disclosed that inadequate salary is a major factor that teachers mention for departure from the a school.

Poor Working Condition as a Cause of Teachers' Turnover

As shown below in Table 5, respondents were asked to rate items that were listed to measure poor working condition as a factor for teachers' turnover.

Table 5: Current Teachers' Response to Poor Working Condition as a Cause for Teachers' Turnover

Turnover

Items	Government						Private					
	N	Responses			M	SD	N	Responses			m	SD
		1	2	3				1	2	3		
		f (%)	f (%)	f (%)				f (%)	f (%)	F (%)		
Inadequate instructional materials	128	31 (24.2)	27 (21.1)	70 (55)	3.49	1.2	125	20 (16)	22 (17.6)	83 (66.4)	3.63	1.12
poor Classroom conditions	128	43 (33.6)	21 (16.4)	64 (50)	3.24	1.2	125	25 (20)	28 (22.4)	72 (57.6)	3.48	1.14
High workload	128	46 (35.9)	14 (10.9)	68 (53)	3.36	1.4	125	25 (20)	20 (16)	80 (64)	3.62	1.18
Large class size	128	53 (41.4)	14 (10.9)	61 (48)	3.13	1.4	125	55 (44)	20 (16)	50 (40)	2.97	1.26
<i>mean, SD of Total item</i>	M = 13.22 , SD = 3.70						M = 13.70 , SD = 3.52					
<i>t-value</i>	1.05											
<i>P-value</i>	0.295											

Key: 1= Disagree, 2 = Undecided, 3= Agree

The result shows that about 55% and 50% of currently working government teachers and 66.4% & 57.6% of currently working private teacher respondents indicated that inadequate instructional materials and poor classroom conditions can be a cause for turnover. Likewise, 53% of current government teachers and 64% of current private teachers indicated that high workload can be a reason for turnover of teachers from their job. Furthermore, 48% of respondents currently working in government schools indicated that large class size is a factor in teachers' turnover while 41.4% of current government teachers expressed that class size is not a factor for turnover of teachers and the rest 10.9% said that they are undecided. From the private school respondents, 40% of currently working teachers said that class size is a factor while 44% said that class size is not a factor that influences teachers' turnover and

16% were undecided. The data presented in Table 5 shows that all items except large class size the other items that were specified as working condition problems had effect on teachers' turnover in both government and private schools. For all items except large class size the respondents' ratings percentage were above average.

An independent-samples t-test was computed to investigate whether there was significant difference between currently working respondents' responses in both government and private schools in referring poor working condition as a possible cause of teachers' turnover. The result from t- test shows that there is no statistically significant difference between government (M= 13.22, sd = 3.70) and private (M= 13.70, sd = 3.52) in perceiving working condition as factor for turnover at ($t= 1.05, p>0.05$). From the result found it is possible to understand that poor working condition is a factor that influences teacher turnover both in government and private schools.

In addition, in the interview responses, the government school directors confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions, and to some extent large class size is a factor in causing turnover. Moreover, the private school directors said that high workload that teachers have an impact on teachers' decision to stay or leave.

Poor Administrative Support as a Cause of Teachers' Turnover

Table 6: Current Teachers' Response on Poor Administrative Support

Items	Government						private					
	N	Response			m	SD	N	Response			m	SD
		1	2	3				1	2	3		
f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)				
Insufficient school management support	128	33 (25.8)	23 (18)	72 (56.3)	3.38	1.21	125	23 (18.4)	26 (20.8)	76 (60.8)	3.51	1.15
Unfair promotion opportunity	128	32 (25)	19 (14.8)	77 (60.2)	3.48	1.35	125	22 (17.6)	28 (22.4)	75 (60)	3.53	1.05
Absence of participatory decision making on the teaching learning activity	128	45 (35.2)	21 (16.4)	62 (48.4)	3.17	1.28	125	23 (18.4)	32 (25.6)	70 (56)	3.58	1.19
Unfair treatment of teachers by school principals	128	45 (35.2)	20 (15.6)	63 (49.2)	3.58	1.19	125	31 (24.8)	25 (20)	69 (55.2)	3.42	1.27
Delays in career structure promotion implementation and salary adjustments	128	24 (18.8)	20 (15.6)	84 (65.6)	3.23	1.37	125	10 (8)	16 (12.8)	99 (79.2)	4.16	1.03
Teachers' performance evaluation is not on the basis of teaching learning activities	128	37 (28.9)	19 (14.8)	72 (56.3)	3.72	1.21	125	36(28.8)	15 (12)	74 (59.2)	3.39	1.28
mean, SD of Total item	M= 20.48, sd= 5.15						M= 21.59, sd= 4.77					
t-value	1.786											
p-value	0.075											

Key: 1= Disagree, 2 = Undecided, 3= Agree

As shown in Table 6 above, respondents were asked to rate items that were listed to measure administrative problem as a factor for teachers' turnover. The result shows that about 56.3% of currently working government teachers and 60.8 % of currently working private teacher respondents expressed that insufficient school management support can be a factor resulting teachers' turnover. 60.2% of respondents currently working in government schools and 60 % of current private teachers responded that unfair promotion opportunity among teachers is another administrative problem which frustrates teachers. 48.4 % of current government

teachers and 56 % of current private teachers expressed that absence of participatory decision making on the teaching learning activity is also other factor which creates unsuitable environment for teachers to continue their job and influence their decision to leave. Moreover, 65.6 % of respondents currently working in government schools and 79.2 % of current private teachers said that delays in career structure promotion implementation and salary adjustments are factors for teachers' turnover. Similarly, 49.2 % of respondents currently working in government schools and 55.2% in private schools responded that unfair treatment of teachers by school principals is a factor for teacher turnover in selected schools. In addition, 56.3 % of respondents currently working in government schools and 59.2 % of current private teachers said teachers' performance evaluation is not on the basis of teaching learning activities which is again another factor which increases teachers' turnover. In general Table 6 disclosed that all the items under administrative problems except two items which were absence of participatory decision making on the teaching learning activity for private teacher respondents and unfair treatment of teachers by school principals for government teachers respondents the other items were rated high as a problem for teachers' retention in the school. For this items the rating scores percentage were above average.

An independent-samples t-test was computed to explore whether there was significant difference between respondents currently working in government and private schools with reference to Poor administrative support as a possible cause of teachers' turnover. The result shows that there is no statistically significant difference between government ($M= 20.48$, $sd = 5.15$) and private ($M= 21.59$, $sd= 4.77$) in identifying administrative problem as factor for turnover at ($t= 1.786$, $p>0.05$). From the above result, it is possible say that both

government and private current teachers indicated administrative problem as a factor that influences teachers' decision to stay or leave.

Students Character and Disciplinary Problem as a Cause of Teachers' Turnover

As it is presented below in Table 7, respondents were asked to rate items that were listed to measure students' character and disciplinary problems as a factor for teachers' turnover. The result as it can be observed from Table 8 shows that about 52.3% of current government teachers and 68% of current private teachers indicated that continuous disturbance of students during class frustrate teachers in the schools. 57.8% of government and 46.4% of private teachers said students' disregard for doing homework discourage teachers. And 67.2% of government teachers and 60.8% of private teachers said students cheating during examination also frustrate teachers. Moreover, 48.4% of respondents currently working in government schools said there is often physical violence against teachers from students, while 31.3% said that there is no physical violence against teachers by the students and the other 20.3 % have responded undecided. With regards to the private current teachers' response to this item, 43.2% of current private teachers said that there is no physical violence against teachers by the students while 31.2% of the teachers said that there is physical violence and 25.6 % of the respondents were undecided. The data presented in Table 7 shows that all items under students' character and disciplinary problems except Physical violence against teachers from students for both government and private teachers and students' disregard for doing homework for private teachers the other items related to students character and disciplinary problem had impact on teachers' retention in government and private secondary schools.

Table 7: Current Teachers' Response to Students' Character & Disciplinary Problem

Items	Government						Private					
	N	Response			M	SD	N	Response			m	SD
		1	2	3				1	2	3		
		f (%)	f (%)	f (%)				f (%)	f (%)	f (%)		
Continuous Disturbance of students during class	128	40 (31.3)	21 (16.4)	67 (52.3)	3.38	1.31	125	21 (16.8)	19 (15.2)	85 (68)	3.9	1.12
There is often physical violence against teachers from students	128	40 (31.3)	26 (20.3)	62 (48.4)	3.22	1.21	125	54 (43.2)	32 (25.6)	39 (31.2)	2.88	1.23
Students' disregard for doing homework	128	35 (27.3)	19 (14.9)	74 (57.8)	3.49	1.25	125	35 (28)	31 (24.8)	58 (46.4)	3.23	1.12
Students cheating during examination	128	28 (21.9)	14 (10.9)	86 (67.2)	3.82	1.25	125	30 (24)	19 (15.2)	76 (60.8)	3.66	1.3
<i>mean, SD of Total item</i>	<i>M= 13.91 sd= 3.81</i>						<i>M= 13.67 sd=3.50</i>					
<i>t-value</i>	0.509											
<i>p-value</i>	0.611											

Key: 1= Disagree, 2 = Undecided, 3= Agree

To investigate whether there was significant difference between current government and private teachers' response in indicating students' discipline as a possible cause of teachers' turnover an independent-samples t-test was computed. The result show that there is no statistically significant difference between government ($M = 13.91, sd= 3.81$) and private ($M= 13.67, sd=3.50$) teacher respondents response in perceiving working condition as factor for turnover at ($t= 0.509, p>0.05$). From the above result, it is understood that for both government and private current teachers students' character and disciplinary problems is factors that influence teachers' turnover decision.

In addition, in the interview responses the government school directors confirmed that students' disciplinary problem like talking in classroom without permission, cheating during

exam, violence against other students in class room or against the teacher is a factor that increases teachers' frustration which eventually lead to turnover of teachers.

Low Social Status Given to Teachers as a Cause of Teachers' Turnover

According to literature, teachers leave teaching as a result of the problems associated with respect accorded to them by the society. In this study, as it is shown in Table 8 below, respondents were asked to rate items that were listed to measure low status given to teachers by the society as a factor for teachers' turnover. The result as it can be observed from Table 8 shows that about 85.2% of government and 77.6% of private teachers said teaching as a profession has low socio-economic status in general which influences teachers to leave teaching job. Similarly, 88.3% of government and 89.6% of private teachers expressed that secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification which is a factor that makes them decide to leave and 78.1% of government and 70.4% of private teachers said there is lack of recognition and respect for secondary school teachers by friends in other occupations which is again a factor for teachers turnover. Additionally, 68% of government teacher respondents and 61.6% of private teacher respondents said there is lack of recognition and respect for secondary school teachers by students as well as parents and 77.3% of government teachers and 67.2 % of private teachers said there is low level of recognition for secondary school teachers by government officials. In general from the data presented in table 8 from the responses of the participants it is possible to say that current government and private teachers indicated low status given to teachers by the society were a cause for teachers' turnover in both government and private secondary schools. Since for all items the rating scores percentage were above average.

Table 8: Current Teachers' Response on Low Status Given to Teachers by the Society

Items	Government						Private					
	N	Responses			M	SD	N	Responses			m	SD
		1	2	3				1	2	3		
		f (%)	f (%)	f (%)				f (%)	f (%)	f (%)		
Teaching as a profession has low socio-economic status in general	128	14 (11)	5 (3.9)	109 (85.2)	4.3	1.13	125	18 (14.4)	10 (8)	97 (77.6)	4.11	1.13
Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification	128	13 (10.1)	2 (1.6)	113 (88.3)	4.4	1.04	125	4 (3.2)	9 (7.2)	112 (89.6)	4.35	0.75
There is lack of recognition & respect for secondary school teachers by friends in other occupation	128	21 (16.4)	7 (5.5)	100 (78.1)	4.06	1.2	125	17 (13.6)	20 (16)	88 (70.4)	3.86	1.06
There is lack of recognition & respect for secondary school teachers by students and parents	128	26 (20.3)	15 (11.7)	87 (68)	3.79	1.22	125	25 (20)	23 (18)	77 (61.6)	3.63	1.17
There is low level of recognition for secondary school teachers by government officials	128	16 (12.5)	13 (10.1)	99 (77.3)	4.12	1.16	125	20 (16)	21 (16.8)	84 (67.2)	3.81	1.1
<i>mean, SD of Total item</i>	<i>M= 20.64sd= 4.33</i>						<i>M= 19.50sd= 4.32</i>					
<i>t-value</i>	1.742											
<i>p-value</i>	0.083											

Key: 1= Disagree, 2 = Undecided, 3= Agree

An independent-samples t-test was computed to explore whether there was significant difference between current government and private teachers' respondents' response in putting low status given to teachers by the society as a possible cause of teachers' turnover. The result from t- test shows that there is no statistically significant difference between government ($M= 20.64, sd= 4.33$) and private ($M= 19.50, sd= 4.32$) in perceiving low status given to teachers by the society as factor for turnover at ($t=1.742, p> 0.05$). These results

suggest that low social status given to teachers by the society as a factor for turnover is the same for government and private schools. In addition, in the interview the directors of the selected sample schools of both government and private schools indicate that the societies perception towards teaching profession and to teaching job is very low which influences the teachers to search other non-teaching job thus it becomes factor in causing turnover.

Lack of Opportunity for Continuous Professional Development as a Cause of Teachers' Turnover

Table 9: Current Teachers' Response to Educational Opportunity

Items	Government						Private					
	N	Responses			M	SD	N	Responses			m	SD
		1	2	3				1	2	3		
		f (%)	f (%)	f (%)				f (%)	f (%)	f (%)		
Opportunity for further education is minimal	128	19 (14.8)	15 (11.7)	94 (73.4)	4.05	1.27	125	21 (16.8)	20 (16)	84 (67.2)	3.8	1.14
Selection of teachers for professional development opportunity is unfair	128	16 (12.5)	19 (14.8)	93 (72.7)	4.04	1.18	125	13 (10.4)	20 (16)	92 (73.6)	4.01	0.98
<i>mean, SD of Total item</i>	<i>M= 8.10, sd= 2.07</i>						<i>M= 7.80, sd= 1.7</i>					
<i>t-value</i>	1.235											
<i>p-value</i>	0.218											

Key: 1= Disagree, 2 = Undecided, 3= Agree

As shown in Table 9 below respondents were asked to rate items that were listed to measure teachers' lack of opportunity for Continuous Professional Development as a factor for teachers' turnover. The result as it can be observed from table 9 shows that about 73.4 % of government teacher respondents and 67.2 % of private teacher respondents said lack

opportunity for Continuous Professional Development is minimum and 72.7%, 73.6 % of government and of private teacher respondents respectively indicated that selection of teachers for professional development opportunity is unfair. The data presented in Table 9 indicate that both government and private teacher respondents indicated lack of opportunity for continuous professional development were a cause for teachers' turnover as the respondents rating score for items listed under this factor is above average percentage.

An independent-samples t-test was conducted to compare government and private current teachers' responses in referring teachers' lack opportunity for continuous professional development as a possible cause of teachers' turnover. The result from t- test show that there is no statistically significant difference between government ($M= 8.10, sd= 2.07$) and private ($M= 7.80, sd= 1.7$) teacher respondents in perceiving lack of opportunity for further education as factor for turnover at ($t=1.235, p>0.05$). From the result it can be inferred that teachers' lack of opportunity for Continuous Professional Development is a factor that results in turnover of teachers both in government and private schools. In addition in the interview the directors of the selected sample schools of both government and private schools, it was confirmed that teachers lack opportunity for Continuous Professional Development factor in causing turnover

Current Teachers' Response on Predominant Cause of Teachers' Turnover

As already been discussed there are different factors that cause teachers turnover. Government and private current teacher respondents of the target schools identified the most influential factors among the causes which are already described above. Since each of the above independent factors have their own impact on the turnover of teacher it will be

important to identify the most influential factor. In order to identify the prominent factor currently working teacher respondents of the target schools were asked to rank order the major causes of teacher turnover. To identify the influential factor mean rank was used, that the mean value of each independent factor were calculated to identify the predominant cause and rank order was made from the lowest mean rank points to the highest mean rank points.

Table 10 Current Teachers' Responses on Predominant Cause of Teachers' Turnover

Items	School type	N	Responses under each rank						Mean rank point	Rank
			1	2	3	4	5	6		
Inadequate salary	Gov	128	98	15	8	2	1	4	1.48	1
	Pri	125	79	22	10	2	7	5	1.81	1
low social status accorded to teaching profession and to teachers by the society	Gov	128	12	51	31	11	15	8	2.92	2
	Pri	125	14	42	19	20	17	13	3.18	2
Poor administrative Support	Gov	128	6	31	38	20	25	8	3.4	3
	Pri	125	8	22	19	35	22	19	3.78	3
students character and disciplinary problems	Gov	128	6	9	27	27	29	30	4.20	4
	Pri	125	4	14	44	19	11	33	3.94	4
lack of opportunity for Continuous Professional Development	Gov	128	3	11	13	29	25	47	4.59	6
	Pri	125	8	15	19	20	38	25	4.12	6
poor working condition	Gov	128	2	10	12	39	34	31	4.45	5
	Pri	128	10	12	19	29	29	26	4.06	5

As it is presented in the above Table 10 inadequate salary, low social status given to teachers by the society and administrative problem were identified to be the three prominent reasons for teachers turnover by both government and private currently working respondents among which salary ranked first, low social status given to teachers by the society ranked second and administrative problem in the school ranked third. Moreover students' character and disciplinary problem were ranked fourth, poor working condition in the school were

ranked fifth and lack of opportunity for Continuous Professional Development were ranked six as a factor for teachers turnover by both government and private currently working teacher respondents.

4.1.3 Relationship between Demographic Characteristics of Teachers and Their Intention to Stay or Leave Teaching

Studies have shown that personal characteristics of teachers have relation with teachers' turnover. In this study, in order to see whether demographic characteristics of teachers have relation with turnover, current government and private teachers were asked about their intention to stay or leave their current teaching job. The findings of the study on the teachers' intention to stay or leave their current teaching job and its relationship with demographic characteristics of teachers will be presented as follows.

Table 11: Current Teachers' Career Plan by respondents' demographic characteristics

Demographic Characteristics		Number of respondents		The Decision to Stay Or Leave						P-Value	X ²	df
				stay		leave		undecided				
		f	%	f	%	F	%	f	%			
Sex	male	220	87	56	25.5	158	71.8	6	2.7	0.968	0.064	2
	female	33	13	9	27.2	23	69.6	1	0.45			
	Total	253	100	65	25.6	181	71.5	7	2.76			
Age	< 30	189	74.7	43	22.7	140	74	6	3.1	3.633	0.163	2
	>30	64	25.3	22	34.3	41	64	1	1.56			
	Total	253	100	65	25.6	181	71.5	7	2.76			
work experience	< 5 years	107	42.3	29	27.1	74	69.1	4	3.7	0.630	0.923	2
	> 5 years	146	57.7	36	24.6	107	73.2	3	2			
	total	253	100	65	25.7	181	71.5	7	2.8			
Field of study	social science	130	51.4	26	20	101	77.6	3	2.3	0.083	4.989	2
	social science	123	48.6	39	31.7	80	65	4	3.2			
	total	253	100	65	25.7	181	71.5	7	2.8			
Educational level	Diploma	10	4	1	10	9	90			0.403	4.023	4
	BA/BED/BSC	227	89.7	62	27.3	159	70	6	2.6			
	MA/MCS	16	63	2	12.5	13	81.2	1	6.2			
	total	253	100	65	25.7	181	71.5	7	2.8			

The summary result in Table 11 revealed that out of the total 253 currently working teacher respondents, 158(71.8%) male and 23 (69.6%) female responded that they would prefer to leave teaching, 56 (25.5%) male and 9 (27.3%) female said that they don't have any intention to leave while 6 (2.7%) male and 1 (3%) of female teachers were undecided about their future career intention. Regarding those who plan to leave teaching, the major reason they give for their intention were mostly the inadequate salary that they got from teaching job which as they said is not enough to support themselves and their family. Moreover, administrative problems and the status the society gave for teachers were the reasons mentioned by these teachers. Those teachers who have a career plan to stay in teaching

expressed the reason for their plan to stay as a teacher is because they are interested in teaching profession and they got satisfaction from the job in spite of the inadequate salary they get. To see whether sex of teachers has relationship with turnover intention, chi-square was computed. The result indicate that there is no statistically significant relationship between teachers sex and turnover intention (chi-square with two degree of freedom = 0.064, $p > 0.05$).

With regards to age as it is presented in Table 11, currently working teacher respondents were grouped in to two age groups. Accordingly, out of the total current teacher respondents participated in the study, 74.7 % below 30 years old, the remaining 25.3 % were above 30 years old. The majority of teachers found in the two age groups have a plan to leave their job. In order to see whether age of teachers has relationship with turnover intention chi-square was computed. The result indicates that there is no statistically significant relationship between teachers age and turnover intention (chi-square with four degree of freedom = 0.163, $p > 0.05$).

The summary result in Table 11 shows that out of the total 253 current teacher respondents, 42.3% had work experience less than 5 years while 57.7% had work experience more than 5 years. From these two categories the majority of them have a plan to leave their job in the near future. To see whether work experience of teachers has relationship with turnover intention chi-square was computed. The result indicate that there is no statistically significant relationship between teachers work experience and turnover intention (chi-square with two degree of freedom = 0.923, $p > 0.05$).

With regards to teachers' field of teaching, currently working teachers were grouped in to two fields; natural science and social science. Accordingly, out of the total currently working teachers participated in the study, 51.4 % were natural science majors and 48.6 % were social science majors. As shown in Table 11, the majority of teachers found in both fields have a plan to leave their job in the near future. In order to see whether teachers field of teaching has relationship with turnover intention chi-square was computed. The result indicate that there is no statistically significant relationship between teachers field of teaching and turnover intention (chi-square with two degree of freedom = 4.989, $p > 0.05$).

With regards to teachers educational level, currently working teachers were grouped in to three levels of qualification. Accordingly, out of the total currently working teachers participated in the study, 4% were Diploma holders, 89.7% were Degree holders and 6.3 % were MA holders. The majority of teachers found in all levels of qualification have a plan to leave their job whenever they got the chance. In order to see whether teachers field of teaching have relationship with turnover intention chi-square was computed. The result indicate that there is no statistically significant relationship between teachers educational level and turnover intention (chi-square with four degree of freedom = 4.023, $p > 0.05$).

4.1.4 Responses on Strategies of Teacher Retention

Different research findings show that retaining qualified and experienced teachers is important in delivering quality education. In order to retain teachers, different mechanisms can be devised by school administrators. In this regard government and private teachers were asked to rate strategy related items that can help to retain teachers in their job. A five point

likert-type rating scale was used ranging from least important (1) to very important (5) and mean value was calculated in order to rank possible measures to increase retention.

Ex-Teachers Response on Strategies of Teacher Retention

Table 12: Ex-Teachers' Response on Teachers' Retention Mechanism

<i>Items</i>	<i>School type</i>	<i>N</i>	<i>Responses</i>					<i>mean value</i>
			<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
			<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	
Improving salary	<i>gov</i>	42	1 (2.4)	3 (7.1)	5 (12)	8 (19)	25 (59.5)	4.26
	<i>pri</i>	14		2 (14.3)	1 (7.1)		11 (78.6)	4.43
Facilitating professional development of teachers	<i>gov</i>	42		1 (2.4)	9 (21.4)	13 (31)	19 (45.2)	4.19
	<i>pri</i>	14		2 (14.3)	1 (7.1)	4 (28.6)	7 (50)	4.14
Improving the disciplinary problems of students	<i>gov</i>	42		4(9.5)	6 (14.3)	14 (33.3)	18 (43)	4.1
	<i>pri</i>	14		1 (7.1)	2 (14.3)	4 (28.6)	7 (50)	4.21
Increase administrative support for teachers	<i>gov</i>	42		2(4.8)	4 (9.5)	13 (31)	23 (54.8)	4.36
	<i>pri</i>	14			1 (7.1)	3 (21.4)	10 (71.4)	4.64
Improving working environment of the school	<i>gov</i>	42	1 (2.4)	3(7.1)	4 (9.5)	14 (33.3)	20 (47.6)	4.17
	<i>pri</i>	14		1 (7.1)	2 (14.3)	2 (14.3)	9 (64.3)	4.36

Key: 5=Very important 4=important 3=somewhat important 2=less important

1=least important

As shown in Table 12 above ex-teacher respondents of the target schools were asked to rate five items that were listed to identify measures that should be taken to minimize teachers' turnover on a five point likert-type scale which extends from Least important(1) to very important (5). Accordingly the result as it can be observed from Table 12 shows that all of the five items that were listed as a possible strategies to minimize teachers' turnover were

rated as factors that can increase retention of teachers in the school by both government and private school ex- teacher respondents, mean value ranging from a maximum of 4.64 to a minimum of 4.10 for both groups of respondents. In which the mean score of all items of both groups of respondents is above average mean value (3).

Respondents expressed that Increase administrative support for teachers and minimize administrative problems, improving salary, creating opportunities for further education to teachers, improving working environment of the school and Improving the disciplinary problems of students were stated as a mechanisms to increase teachers retention.

Current Teachers' Response on Strategies of Teacher Retention

Table 13: Current Teachers' Response on Teachers' Retention Mechanism

<i>Items</i>	School type	<i>N</i>	<i>Responses</i>					<i>mean value</i>
			<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	
			<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>	<i>f(%)</i>	
Improving salary	<i>Gov</i>	128	1 (0.8)	6 (4.7)	8 (6.2)	1 (14.8)	94 (73.4)	4.21
	<i>Pri</i>	125	1 (0.8)	7 (5.6)	1 (0.8)	27 (21.6)	89 (71.2)	4.39
Facilitating professional development of teachers	<i>Gov</i>	128	4 (3.1)	3 (2.3)	4 (3.1)	17 (13.3)	100 (78.1)	4.16
	<i>Pri</i>	125	1 (0.8)	2 (1.6)	8 (6.4)	18 (14.4)	96 (76.8)	4.25
Improving the disciplinary problems of students	<i>Gov</i>	128	11 (8.6)	6 (4.7)	15 (11.7)	30 (23.4)	66 (51.6)	4.02
	<i>Pri</i>	125	9 (7.2)	9 (7.2)	13 (10.4)	41 (32.8)	53 (42.4)	4.16
Increase administrative support for teachers	<i>Gov</i>	128	11 (8.6)	32 (25)	21 (16.4)	43 (33.6)	21 (16.4)	4.14
	<i>Pri</i>	125	9 (7.2)	16 (12.8)	28 (22.4)	50 (40)	22 (17.6)	4.19
Improving working environment of the school	<i>Gov</i>	128	33 (25.8)	38 (29.7)	19 (14.8)	28 (22)	10 (7.8)	4.25
	<i>Pri</i>	125	37 (29.6)	29 (23.2)	29 (23.2)	28 (22.4)	2 (1.6)	4.42

Key: 5=Very important 4=important 3=somewhat important 2=less important 1=least important

Currently working teacher Respondents of the target schools were asked to rate five items that were listed to identify measures that should be taken to minimize teachers' turnover on a five point likert-type scale which extends from Least important(1) to very important (5). The result as it is presented in Table14 shows that all of the five items that were listed in the table were rated as factors that can increase retention of teachers in the school by both currently working government and private school teacher respondents, mean value extending from a maximum of 4.42 to a minimum of 4.02 for both groups of respondents. In which the mean score of all items of both groups of respondents is above average mean value (3).

Respondents stated that improving working environment of the school, improving salary, facilitating professional development of teachers, and increase administrative support for teachers and improving the disciplinary problems of students are indicated as a mechanisms to increase teachers retention. More over in an interview with the sample directors most of the interviewee directors forwarded that improving teachers' salary, recruiting interested and qualified teachers to the profession, improving the overall working condition of the school are important points that should be addressed to minimize turnover and increase teachers retention.

4.2 Results and Discussion

The turnover of teachers is a challenge that schools and school administrators are facing. The departure of one teacher from a school may be considered to have minimal impact. However, when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be devastating (Ingersoll, 2001). That it directly influences the teacher supply and the delivery of quality education. In secondary schools of Addis Ababa city administration, many trained teachers leave government and private secondary schools. For instance, in the sample schools of this study, data gathered from the directors of the schools revealed that both government and private secondary schools are losing teachers as a result of turnover. In the selected sample government and private schools, the turnover rate in 2001 was 20.2% and 17.6% respectively and in 2002 the turnover rate was 14% for government schools and 17% for private schools. The turnover of teachers can be caused due to different reasons. In this study, the major causes that affect teacher turnover in government and private secondary schools are identified. In addition, the study has explored the differences and similarities between government and private secondary schools in relation to causes of teachers' turnover. And, possible strategies/measures that should be taken to minimize problem of teacher turnover and increase retention are explored.

4.2.1 Major Causes of Teacher Turnover in Government and Private Secondary Schools

The study has identified inadequate salary, low social status given to teachers by the society, poor working conditions, poor administrative support, students' character and disciplinary problem and lack of opportunity for Continuous Professional Development are factors behind

teachers' turnover. Furthermore, the study found that inadequate salary and low social status given to teachers by the society had more of an impact on teachers' turnover than the other factors described in this study.

Inadequate Salary: Inadequate salary of teachers is the most frequently mentioned reason for teachers' turnover. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton & Herman, 2006). In this study both ex-teachers and currently working teachers of the targeted schools indicate that inadequate salary is a main cause for teachers' turnover. The t-test that was computed to see if there was statistically significant difference between government and private ex-teacher respondents' shows that there is no statistically significant difference between government ($M= 4.26$, $Sd=1.15$) and private ($M = 4.2$, $Sd = 1.42$) ex-teacher respondents' in indicating inadequate salary as factor that influence teachers decision to leave their work at ($t=0.126$, $p>0.05$). Similarly teachers currently working in the targeted government and private schools also indicated that inadequate salary is a possible cause for teachers' turnover. The respondents expressed that dissatisfaction of teachers by teaching salary, inadequate salary increment and insufficiency of teachers income to meet their financial obligation to support their family were major areas of dissatisfaction of teachers that can result in turnover. The t-test that was computed to find out the statistical difference between currently working government and private schools shows that there is no statistically significant difference between government ($M= 17.72$ $Sd= 3.30$) and private ($M= 17.70$ $Sd= 2.92$) in perceiving salary as factor for turnover at ($t=0.058$, $p>0.05$). From the obtained result it is possible to infer that inadequate salary is a factor that influences teachers' turnover both in government and private secondary schools. This result was also

confirmed by the qualitative data, in the interview with directors of the selected sample of both government and private schools expressed that inadequate salary that teachers earn is a factor in causing turnover. The directors of the government school said that in spite of the housing allowance given to teachers by the government, teachers have continued to leave because of the dissatisfaction that they have with the salary they get.

Low Social Status Accorded to Teachers by the Society: low social status accorded to teachers by the society is one of the outstanding reasons that teachers compelled to leave the profession (Manna and Tesfaye 2000, pp.5-6). This current finding also proved that ex-teachers and currently working teachers of the targeted schools indicate Low social status accorded to teachers by the society as a factor that compels teachers to quit teaching. The t-test that was computed to see if there was statistically significant difference between government and private ex-teacher respondents' shows that there is no statistically significant difference between government (M=3.69, Sd=1.09) and private (M= 4.14, Sd=0.77.) in indicating low social status accorded to teachers by the society as a factor for turnover at (t=1.431, p>0.05). Correspondingly currently working government and private teacher respondents' refer low social status given to teachers by the society as a factor for turnover. Currently working government and private teacher respondents expressed that Teaching as a profession has low socio-economic status in general, secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification, there is lack of recognition & respect for secondary school teachers by friends in other occupation, there is lack of recognition & respect for secondary school teachers by students and parents, there is low level of recognition for secondary school teachers by government officials were factors that cause turnover. The t- test that was computed to see if there was

statistically significant difference between currently working government and private teacher respondents' shows that there is no statistically significant difference between government ($M= 20.64, sd= 4.33$) and private ($M= 19.50, sd= 4.32$) in perceiving low status given to teachers by the society as factor for turnover at ($t=1.742$, $p> 0.05$). From the above result, it is possible to say that government and private teachers indicated low social status given to teachers by the society as a factor for turnover government and private schools. In addition, in the interview with directors of the selected sample schools of both government and private schools it was confirmed that low social status given teachers to by the society is influential factor in causing turnover.

Poor Working Condition: Recent studies done in different part of Ethiopia shows poor working condition such as large class size, poor physical condition and poor school facility is among of the frequently mentioned cause for teachers' turnover from a particular school or from their profession (Alazar, 2007; Motuma, 2006; Temesgen, 2005). This current finding also proved that Poor working condition was also one of the factors that push out teachers from schools. Ex- teachers and currently working teacher respondents' of the targeted schools indicate that poor working conditions that exist in a school affect teachers' decision to leave their job. The t- test that was computed to see if there was statistically significant difference between government and private ex-teacher respondents' shows that there is no statistically significant difference between government ($M = 4.26$, $Sd = 1.11$) and private ($M = 4.36$, $Sd = 0.84$) teachers respondents response in indicating poor working condition as factor for turnover at ($t= 0.294$, $p>0.05$). Thus for both government and private ex-teachers poor working condition in the school is a factor for teachers' turnover. Likewise teachers currently working in the targeted government and private schools also indicated that poor

working in the school influences teachers' turnover. Currently working teacher respondents expressed that inadequate instructional material, poor classroom conditions and dissatisfaction with high teaching load were factors that affect teacher moral and enhance teacher turnover. The t- test that was computed to see if there was statistically significant difference between currently working government and private teacher respondents' shows that there was no statistically significant difference between government (M= 13.22 , sd = 3.70) and private (M= 13.70 , sd = 3.52) teacher respondents' in perceiving working condition as factor for turnover at (t = 1.05 , p>0.05). From the result found it is possible to infer that poor working condition is a factor that influences teacher turnover both in government and private schools.

In addition, in the interview responses, the government school directors confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions, and to some extent large class size is a factor in causing turnover. Moreover, the private school directors said that high workload that teachers have has an impact on teachers' decision to stay or leave.

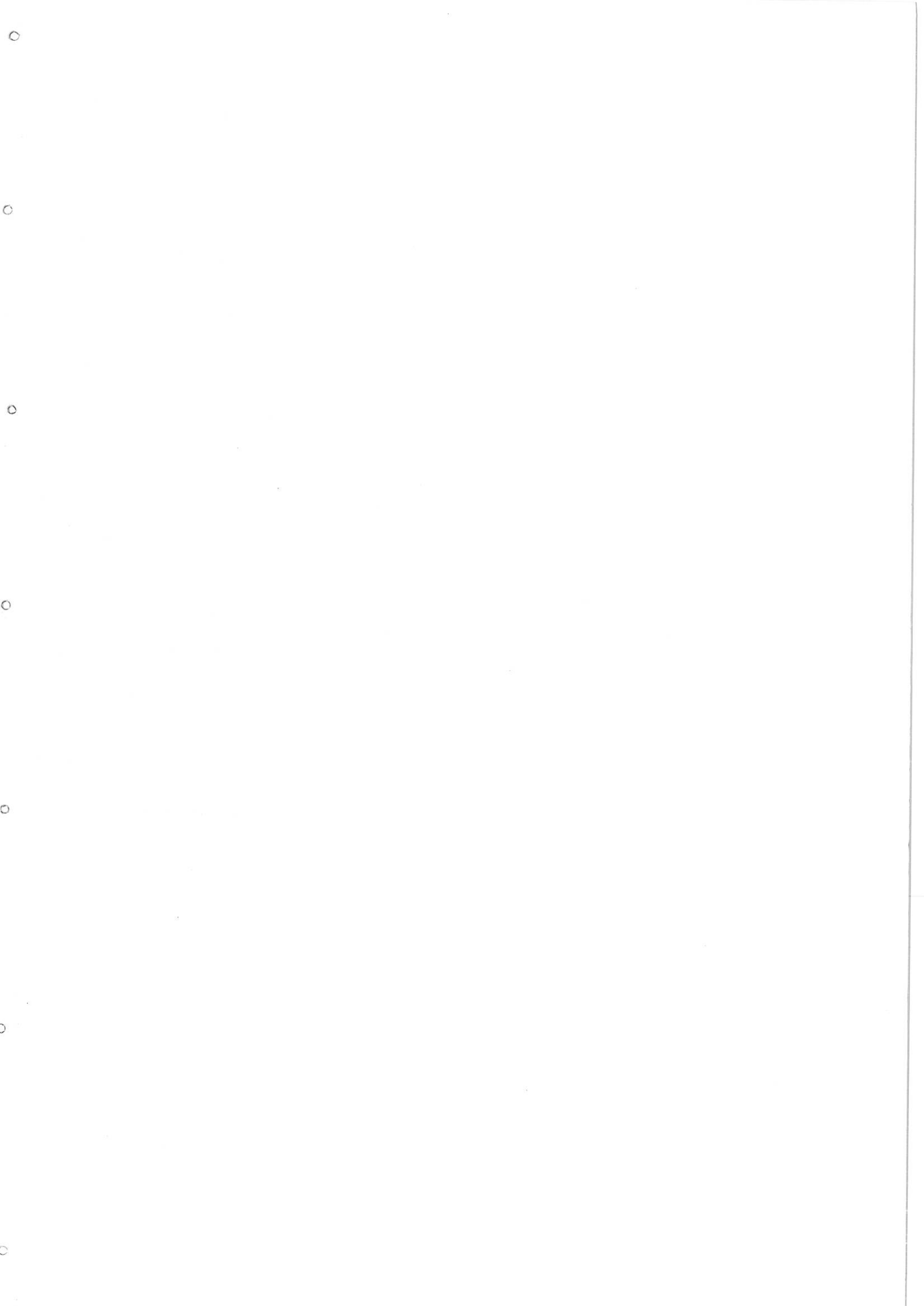
Poor Administrative Support: Ex-teachers and currently working teachers of the targeted schools indicate that poor administrative support is a factor for teachers' turnover in secondary schools. The t- test that was computed to see if there was statistically significant difference between government and private ex-teacher respondents' shows that there is no statistically significant difference between government (M= 3.76, Sd = 1.30) and private (M = 3.79, Sd = 1.37) in showing administrative problem as factor for turnover at (t=0.06, p>0.05). Similarly teachers currently working in the targeted government and private schools also indicated that administrative problems are factors that can possible result in turnover of

teachers. Currently working government and private teacher respondents expressed that Insufficient school management support, unfair promotion opportunity Delays in career structure promotion implementation and salary adjustments and Teachers' performance evaluation not being on the basis of teaching learning activities were major factors that hamper teaches retention in the schools. The t- test that was computed to see if there was statistically significant difference between currently working government and private teacher respondents' shows that there is no statistically significant between government ($M= 23.45$, $sd = 6.00$) and private ($M= 24.71$, $sd = 5.38$) in identifying administrative problem as factor for turnover at ($t=1.786$, $p>0.05$). Based on the result it is possible to say that for both government and private school teachers' administrative problems are a reason for teacher turnover. This finding was confirmed with the finding of Cockburn and Hayden, (2004, p. 138) 45% of ex-teachers quit their job due to school management problems.

Students' Character and Disciplinary Problem: Students' character and disciplinary problem also had a diverse effect on teachers' turnover. Ex- teachers and currently working teachers of the targeted schools indicate that students' character and disciplinary problem is one of the cause for teachers' turnover. The t- test that was computed to see if there was statistically significant difference between government and private ex-teacher respondents' shows that there is no statistically significant between government ($M=3.62$, $Sd=1.06$) and private ($M=3.57$, $Sd=1.09$) in showing students character disciplinary problem as factor for turnover at ($t=0.145$, $p>0.05$). Similarly currently working government and private teacher respondents' indicate that students' character and disciplinary problem is a factor that results teachers frustration which influence teachers decision to leave their job. As both currently working government and private teacher respondents expressed students' disciplinary

problem affect teachers moral and increase teachers' turnover. The T- test that was computed to see if there was statistically significant difference between currently working government and private teacher respondents' shows that there is no statistically significant between government ($M = 13.91, sd= 3.81$) and private ($M= 13.67, sd=3.50$) in perceiving working condition as factor for turnover at ($t=0.509, p>0.05$). From the above result, it is possible to say that government and private teachers indicated students' character and disciplinary problems as factors that frustrate teachers and influence them to decide to change their work. In addition, in the interview responses the government school directors confirmed that students' disciplinary problem like talking in classroom without permission, cheating during exam, violence against other students in class room or against the teacher is a factor that increases teachers' frustration which eventually lead to turnover of teachers. This finding was confirmed with studies conducted by different researchers (Alazar, 2007; Darge, 2002; Temesgen, 2005) which indicated that students' character and disciplinary problem is one of the cause for teachers' decision to leave or change their school.

Lack of Opportunity for Continuous Professional Development: Lack of opportunity for Continuous Professional Development was also one of the factors that push out teachers from schools. Both ex- teachers and currently working teachers of the targeted schools indicate that lack of opportunity for further education is a factor that influences teachers to leave. The T- test that was computed to see if there was statistically significant difference between government and private ex- teacher respondents' shows that there is no statistically significant between government ($M=4.46, Sd=0.92=.$) and private ($M=4.57, Sd=0.85=.$) in indicating lack of opportunity for further education as factor for turnover at ($t = 0.39, p>0.05$). Similarly, currently working government and private teacher respondents' expressed



that minimum Opportunity for further education and unfair Selection of teachers for professional development opportunity were factors that affect teacher moral and enhance teacher turnover. The T- test that was computed to see if there was statistically significant difference between currently working government and private teacher respondents' shows that there is no statistically significant between government (M=8.06, sd=2.08) and private (M =7.80,Sd=1.69) in perceiving lack of opportunity for further education as factor for turnover at (t=1.235, p>0.05). From the result found, it can be inferred that both government and private teachers indicated teachers' lack of opportunity for further education as a factor that forces them to leave their job. This finding was confirmed with studies s conducted by different researchers (Alazar, 2007; Motuma, 2006) which indicated that lack of opportunity for Continuous Professional Development was also one of the factors that influence teachers' decision to leave or change their school.

To sum up the above points in this study inadequate salary, law social status given to teachers by the society, poor working conditions, administrative problems, students' character and disciplinary problem, and lack of opportunity for Continuous Professional Development are the factors that were indicted by both government and private school teacher respondents' as a cause for teachers turnover in the targeted government and private school. That in the two types of school (government and private) the factors that were identified by respondents' of this research as causes for teachers' turnover are similar. And among the six factors inadequate salary, law social status given to teachers by the society are the prominent factor for both government and private secondary schools.

Moreover this study found that the majority of respondents 71.8 % male and 69.6% female% of current teachers would like to leave teaching as soon as they get other job. The statistical result of this study indicate that there is no significant relationship between teachers personal characteristics like sex, age ,work experience and field of specialization and teachers turnover intention .

4.2.2 Possible Strategies that should be taken to Minimize Problem of Teacher Turnover and Increase Retention

In order to retain teachers, different mechanisms can be devised by school administrators. This study found that based on the rating of respondents minimizing administrative problems, improving salary, improving working environment of the school, Facilitating professional development of teachers, improving the disciplinary problems of students are measures that should be taken to minimize teachers turnover. Both ex-teachers and currently working teacher respondents of the targeted schools responses for all the items related to strategies of turnover were above the average mean value. More over in an interview with the sample directors most of them suggested; improving teachers' salary, recruiting interested and qualified teachers to the profession, improving the overall working condition of the school giving recognition to teachers work as solutions to minimize turnover and increase retention of teachers. This finding was consistent with the finding of Cockburn and Haydon (2004) which suggested that turnover may be reduced through reduction of class size, more learning support assistant, and better resource for teaching, recognition and facilitating more in-service training.

CHAPTER 5

5. Summary, Conclusion and Recommendation

5.1 Summary

This chapter summarizes the main finding of the study and forwarded recommendations based on the studies finding and conclusion.

The main objective of this study was to investigate the major causes of teachers' turnover in government and private secondary schools in a comparative manner. To achieve the objective of the study, the following basic questions were formulated:

1. What are the major causes that affect teacher turnover in government and private secondary schools?
2. What are the differences and similarities between government and private secondary schools in relation to causes of teachers' turnover?
3. What are the relationship of teachers' demographic variables (sex, age, and work experience, level of qualification and field of specialization) and their turnover intention?
4. What possible strategies/measures can be taken to minimize problem of teacher turnover and increase retention?

In order to deal with the basic questions, two types of data gathering instruments (questionnaire and interview) were used. The sample schools included were 12 schools 6 governments and 6 private and the participants of the study were 42 government ex-teachers, 14 private ex- teachers, 137 current government teachers, 136 current private teachers and 12

directors of sample schools. In selecting the participants of the study for reasons explained in chapter three different sampling technique was used accordingly ex- teachers were included in the study by using availability sampling technique, current government teachers were selected by using proportional stratified, stratified random and simple random sampling technique and the directors of the sample schools were included by employing purposive sampling technique and with regards to current private school Since the number of teachers in these schools were small, all of the teachers were included in the study. The statistical tools used to analyze the data were frequency, percentage, mean value, mean rank, t-test and chi-square.

This study found that inadequate salary that teachers get, low social status accorded to teachers by the society, poor working condition of the school, poor administrative support, student character and disciplinary problem and lack of opportunity for continuous professional development were the major factors that results in turnover of teachers both in government and private schools. And among the factors inadequate salary and low social status given to teachers by the society had more of an impact on teachers' turnover than the other factors described in this study. Moreover the finding of this study indicated that in both government and private schools the factors that were identified by respondents' of this research as causes for teachers' turnover are similar.

In addition this study found that increasing administrative support, improving salary, improving working environment of the school, facilitating professional development of teachers, improving the disciplinary problems of students, recruiting interested teachers to the profession are measures that should be taken to minimize teachers turnover.

Moreover this study found that the majority of currently working teacher respondents of the targeted schools would like to leave teaching as soon as they get other job. The statistical result of this study indicate that there is no statistically significant relationship between teachers personal characteristics like sex, age ,work experience, level of qualification and field of specialization and teachers turnover intention.

5.2 Conclusion

On the basis of data analysis and summary made so far, it may be fair to conclude that government and private secondary schools in Addis Ababa are facing a challenge of losing teachers because of voluntary turnover

As this study found Inadequate salary ,Low social status given to teachers by the society , poor working condition , poor administrative support ,Students' character and disciplinary problem Lack of opportunity for Continuous Professional Development are the factors that this study has identified as a reasons for turnover of teachers in government and private secondary schools of Addis Ababa. This turnover of teachers reduces the overall effectiveness of the school which leads to the deterioration of quality learning. Because, teachers are crucial to the success of students and the school, the continuous turnover of teachers will affect the students achievement and the overall school activity.

Thus addressing the problem of teacher retention is an important concern for schools. The data from this study suggest that that improvement in the condition of teaching job would bring about the desired outcome. Particularly improvements in teachers' salary, administrative support, improving working environment of the school, Facilitating

professional development of teachers, improving the disciplinary problems of students contributes to lower rate of turnover and ultimately enhance the performance of the school.

5.3 Recommendations

Based on the findings and conclusions of the study the following recommendations are suggested to reduce turnover and increase retention of teachers in government and private secondary schools of Addis Ababa.

- Salary of teachers should be improved because inadequate salary is major reasons that teachers give to quit their job. Unless teachers are paid well they will continue to leave. It is well known that Ethiopia is one of the poorest countries in the world and it might be difficult to increase the salaries of teachers however teachers have paramount significance for the over development of the society. Thus the government and private school owners should try to improve the salary of teachers' and should create opportunities where teachers can get incentive in terms of their preparation, work load and experience.
- It is also important to change the societies' low perception to teaching which results low morale and high dissatisfaction among teachers. Dealing with this perception will be a crucial part of the fight to retain teachers in the classroom because it would be difficult to retain teachers in the classroom when the majority of teachers are dissatisfied with their work as teachers. It will require sustained public education by the government and concerned bodies to counter the wrong perception not only among teachers but equally importantly, among the public in general.

- Poor working conditions could lead teachers to develop negative perception that could obstacle to effective teaching and weaken teachers' commitment to their work. Therefore the school administration should try to improve class room condition, teachers' workload, instructional material supply and the overall working condition of schools to enhance teachers to do their job.
- By recognizing the significant effects of poor administrative support on teachers' turnover decisions, the school management and local education officials should take measures such as providing continuous training for school principals, increase teachers participation in decision making on the teaching learning activity etc... to improve administrative support given to teachers and minimize administrative related problems to increase job satisfaction and the retention of teacher.
- There is a need to improve students' disciplinary problem. This problem can be addressed through appropriate policies set by consensus of concerned bodies: parents, teachers, community representatives, school administrators and local government bodies.
- Educational opportunities that help the teachers to develop their knowledge and skills should be created and facilitated by school administrators and education officials.

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Part Two: Possible Causes of Teachers' Turnover

Section one

Direction: In the following Table, some of the possible reasons that make secondary school teachers decide to leave teaching are listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

	Statements	5	4	3	2	1
1	Inadequate teaching salary					
2	Inadequate salary increment					
3	Teachers' income is insufficient to meet their financial obligation to support their family					
4	The teacher career structure & salary scale					
5	Inadequate instructional materials					
6	Classroom conditions are poor					
7	High workload					
8	large class size					
9	Insufficient school management support					
10	Unfair promotion opportunity					
11	Absence of participatory decision making on the teaching learning activity					
12	Unfair treatment of teachers by school principals					
13	Delays in career structure promotion implementation and salary adjustments					
14	Teachers' performance evaluation is not on the basis of teaching learning activities					
15	Students disciplinary problems frustrate teachers in the school					
16	There is often physical violence against teachers from students					
17	Students' disregard for doing homework					
18	Students cheating during examination					

19	Teaching as a profession has low socio-economic status in general					
20	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification					
21	There is lack of recognition & respect for secondary school teachers by friends in other occupation					
22	There is lack of recognition & respect for secondary school teachers by students and parents					
23	There is low level of recognition for secondary school teachers by government officials					
24	Opportunity for professional development is minimum					
25	Selection of teachers for professional development opportunity is unfair					

Please specify if there is another reason that can possibly cause teachers' turnover

Section two

2.2.1 Direction: As it is indicated in the above section, there are many possible reasons that can make secondary school teachers leave teaching. Please read all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 6 for the least important reason.

_____ Inadequate salary

_____ Low social status accorded to teaching profession & to teachers by the community.

_____ Poor administrative support

_____ Students characteristics & disciplinary problems

_____ Lack of opportunity for Continuous Professional Development

_____ Poor working conditions

2.2.2. Do you plan to give up teaching in the near future?

Yes No Undecided

2.2.3 If your answer to the above question is 'Yes', why do you want to leave? -----

2.2.4 If your answer to question No. 2.2.2. is, 'No' write your reasons: -----

Part Three

Direction In the following Table, some of the possible strategies that help to retain government and private secondary school teachers are listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5=Very important 4=important 3=somewhat important 2=less important 1=least important

	statements	5	4	3	2	1
1	Improving salary					
2	Facilitating professional development of teachers					
3	Improving disciplinary problems of students					
4	Increase administrative support to teachers					
5	Improving working environment of the school					

Please write other strategies that help to minimize teachers' turnover which are not included in the above list

THANK YOU

Appendix 2
Addis Ababa University
School of Graduate Studies
Institute of Educational Research

This questionnaire is designed to collect relevant data for a Master's research project entitled; "Major Causes of Teachers' Turnover in Selected Government and Private Secondary Schools: Comparative Study". As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. There is no right or wrong answer and what is required is to indicate your level of personal opinion to each item. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. Thank you in advance for your time and sincere cooperation.

Questionnaire to be completed by ex-teachers

Part one: Background Information

Direction- The following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by putting 'X' mark in the box.

1.1. Sex Male Female

1.2. Age 20 - 25 26 - 30 31 - 35 36 - 40 41 - 45
46 - 50 Above 51

1.3. Educational Level College Diploma BSC/BA MA/MSc
Others _____

1.4. Field of specialization _____

1.5. Work Experience in teaching _____ (years)

1.6. Kind of school you worked at as a teacher before you left the teaching profession

Government Private

Part Two: Possible Causes of Teachers' Turnover

Direction: In the following table, some of the possible reasons that make you decide to leave teaching are listed. Please indicate your reason for changing your job by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

	Statements	5	4	3	2	1
1	Inadequate salary					
2	Lack of opportunity for Continuous Professional Development					
3	Poor working condition					
4	Administrative problem					
5	Low social status accorded to teachers by the community					
6	Students' disciplinary problems					

Specify any other reason not included in the list that made you leave the school

Section two

2.2.1 Direction: As it is indicated in the above section, there are many possible reasons that can make secondary school teachers leave teaching. Please read all reasons listed below thoroughly and rank them by assigning 1 to the most important reason and 6 for the least important reason.

_____ Inadequate salary

_____ Low social status accorded to teaching profession & to teachers by the community.

_____ Administrative problem

_____ Students characteristics & disciplinary problems

_____ Lack of opportunity for Continuous Professional Development

_____ Poor working conditions in the school

Part Three

Direction: In the following table, the possible strategies that help to retain government and private secondary school teachers are listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agrees to strongly disagree.

Key: 5=Very important 4=important 3=somewhat important 2=less important
1=least important

	Statements	5	4	3	2	1
1	Improving salary					
2	Facilitating professional development of teachers					
3	Improving the disciplinary problems of students					
4	Reduce administrative problem					
5	Improving working environment of the school					

Please write other strategies that help to minimize teachers' turnover which are not included in the above list

THANK YOU

Appendix 3
Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Interview guiding questions for the school principals

1. How do you see the commitment of teachers for their profession?
2. What are the trends of teacher turnover in the selected schools?
3. What are the major reasons that make the teachers leave or move from the school?
4. Who intends more to leave or move from the school in terms of sex, age, field of specialization, qualification and work experience?
5. What should be done to minimize teacher's turnover from secondary schools in Addis Ababa city Administration?

Appendix 4

Reliability analysis for questionnaire distributed to currently working teachers

Factors	Items	Cronbach Alpha
Inadequate Salary	Inadequate teaching salary	.708
	Inadequate salary increment	
	Teachers' income is insufficient to meet their financial obligation to support their family	
	The teacher career structure & salary scale	
Poor working condition	Inadequate instructional materials	.791
	Classroom conditions are poor	
	High workload	
	large class size	
Poor administrative support	Insufficient school management support	.824
	Unfair promotion opportunity	
	Absence of participatory decision making on the teaching learning activity	
	Unfair treatment of teachers by school principals	
	Delays in career structure promotion implementation and salary adjustments	
	Teachers' performance evaluation is not on the basis of teaching learning activities	
Students character and disciplinary problem	Students disciplinary problems frustrate teachers in the school	.765
	There is often physical violence against teachers from students	
	Students' disregard for doing homework	
	Students cheating during examination	
Low social given to teachers by the society	Teaching as a profession has low socio-economic status in general	.842
	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification	
	There is lack of recognition & respect for secondary school teachers by friends in other occupation	
	There is lack of recognition & respect for secondary school teachers by students and parents	
	There is low level of recognition for secondary school teachers by government officials	
Lack opportunity for continuous professional development	Opportunity for professional development is minimum	.526
	Selection of teachers for professional development opportunity is unfair	

Factor	Items	Cronbach Alfa
Retention strategy	Improving salary	.836
	Facilitating professional development of teachers	
	Improving disciplinary problems of students	
	Increase administrative support to teachers	
	Improving working environment of the school	

Reliability analysis for questionnaire distributed to Ex-teachers

Factor	Items	CronbachAlpha
Reason to for turnover	Inadequate salary	.715
	Lack of opportunity for further education	
	Poor working condition	
	Administrative problem	
	Low social status accorded to teachers by the community	
	Students' disciplinary problems	


Appendix 5

Rate of Turnover									
Government schools					private schools				
school	2001		2002		school	2001		2002	
	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
Dilber	93	38 (40.8%)	95	20 (21%)	Addey Ababa	28	8 (28.5%)	34	7 (20.5%)
Dr.Addis Alemayehu	67	24 (42.1%)	56	10 (17.8%)	Grapes	10	3 (30%)	11	4 (36.3%)
Kefetegna 23	112	13 (12.1%)	111	9 (8.1)	Future Talent	17	2 (11.7%)	25	3 (12%)
Kefetegna 12	63	10 (15.8%)	71	14 (19.7%)	Yenege w Sew	24	5 (20.8%)	27	6 (22.2%)
Sedil Le Ethiopia	56	5 (8.9%)	63	6 (9.5%)	Radical	27	3 (11.1%)	27	2 (7.4%)
Dilachin	68	7 (10 %)	88	10 (11.3%)	Elbetel	30	3 (10%)	30	4 (13.3%)
Total	459	97	484	69	Total	136	24	154	26

Declaration

This thesis is my original work done under the guidance of Wanna Leka (Phd), and has not been presented for any degree to any university and that all sources consulted for the thesis have been properly acknowledged.


Name: Hilina Assefa

Signature: 

Date of submission: 24-02-2011

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

Name: Wanna Leka (PHD)

Signature: 

Date: 24/02/2011