

*A STUDY OF SECONDARY SCHOOL TEACHER  
TURNOVER IN SOUTH NATIONS, NATIONALITIES  
AND PEOPLES REGIONAL STATE*

BY

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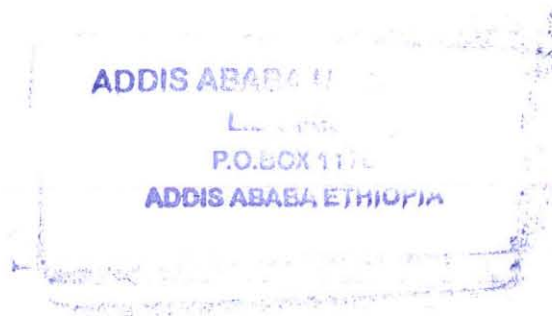
***A STUDY OF SECONDARY SCHOOL TEACHER  
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AND PEOPLES REGIONAL STATE***



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*A Study of Secondary School Teacher Turnover in South Nations,  
Nationalities and Peoples Regional State*

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## Acronyms and Abbreviations

df =	degree of freedom
EMIS =	Educational Management Information System
f =	frequency
IIEP =	International Institute for Educational Planning
MOE =	Ministry of Education
NCES =	National Center for Education Statistics
SD =	Standard Deviation
SNNPREB =	South Nations, Nationalities and Peoples Regional Education Bureau
SNNPRS =	South Nations, Nationalities and Peoples Regional State
TGE =	Transitional Government of Ethiopia
UNESCO =	United Nations Educational, Scientific and Cultural Organization

## **Abstract**

*This study aimed at investigating the pressing issue of the reasons why teachers leave government secondary schools of SNNPRS and the factors that contributed to the high teacher turnover. It was also intended to identify strategies for reducing turnover and increasing retention. To this end, answers to basic questions pertaining to trend and cost of turnover, initial commitment, major causes of turnover, and future intention of practicing and former teachers were sought.*

*In this study, a descriptive survey method was employed. Awassa administrative town, four Zones (Gideo, Sidama, Wolayita, Kefa) and four special woredas (Amaro, Konso, Derashe and Alaba) of SNNPRS were taken as samples. From these zones and special woredas, random samples of 18 secondary schools out of which (N=272) practicing teachers and all sampled school principals (N=18) were taken. In addition, available former teachers (N=155) were involved in filling questionnaires to provide first hand information. Interviews were conducted with education officials from REB and WEOs. In addition, various documents and personal observation and experiences were used as instrument to collect data. The data obtained was analyzed by using statistical tools such as percentage, rank order correlation coefficient and chi-square.*

*The study revealed that average teacher turnover in secondary schools per annum (2002/3-2006/7) for the region was 13.3%; the highest (26.1%) being in Amaro special woreda and the lowest (6.9%) in Yirgalem. In proportion 26.6% of females and 11.9% of male teachers left government secondary schools of the region from 2002/03 to 2006.*

*Practicing teachers intended to leave and former teachers left teaching in government secondary schools mainly due to: low economic and financial benefits, low social prestige accorded to teaching by the society, unfavorable working condition, unfair criteria used for promotion, selection and transfer, administrative problems and scarcity of instructional materials. The study also revealed that the majority of practicing and former teachers lacked initial commitment to teaching. Moreover, a substantial number of practicing teachers disclosed that they would not prefer to stay in the profession while the majority of former teachers did not have the intention to return to the profession.*

*Finally the study has identified some major consequences of teacher turnover like, school staffing problems, lower student achievement in national examination, additional cost incurred by students, parents and schools, delay in teachers' transfer, and teachers' psychological and physical stress due to overload. Improving the status of teachers, using fair criteria for selection and deployment, providing incentives, giving support and respect for teachers, improving working conditions, etc. have been suggested as solutions to reduce turnover, enhance retention and attract the best recruits to teacher education programs.*

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter begins with the introduction of general background of the study followed by discussion of the problem under the study. Next, objectives of the study are stated; significance of the study is explained; and scope of the study is declared. Lastly, definition of terms and organization of the study are presented.

### 1.1 Background of the Study

These days, it is generally recognized that the development of human resources is essential to a country's prosperity and growth and to the effective use of its physical capital (Baum and Tolbert, 1985: 119). All organizations combine human, material and financial resources to meet their goals and objectives. The human resource, which is the most valuable one, utilizes the rest resources. That is why proper human resource administration in an organizational set up is a prerequisite to meet the intended objectives (Wossenu, 2001: 47). Likewise, education as an investment in human capital calls for a proper management of human resources. The efficiency of a school to a great extent depends on the adequate supply of qualified teachers and the proper utilization of them (Zenebe and Wossenu, 1999: 12).

One of the major factors that affect the quality of education is the efficiency of teachers. The teacher is the key person in an education system in any society (Oliveria and Farrell, 1993: 7). The teacher plays a major role in the improvement of quality of education. Educational quality as measured by students' achievement has been recognized principally as a product of teacher quality (Fuller, 1986: 18). Effective implementation of educational restructuring for an overall improvement of the quality of education and expansion of educational provision at various levels can be ensured when a motivated and committed teaching force is developed (Befekadu, 1998: 375). Employees in general and teachers in particular can be committed and motivated when there is an effort to satisfy their needs. As Chandan (1995: 176-178) states, satisfaction of need is the primary motivation for all human actions. In order for individuals to act in ways that they perceive to be in their own best interest, their needs have to be satisfied. An effective program

must include both intrinsic and extrinsic rewards so as to retain competent employees who can contribute to the development of the organization.

Many teachers leave schools for various reasons. This phenomenon causes staffing problems and thus affects the quality of education. However, few educational problems have been recognized recently and have got more attention than the failure of secondary schools to ensure their staffing with qualified teachers. Subsequent shortage of teachers would lead many school systems to resort to lowering standards to fill teaching openings. This in turn results in high number of under qualified teachers and lower school performance (Ingersoll, 2000: 2).

Many local researchers like Manna and Tesfaye (2000) and Tesfaye (2003) also express their concern about the significance of the problem of teacher departure from their jobs in our country and the resulting effect on educational quality in general. According to ILO (1996: 23-24), the deterioration of teachers working conditions and the consequent brain-drain of qualified and experienced teachers to other professional fields have threatened the quality of education. Similarly Chapman (1994: 5) notes that teacher attrition is a particular threat to sustained improvement in educational quality. Furthermore, the loss of experienced teachers from the education sector and joining other government or non-government organization is considered a threat to instructional quality and a waste of scarce resources because the replacement of the teachers that have left requires careful recruitment and training. When teachers once trained leave teaching and join other private or government sectors, the money spent on their training is lost or wasted (UNESCO, 1998: 22).

Turnover occurs when people leave their jobs. Organizations often expend resources in replacing individuals who have given up, but if turnover involves especially productive people, it is even more costly (Griffin, 2000: 248). There are two types of teacher turnover from schools. One is when teachers leave the occupation of teaching altogether. The other is the case of teachers who transfer or move to a different teaching job in private schools or higher educational institutions. From the point of view of school managers, both have the same consequence because there is a decrease in staff which must be replaced (Ingersol, 2000: 3).

There are a number of factors that can cause turnover including aspect of the job, the organization, the individual, the labor market, salary, and family influences (Manthei and Jackson, 1997: 75, Gomez-Majia and others, 2003: 305).

Employee turnover is particularly consequential in work sites, such as schools, which have "production processes" calling for extensive interaction among participants. Since such sites are often dependent on commitment, continuity and cohesion among employees, they are vulnerable to employee turnover. High turnover of teachers from schools, is therefore, of concern not only because it may be an indicator of sites of potential staffing problems. but also because of its relationship to school performance (Ingersoll, 2001: 3).

Ingersoll further stated that, to understand the sources of turnover, one has to examine the effect on turnover of key organizational conditions such as: the level of employee compensation, the level of administrative support, particularly for new employees, the degree of conflict and strife within the organization and the degree of employee input into and influence over organization policies, all of which significantly affect employee turnover. In the case of teachers, poor working conditions lead to voluntary teacher turnover and cause a drop in the quality of education (UNESCO, 1998: 22).

From this perspective this study attempts to examine teacher turnover and school staffing problems in government secondary schools of SNNPRS.

## **1.2 Statement of the Problem**

The major source of criticism concerning the education system in Ethiopia lies in its inefficient management, low accessibility and low quality of education at all levels. This has been revealed by the MOE (2005) when the gross enrolment ratio of secondary school age population was 27.3% which is the lowest in Africa. Similarly, in higher education of the age cohort for the same year was very low, less than 3%. Moreover, only 40.6% of teachers who have been serving in secondary schools at national level and 34.2% at SNNPRS government secondary schools in 2004/05 had the required qualification. When we compare the percentage of qualified teachers in 2004/05 with that of 2003/04 it shows a decrease of 3.9% in SNNPRS (SNNPREB, 2005). This may be due to the fact that more qualified and experienced teachers left the profession or more

under qualified teachers for the level were employed. It is obvious that qualified and experienced teachers are very important to improve educational problems of the country at every level.

Recently considerable attention has been given to the expansion of secondary teacher education in Ethiopia. The commitment to strengthen secondary teacher education can be substantiated by government investment in the launching of new colleges and faculties for the realization of the increasing demand of secondary schools. Accordingly, many teacher education faculties and colleges have been established. Nonetheless, the Ethiopian education system is still confronted with the shortage of teachers at school level. Despite the MOE's effort to expand existing institutions and open up new teacher education colleges, the lack of initial commitment to join teaching on the part of the young generation of university entrants (Demowez and Tesfaye, 2001:51) on the one hand, and the leaving of qualified teachers from government secondary schools at an alarming rate on the other, remain a hindrance to the endeavor. Hence, unless the government devises a mechanism to retain the experienced and qualified teachers, its effort can not be successful. This is because the policy objectives of the educational system can not be attained under conditions where high staff turnover is prevailing. Supporting this, Akililu (1967: 1) observes that "of all the components that go to make an educational system viable, functional and productive, nothing is as crucial as the provision and maintenance of qualified and satisfied teaching force".

A comprehensive human strategy needs a multi-faceted approach attending to fair compensation, the production of newly qualified graduates, and the provision of resources to recuperate the cost of implementing meaningful recruitment and retention strategies. An effective solution to the issue of turnover and ultimately the provision of quality services will only be possible when all these facts are systematically and simultaneously addressed.

For the last three decades, employee turnover has been one of the most widely researched topics in the developed countries (Taylor, 1998: 125). However, in the developing countries, particularly in Ethiopia, the issue has been given little attention though the magnitude of turnover is increasing from time to time. The studies conducted so far on teacher turnover have focused only on some selected areas. For instance, a study carried out by Aklilu (1967) focuses on brain drain of primary school teachers. Another study conducted by Tesfaye W/Michael (1999) deals with causes of secondary school teacher attrition in Beneshangul-Gumuz region. Seyoum Teferra

(1992) also conducted a study on magnitude of external brain drain among academicians of two higher institutions in Ethiopia whereas Habtamu Wondimu (2006) studied the African brain drain, an escalating challenge to development effort.

In the SNNPRS, which is the site of different nations and nationality people in the country, so far as the researcher knows, teacher turnover has not been researched both in the primary schools and in the secondary schools except the one conducted in Gedeo Zone by Manna and Tesfaye (2000) on determinants of teachers' decision to leave or stay in the teaching profession. The fact that there is no investigation into the magnitude, cause and consequences of teacher turnover in SNNPRS government secondary schools can be taken as a sound rationale for conducting a research in the area.

The researcher has worked in different parts of the region for the last twelve years. Thus, he has had the opportunity to witness that teacher turnover is an issue of concern in the region. To take a statistical example, in 2002/03 the total number of secondary school teachers in the region was 2673 and at the end of the year 245 new teachers were employed in the region. However, in 2003/04 their number decreased to 2560 which showed a fall in 358 within a year. This shows that there is a considerable rate of turnover (13.4 %) in government secondary schools of the region.

### **1.3 Purpose of the Study**

The major purpose of this study is to identify the causes of teacher turnover and to find possible preventive strategies that could satisfy teachers to stay in the profession.

In order to achieve this purpose, the study is aimed at answering the following basic questions.

1. What is the trend of teacher turnover in government secondary schools of SNNPRS?
2. Who are more inclined to leave the schools in terms of sex, qualification, experience, and subject area?
3. What are the major push and pull factors that are responsible for teacher turnover in government secondary schools of the region?
4. What is the intention of the practicing and former teachers toward the teaching profession?

5. What are the consequences of teacher turnover on schools and how is the issue of turnover viewed by educational administrators of the area?
6. What strategies should be formulated to reduce turnover and increase retention of teachers in the region?

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

Retaining experienced and qualified teaching staff is of major importance to educational planners and policy makers to realize the educational objectives of the country. Thus, the study becomes useful and timely in assessing the main causes of government secondary school teacher turnover in SNNPRS.

Therefore, this study might be significant for the following reasons.

1. This study would add to the awareness of educational planners and policy decision makers at regional, woreda and school level concerning major causes of teacher turnover in the region.
2. The finding may indicate and suggest recommendations for ways of minimizing teacher turnover and thereby increasing teacher retention in the system for a long period of time.
3. The finding of the study may also initiate and encourage other researchers for further nation-wide investigation.

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

Although teacher turnover is a nation-wide problem that requires large scale and rigorous study, conditions such as human, material and financial as well as time constraints forced the researcher to limit the scope of the study in terms of time; the study is limited to cover the year between 2002/03 to 2006/07. This time was preferred particularly because it was since 2002 that many new administrative offices and private educational institutions have been opened which paved the way for teachers to leave schools and join other organizations. Besides, every government employee has been granted the right to get legal withdrawal paper within a month from the date of application to leave (Proclamation, 262/2002:1565), which was difficult or impossible before 2002. Since then, teachers started to compete in different organizations for employment as the proclamation has paved the way for it. On the other hand, salary increment based on the career

structure of teachers has been discontinued since 2002 which could dishearten teachers who had little or no other alternative opportunity for financial compensation.

Moreover, the study does not include private secondary schools in the region as they have a different administrative management from the government schools. It also excludes involuntary turnover (early retirement, discharge, and others), who have not received clearance from schools and WEOs, because of lack of access to data.

### **1.6 Limitations of the Study**

The student researcher does not believe that the study is totally free of any sort of limitations. Accordingly, there were a number of factors, which such limitations could be attributed to. These include difficulty of getting some statistical data and lack of cooperation on the part of a few respondents. More specifically, in some sampled secondary schools, the statistical data of teachers who left the schools were not available in an organized manner. Consequently, the researcher was compelled to look for the required data from bits and pieces of information sources. Besides, a few woreda education officials were reluctant to provide information for the researcher through interview. Some of them simply gave appointments several times while others said they had no time to respond to the researcher's request. Therefore, even though, the researcher somehow managed the research to an end it has to be mentioned that these factors were challenging.

### **1.7 Definition of Key Terms**

**Former teachers:** Teachers who left teaching in government secondary schools between 2002/03 and 2006/07.

**Practicing teachers:** Teachers who were teaching in the sampled government secondary schools of the region during the study.

**Region:** Regional self-government state established with autonomy provided by Proclamation No. 7/1992

**Secondary School:** The school division following primary school in the educational system of Ethiopia, comprising general secondary education, i.e., grade 9 and 10, and preparatory education, i.e., grade 11 and 12 (MOE, 2002: 74).

**Special Woreda:** An area marked off and developing for administrative purpose with defined authority and responsibility representing peoples/ ethnic group having the same language, culture, value in a specific geographical location (Proclamation No. 7, 1992).

**Turnover:** The departure of teachers from teaching in government secondary schools of the region during a given period of time.

**Woreda:** An area marked off and developed for administrative purpose with defined authority and responsibility representing population of up to 100, 000 people (Proclamation NO. 7, 1992).

**Zone:** An intermediate level between the region and woreda.

## **1.8 Organization of the Study**

In view of the main objective and coverage, the study is divided into five major chapters. The first chapter deals with the problem and its approach. The review of related literature is presented in chapter two. The third chapter deals with the research methodology and sampling techniques used. Chapter four contains the presentation and analysis of the findings of the research and the last chapter comprises of summary of the findings, the conclusion drawn and the recommendations forwarded based on the result of the study.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter reviews the literature in relation to the current study. Particularly, three major issues regarding teacher turnover are detailed in the chapter. These are: trend and cost of turnover, sources of turnover and strategies to alleviate the problems of teacher turnover.

### 2.1. Conceptual Framework of Turnover

Many scholars and researchers define turnover of employees in general and teachers in particular in different ways. Turnover is a term used to describe the departure of people from their organization (Armstrong, 2001: 139) and/or the leaving of teachers from their teaching job (Ingersoll, 2001:6). It refers to all permanent separation of employees, whether voluntary or involuntary, but does not usually include temporary departures (Wakler, 1992: 168). Some other scholars use the term turnover or brain drain interchangeably to refer to the leaving of teachers from their profession and migrating to other organizations or abroad (Seyoum, 1992: 34; Habtamu, 2006:1; Manna and Tesfaye, 2000:1).

Turnover is generally said to occur when people quit their jobs (Griffin, 2000:248). However, it can take place in various forms with different consequences to the organization. From the perspective of the employee, the turnover can be either voluntary or involuntary. According to Robbins and Coulter (2006:343), turnover is voluntary and involuntary permanent withdrawal from an organization. Voluntary turnover refers to termination instigated by employees. Involuntary turnover, on the other hand, refers to departure initiated by the employer organization (Heneman et al., 1998: 181; Taylor, 1998:127). While voluntary turnover happens due to resignation or early retirement, involuntary turnover can take place as a result of death, illness, dismissal, or compulsory retirement age (Bennell, 2004:22; Milkovich and Boudreau, 2006:459).

From the perspective of the organization and the source country, alternatively, turnover can be internal or external. Bishop (1989: 54) puts that professionals who migrate from region to region or sector to sector within a country are in the process of internal brain drain. Internal brain drain may occur either from one profession to another or from an area to another within the same

profession. External brain drain, on the other hand, occurs when there is a departure or migration of professionals and skilled manpower from one country to another or from source countries to recipient countries (Habtamu, 2006:2; Dovlo, 2004: 3). According to Bishop (1989: 54) even though the internal turnover weakens the capacity of the region, organization or sector, unlike external brain drain, it benefits the country. That is, it is not as harmful as external brain drain.

Other scholars claim that turnover particularly of teachers occurs in five different instances. These are:

- a. departures of teachers at the school level;
- b. movements of teachers between public and non-state schools;
- c. teacher upgrading (primary school teachers moving to jobs in secondary schools and secondary school teachers to government or non-government higher institutions);
- d. occupational turnover (teachers leaving the profession to take up other jobs); and
- e. international migration (Bennell, 2004:22; Milkovich and Boudreau, 2006:459).

It is difficult to eliminate turnover altogether, but it is something managers want to minimize, especially among high performing employees and those difficult to replace (Robbins and Coulter, 2006:343). However, low turnover does not necessarily indicate high moral of the employees because employees may prefer to stay in the present job through sheer inertia (Davar, 1995:127). Therefore, some degree of resignation/turnover is probably beneficial as it allows the organization to renew itself and invites its practices to be critically examined from another point of view (Benardin, 2004:275). Nevertheless, turnover in excess of 5-10% has more negative than positive consequences (Taylor, 1998:231).

## **2.2. Trends in Teacher Turnover**

The significance of any particular factor for an individual will be dependent on the characteristics of the individual including, education, age, training, gender, work and other experience (Croasmun, Hampton and Herrmann, 2006:3). Consequently, turnover is not equally spread across the teaching force. According to a study conducted on teacher career satisfaction and retention in USA, many women who have selected teaching have reported that they do not really plan to teach. They believe that teaching provides a back-up to a more desired career or marital possibility (Gold, 1996:553).

Teachers' decisions whether to stay or leave are influenced in particular, by the length of their teaching experience. Turnover tends to be higher during the early part of a teaching career because the teacher accumulates less specific capital – knowledge specific to occupation and that which is non-transferable (Ingersoll, 2000:6; Croasmun, Hampton and Herrmann, 2006: 54). Moreover, once a new employee has been recruited and selected he/she must adjust to the new job and organization. There may be problems at this step that can give rise to high rate of turnover among new recruits in their first few months. One reason for the turnover may be that the job did not match the new comers' expectations or needs (Fisher, Schoenfeldt and Shaw, 2002:257).

The rates of departure significantly decline through the mid-career period and then rise again in the retirement years. This means that teaching is an occupation that loses many of its newly trained members very early in their careers (Ingersoll, 2000:6). Different research data in developing countries shows that in recent years the vast majority of newly hired teachers are simply replacements for those who have just departed. Hence, the demand for new teachers is not primarily due to increasing student enrollments rather it is due to teachers moving from or leaving their jobs at relatively high rates (Ingersoll, 2001:4). Almost one-half beginning teachers leave teaching within the first five years (Smith-Davis, 1989 cited in Gold, 1996:552).

First year teachers are 2.5 times more likely to leave the profession than their more experienced counter-parts. Of all beginning teachers who enter the profession, 40-50% will leave during the first seven years of their career (Huling-Austin, 1986:54). Research conducted in four states of USA in 1987 shows annual teachers turnover rates in the early years of teaching were almost 15.0%, dropping still further to 3.0% for 25 and 34 years of age (Grissmer and Kirby, 1997:551).

In addition, among the most important findings has been that teacher turnover is strongly affected by academic field. Special education, mathematics, and science are typically found to be the fields of highest turnover (Ingersoll, 2001: 2).

Recent studies in Ethiopia by Tesfaye (2003) and Befekadu (2001) also pointed out the gravity of the issue of teacher turnover in general. For instance, according to these studies, degree-holding, experienced and pedagogically trained teachers bear greater stress than their counter-parts. This is particularly a vital point because it is precisely those kinds of professionals that have better

chances for employment elsewhere (Darge, 2002: 26). Employees with the best work qualification and experience are likely to find it easier to leave and find alternative employment opportunities (Heneman et al., 1998:190). At the same time it is such employees that are most needed by the educational system (Darge, 2002: 26).

The magnitude of the problem forced the media to cover stories of teacher turnover from different regional states including SNNPRS. A recent report corroborated that from Amhara regional state alone, around 1046 teachers left their jobs. This trend is not restricted to regional states; it is also true of schools found in the capital, Addis Ababa (Tesfaye , 2003: 4).

### **2.3 Cost and Effect of Turnover**

Turnover is a normal part of organizational functioning, and while excessively high turnover may be dysfunctional, a certain level of turnover is predictable and can be beneficial to an organization (Armstrong, 2001:369). Too little turnover of employees is tied to stagnancy in organizations. Effective organizations usually both promote and benefit from some degree of turnover by eliminating low-caliber performers and bringing in “new blood” to facilitate innovation. On the other hand, high levels of employee turnover are both cause and effect of performance problems in organizations (Ingersoll, 2001:3). Likewise, although some teachers’ turnover from schools may be unavoidable, normal and even beneficial, high rate of turnover are of concern because in and of themselves they can disrupt the effectiveness of the school program (Ingersoll and Bobbitt, 1995:18).

Turnover can be a problem because of increased recruiting, selection and training costs and work disruptions (Robbins and Coulter, 2006:13). High rate of turnover can destabilize an organization and discourage those who attempt to maintain levels of service and output against a background of vacant posts, inexperienced staff and general discontent (Croasmun, Hampton and Herrmann, 2006:8-9). Missing of experienced and qualified employees lead to decline in institutional quality and wastage of scarce resources since replacement employees have to be recruited and trained by incurring costs (Murray, 1997:165-167). An organization usually incurs costs in replacing individuals who have quitted, and if turnover involves especially experienced and qualified people it is even more costly (Griffin, 2000:248).

The exit of teachers from the profession or the movement of teachers to better schools is a costly phenomenon, both for the students, who lose the value of being taught by an experienced teacher, and to the schools and districts, which must recruit and train their replacements (Tennessee Department of Education, 2005). When we think the cost of turnover, we should consider leaving cost, direct cost of recruiting replacements, opportunity cost of time spent in recruitment and for training, as well as direct cost for training new starts until they are fully trained (Armstrong, 2001:374; Taylor, 1998:231-32; Hennman, et al., 1998:187). Attention to employee quits usually centers around the quantity/rate or cost incurred to identify and replace employees. However, these factors reflect only part of the issue. The pattern of quits affects the value of the retained workforce. If those who quit are the most valuable future employees, even a very low quit rate may cause substantial harm. Conversely, if those who quit are the least valuable future employees, then, even high quit rates may not be causes for alarm (Milkovich and Boudreau, 2006:458).

## **2.4 Sources of Turnover**

Turnover seems to result from a number of factors (Griffin, 2001:248). Although there are many alternative ways of conceptualizing the factors that are responsible for employee turnover, they can generally be divided into internal and external sources. The internal sources (push factors) are those characteristics of the job that may motivate an individual to leave his/her job; whereas, the external sources (pull factors) are those aspects that are external to the job (Habtam, 2006:7). Push factors are those variables within the organization or the country that compel professionals to abandon their job whilst pull factors arise within the recipient organization or country and attract intellectuals into their own systems (Dolvo, 2004:3).

Internal sources of turnover generally include aspect of the job, the organization, the individual, the labor market, and a poor person-job fit (Griffin, 2000:248). Specifically, low salary and benefit, challenging work and lack of promotion, social and political conflicts, discrimination in appointment, lack of democratic practices etc., in the organization are among the major internal sources of turnover (Habtam, 2006:7).

Personal factors such as an individual's needs and aspirations determine job satisfaction, along with group and organizational factors such as relationships with co-workers and supervisors and

working conditions, work policies and compensations. Employees who are dissatisfied with these factors in the organization may experience stress that disrupts co-workers and they will continually be looking for another job (Griffin, 2000: 239; Getachew, 1999:42). Internal turnover of professionals can also occur as a result of lack of appropriate incentives and motivation. The leavers sometimes employ their skill outside the area of their training and profession (Edokat, 2000:4).

Ingersoll (2001: 5-6) identified four important conditions that could be “policy amenable” and if not they would affect teachers’ satisfactions and enhance turnover. These are level of administrative support, compensation structure, degree of conflict and strife with the organization and degree of employee participation in decision making over organizational policies. Job dissatisfaction and the desire to pursue a better job, another career or to improve career opportunities in or out of education are the two reasons directly related to the working and organizational conditions of teaching and that are the most prominent sources of teacher turnover (Ingersoll, 2001:6; Heneman, 1996: 188; Davar, 1995:127).

In contrast to the internal factors, the external sources (pull factors) are opportunity for better job, higher salary and incentives, better working conditions, meritocracy, transparency and democratic practices etc., that are external to the job. Generally, turnover occurs due to the combination of both internal and external factors (Habtamu, 2006:7; Atchley, 2001). Most people simply move on, but some move on because the ‘push’ factors are stronger than the ‘pulls’ (Torrington and Hall, 1998:259).

#### **2.4.1 Negative Work-Related Factors**

Teachers have a significant contribution in the educative process through implementing the designed curriculum to achieve the desired national educational goals. Successful implementation of the curriculum, however, depends to a large extent, on positive working environment that reinforces teachers’ job satisfaction, career commitment and plan to remain in the profession (Weiss, 1999:862).

Due to financial and demographic reasons, developing countries do not have the required resources to create the ideal environment, in which teachers can give of their best (ILO, 1991: 101). Among others, the worst of the problems distressing teachers today are poor working

conditions and the serious difficulties attached to teaching in disadvantaged areas. Problems like scarce equipment, poorly maintained buildings, poor quality furniture, staff room facilities, lack of resources in general show poor working conditions, which add to teachers' stress and turnover (Getachew1999:20; Manthei, et al., 1996: 4-5). The work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Schools in many countries lack basic amenities such as tap water and electricity, staff rooms and toilets. Housing is a major issue for nearly all teachers (Bennell, 2004:16).

Many employees also react negatively to discomforts with the physical environment such as unfavorable temperature, unclean surroundings, health hazards, etc, that can impose uneasiness on both job attitudes and performances. Moreover, co-workers and management in and outside the organization can create job dissatisfaction and may compel employees to leave the organization. Particularly, when social density and lack of privacy occurred simultaneously, dissatisfaction and turnover will be remarkably high (Noe, et al., 1996: 243-245).

As stated above, poor working conditions may account for part of the reasons for attrition among teachers. In addition to factors such as class size, a number of other factors come into play in terms of working hours, including teaching time, and the number of hours spent on extra instructional activities such as preparation time, evaluating students and staff meetings (Coolahan, 2003:65). Employees often evaluate the working conditions in terms of direct return rates, benefits, hours of work, issues concerning whether overtime should be voluntary, and the size of cost-of-living amendments (Milkovich and Boudreau, 2006:661).

Many schools often struggle to address critical working conditions but to no avail since they do it in the wrong way. They often endeavor isolating teachers in classrooms with closed doors; refusing to provide them basic materials to perform their jobs; inundating them with unnecessary tasks; providing them with little inputs into the design and organization of schools and denying them the opportunity for career advancement and professional growth. Such conditions are strongly related to teacher turnover and difficulties in recruiting and training teachers (Pollack and Miller, 2003: 13). A favorable working environment is essential to workers' motivation. Most management have traditionally functioned on a 'carrot and stick' theory of motivation, believing that provision of appropriate incentives, particularly money encouraged workers to expend the maximum effort (Attwood and Dimmock, 1996:73).

Teachers have been subjected to much stress and workload not only because the number of student population is increasing continually but also because there is little or no improvement in the working environment. In addition to the consequences that large class-size has on the quality of instruction, teachers are confronted with the difficulties of performing assessment, identifying students' learning difficulties and maintaining classroom discipline (Pollack, 1979: 3; Derebssa, 1999:36). A heavy work load can create pressure on a conscientious worker and insecure the individual. This workload can be either quantitative, that is a lot of work to handle, or qualitative, that is, the work is beyond the capability of the person (Harrison, 1992:290).

Evidence presented at the UNESCO International Conference on Education in 1996 indicated that recent policies for educational restructuring in many countries have led to worsening in the working conditions of teachers. This deterioration in the working environment in turn gave rise to teachers' departure from the teaching profession, absenteeism and demoralization. The final outcome is that the education offered to students became poor in quality (UNESCO, 1999: 11). The influence of work place and other job-related environmental conditions on teacher turnover intent are not yet empirically established in Ethiopian context. Existing literature, however, documented that teachers' working conditions have been seriously compromised (TGE, 1994; Aklilu, 1967: 2).

#### **2.4.1.1 Low Teachers' Salary**

Many researchers and research findings put forward contrasting views regarding the effect of salary increment on retention of employees. While many argue that low salary can be a significant factor for employee turnover, others claim that salary and other monetary benefits do not affect workers' satisfaction. On the other hand, it is generally agreed upon and is supported by evidence that teachers' salary in developing countries and even in developed countries is less than that of equally qualified professionals in other fields of specialization.

Anthony, R. (2001:506) maintains that workers work for money and give up the job if pay is not satisfactory. They seek other forms of satisfaction which stimulate and retain them. Coolahan (2003:81) on his part also notes that the establishment of appropriate salary provision for teachers will have short term and long term effects on teacher retention pattern. The level of teachers' salaries can affect not only the retention of current teachers but also the decision of competent

employees to join the teaching profession. The relative level of teachers' salaries can thus affect the capacity of education systems to employ better individuals and retain the most skilled teachers. At the same time, the pressure to improve the quality of education is often under tight financial constraints and teachers' salaries and allowances are the single largest factors in the cost of providing education accounting for two-thirds or more of public spending on education in most developing countries (UNESCO, 1998:14).

Although teachers' salaries have improved in recent years, they remain low compared to those of other equally educated workers (Ingersoll, 2001:4). Overall, teachers in developing countries earn much less than other workers with the same amount of education and experience (Croasmun, Hampton and Herrmann, 2006:3). The overall structure of teachers' pay shares most of the persistent characteristics of public sector pay system in countries with low economic development. In particular, formal education and professional qualification largely determine salary levels. The salary scales for both primary and secondary school teachers are often very flat with very small salary increments awarded on the bases of seniority/experience, with little or no link with actual job performance (Rickman and Parker, 1990:75-76). Teachers' salaries in a large number of developing countries can be described as excessively modest in absolute terms, occasionally sinking below subsistence level in many cases inadequately protected against rises in the cost of living and comparing unfavorably with earnings from other occupations, which demand less in terms of training or responsibilities (ILO, 1991:98-99). Similarly, US teachers earn much less than other workers, with the same amount of education and experience (Fineman-Nemser, 1996:37). Hence, they leave the teaching career seeking higher paying jobs in other professions (Croasmun, Hampton and Herrmann, 2006:3).

Teachers' salary in the vast majority of developing countries is less than three dollars a day, which is usually the main source of household income, given that most household income per head is well under one dollar a day (Bruns, et al., 2003:27). The majority of school teachers feel that they are low paid mainly working at the remotest places of the country without compensation for the hardship (Birara, 2000: 108). As noted by Hailom (1993:8), competent teachers in Ethiopia are also reluctant to work with commitment because they are not paid well.

On the other hand, there is evidence that teachers' satisfaction was poorly related to salary and other benefits (NCES, 1997:2). Money does not augment the intrinsic nature of the work. Indeed

in the most extreme cases it will not affect the employee's motivation at all (as with voluntary work, where the deriving force is related with commitment or vocation), while at the other extreme it may simply make working life tolerable for a very short period of time (Pettinger, 1994:59). Among teachers with similar levels of salary and similar benefits, workplace conditions were found to be related to satisfaction (Ingersoll and Rossi, 1995:17).

Although monetary reward is an important means of satisfying needs, beyond a certain satisfaction level, the amount of compensation is not necessarily as important as non monetary rewards (Anthony, 2001:506). Money was said to motivate some people only in some situations, when their salaries were below market value (Andrews and Schwab 1995:109). Merit pay in itself is less likely to solve the problems of teacher turnover. Teachers can have favorable feelings about their teaching job on condition that the following items are fulfilled in order of importance: getting respect, achieving recognition, receiving reinforcement, taking part in research endeavors, being a member of a teaching team, earning grants for curriculum development, being encouraged by principals, parents, colleagues and students (Schlechty and Vance, 1983:483).

Motivating the teaching force and giving financial and non-monetary incentives for teachers to improve their performance is very essential in spite of a country's level of development. Such inducement may range from typical salary increase and merit pay bonuses to low-cost or cost free rewards such as public recognition or working hour's flexibility. If monetary incentives play a key role for recruiting the teaching force, non-monetary mechanisms can even have a much more significant contribution for retaining qualified teachers and improving their performance and over all efficiency of the work (Oliveria and Farrell, 1993:8-9).

#### **2.4.1.2 Lack of Motivation and Low Job Satisfaction**

Job satisfaction refers to a person's general attitude toward his/her career. Although it is an attitude rather than a behavior, it is an outcome that concerns many managers because satisfied employees are more likely to come for work and settle in an organization. A person with high level of job satisfaction has a favorable attitude towards the job while a person who is less satisfied with the job has an unfavorable attitude (Robbins and Coulter, 2006:343). Employees with higher levels of job satisfaction, particularly satisfaction with the job itself, are less likely to quit their occupation, be absent from work, and encounter mental or physical health problems

(McShane and Glinow, 2000:207; Robbins and Coulter, 2006:345). However, things such as labor market conditions, expectations about alternative job opportunities, and length of employment with the organization also influence the decision to leave. Research also suggests that an important moderator of the satisfaction-turnover relationship is the fewer employees' level of performance. For better performers, the level of satisfaction is less significant in predicting turnover because the organization typically does everything it can to retain high performers. It increases their salary, grants praise, recognition, enhanced promotion opportunities, and so forth (Robbins and Coulter, 2006:345).

Many teachers feel that the satisfaction they realize inside the classroom is too often endangered by forces outside the classroom (Pollack and Miller, 2003:12). Studies conducted since early 1960's have indicated that issues like social status, salary, working and living conditions, and administrative practices enhance the dissatisfaction of teachers (Ayalew, 1991:149). Herzberg (1964) constrained a two-dimensional paradigm of factors having an effect on people's attitudes about work. He indicated that when people expressed good feeling or satisfaction they talked about features intrinsic to the job and when people expressed job dissatisfaction they mentioned factors extrinsic to the job. Herzberg called these factors motivation and hygiene factors respectively. The absence of hygiene factors could create dissatisfaction, but the presence would not motivate or create satisfaction. In contrast the absence of motivators prevents motivation and creates dissatisfaction (Rao and Narayana, 2000:48).

These motivators were associated with long-term positive outcomes in job performance while the hygiene factors consistently created only short term change in job attitudes and performance which quickly fell back to its former level (Akalewold, 2004:29; Rao and Narayana, 2000:49). Researchers have provided different contexts in which to view decisions to enter, remain and/or leave teaching. All those decisions are also associated with motivation factors (Manna and Tesfaye, 2000).

Vroom (1964) on his part reported that there is a constant relationship between job satisfaction and the possible occurrence of turnover. The expectancy theory of Vroom suggests that if a reward is more attractive to an individual, it is more likely to motivate that individual towards future actions, as long as the individual believes that there is an instrumental link between her/his behavior and his/her receipt of desired rewards. Thus, individuals who are satisfied with their job

have a high probability of remaining at their present occupation. On the other hand, those individuals receiving little job satisfaction have a high probability of quitting their present occupation (Vroom, 1964:176-178). Dissatisfaction is a major factor for the departure from the profession of experienced and skilled staff personnel and for the declining quality and efficiency of education in developing countries (Murray, 1997: 166).

#### **2.4.1.3 Dissatisfaction with Management/Leadership**

The commitment of the organization to the employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decreases turnover (Robbins and Coulter, 2006: 346- 47). People do generally contribute their best if they are given respect, are involved in decisions which affect their life and work, and are treated in a participative manner, although this does not apply to every body and not all the time (Harrison, 1992: 265). Managerial support is critical, not only when appointing staff, but also when supporting the career development of their current staff. Direct feedback on current performance and career potential is vital, principally in the form of strengths and weaknesses, and with the required improvement (Torrington and Hall, 1998:463).

Similarly, school leaders should be able to create a professional culture in which teachers thrive and grow all the way through their careers. A committed leader can create favorable working environment which is an essential ingredient to ensure quality teaching in all classrooms by dramatically reducing the amazingly high rate of teacher turnover. Establishing such cultures in schools is one of the most significant educational challenges (Sparks, 2002). The responsibility of educational leadership is to guarantee all members of the institution access to powerful information, spaces and opportunities to debate policy and practice, and freedom as much as possible from the communication barrier of hierarchy, formality and status consciousness (Grace, 1995:55).

The managers can provide valuable input in terms of honest feedback with regard to the individual's capabilities, information about the needs and prospects of the organization, and ideas and suggestion about training and use of the resources in the organization (Walker, 1992:208). Unfair and incompetent educational managers create teachers' job dissatisfaction and greater psychological stress, which facilitate teacher turnover (Getachew, 1999:41). Therefore,

educational administrators should ensure a sense of fairness and efficiency, particularly over the matter of postings, appointments; promotions and transfer for these are believed to bring about change of teachers' behavior in one way or another (Williams, 1979:56).

As evidences in many educational settings reveal, the actual performances of leaders in the sector, however, is against the expectation. The existing educational leadership is found to be a major obstacle that contributes to increased teaching stress and turnover (Getachew, 1999:29). Above all the absence of transparency and accountability on the part of the individuals who assume the post of educational leadership at all levels seem to encourage the misuse and abuse of power. For instance, teachers' transfer and/or redeployment to schools has been characterized as a mechanism of intimidating those teachers who are not in "good terms" or having differences with the officials on purely personal or motivated by political or ethnocentric prejudices. Educational officials, particularly at Woreda and Zone levels, should be held responsible for frustrating teachers because of which teachers consider the option of leaving their career, and for they have engaged in intentionally impairing democratic and transparent leadership (Sisay, 2001 cited in Tesfaye, 2003:7). To make it even worse, in a situation where the demand for teachers is predicted to be very high and schools are assumed to be staffed by under-qualified teachers (MOE, 1999), the prevailing incompetence and irresponsibility in management of education from region to wereda levels seem to play a negative role by increasing the number of teachers leaving their profession (Addis Zemen, 2001).

#### **2.4.1.4 Students' Disciplinary Problems**

The term disruptive refers to a wide range of behavioral problems which include students who decline to cooperate and do little or none of the class activity, and who are overtly aggressive towards other children and teachers (Getachew, 1999: 19-29). Disciplinary problems such as cheating during exams, refusing to do assignments, passive avoidance of class hours, non-attendance and late coming were found to be the most recurrent disciplinary problems. Disciplinary problems such as ridiculing their teacher, making noises, damaging school property, stealing and engaging in undesirable practices were found to be less frequent problems (Taye Aga, 1997: 95-96).

In addition to the fact that such aggressive behaviors are less frequent, they are also observed only among a few students. Nevertheless, they exert a devastating effect on the working conditions of many teachers. This is what has been affirmed by Esteve (1989:6-7) as he states, in reality the problem of violence is restricted to minority. However, psychologically the problem is multiplied five-fold leading many teachers who have never been attacked and who probably never will be, to feel insecure and uncertain of where they stand.

The student character, in fact, is a problem that bothers teachers today in Ethiopia (Darge, 2002:22). Teaching in all levels of schools is more stressful and less satisfying. Female teachers and younger, less experienced, less qualified teachers felt greater stress than their older, more experienced, and more qualified counterparts (Getachew, 1999:42). This problem is even worse in urban schools as compared to the rural ones. According to Pollack (1979: 3), urban high school teachers are nine times more vulnerable to violence problems than any other group. Darge (2002:22) also asserts that student behavior is aggravating in Addis Ababa in particular.

#### **2.4.1.5 The Misuse of Decentralization**

The relationship between decentralization and improved teacher performance appears to be more problematic in government schools. This is partly due to the fact that education decentralization has, in practice, remained quite limited in many countries with low economic development, particularly in much of Africa and South Asia. Furthermore, decentralization can intensify political interference. In Nepal, for instance, the politicization of district education offices and school management committees has tended to act as a barrier to increased participation of the community. Therefore, the substitution of top-down political and bureaucratic interference by dysfunctional local pressures on teacher management is a real threat (Lewin and Caillods, 2002:309).

In India also, the success to date of Panchayat Education Committees in supervising teacher attendance, including approving leave and transfer, has been rather limited. The PROBE School Survey further revealed that there is no evidence confirming that teachers assigned in their own village perform better than others, though it is one of the reasons for other teachers to depart from the profession (PROBE, 1999:98). Besides, there is 'no clear evidence' that decentralized

employment by school boards or district officials enhance efficiency and effectiveness (Lewin and Caillods, 2001:310).

In Ethiopia, there is a new guideline (MOE, 2002b) prepared by the Ministry of Education. This recently developed guideline brought a number of 'watchers' over school activities and teachers' performance. Woreda, kebele and school level boards were established together with parent-teacher council, and parent-teacher association to supervise and manage the overall performances by schools and teachers. These groups were also authorized to operate on key issues including hiring and firing of teachers (Akalewolde, 2004:35).

The Ministry of Education also prepared another guideline in which teachers or their association did not take part. Consequently, the national teacher association questioned the nature and inappropriate application of the outcome-based performance evaluation, which is part of this second guideline (Habtamu, 2006:8). That is, since the criteria for evaluations were prepared by the principals at each school, some of the criteria set were inconsistent, unrealistic and demotivating for the teachers and they drive teachers to a decision to leave government schools. Supporting this, Habtamu (2006:8) notes that lack of involvement of professionals, in decision making processes and/or in the country in general and in their organizations in particular is a contributing factor to teacher turnover.

#### **2.4.1.6 Deployment Problems**

The practices and policies for deploying teachers vary widely from country to country. Often in most developed countries, as there is no critical shortage of teachers, they can afford to rely more on the principles of voluntary recruitment to schools. But in developing countries posting and transfer procedure is usually carried out with a greater element of compulsion (Ankrah-Dove, 1982:6). Faced as they are with overall teacher shortages, this is often the only possible means for the authorities to fulfill their duties, to provide teachers in all schools, including the least desirable from the teachers' perspective (Simmons, 1980:84-85). An attempt has also been made to address the issue by compelling teachers to move to rural areas. Though this strategy has little financial cost, it may hurt teacher moral and drive to a high turnover of staff (Gottelmann-Duret and Hogan, 1998:21). Besides, most qualified teachers have a greater opportunity to evade

undesirable posts and it causes shortage of qualified teachers which further worsens the deployment problems (Lewin, 2000: 30).

Generally, factors which influence teachers' and would-be teachers' attitudes to teaching in remote rural schools are suggested to be in four broad categories. These are personal and family, social, economic and professional factors (Ankrah-Dove, 1982:7).

Regarding personal factors, for instance, female teachers may be even less prepared to accept a rural posting than their male counter-parts, and rural areas may have fewer female teachers than urban areas. This may be because posting single women to unfamiliar areas can cause cultural difficulties and may even be unsafe (Gottelmann-Duret and Hogan, 1998:21-22). Posting married women/men may also mean separation from her/his family, as the husband or wife may not move for cultural, social, economical or other reasons (Gaynor, 1998:32).

Deployment is more problematical where there are multiple ethnic or linguistic groups within a country. As stated by Coutas and Lewin (2002: 16), in Malawi for instance, student teachers are members of different tribes and have a variety of first languages, which can both be problems for their deployment in areas with a different dominant language group. Unless a teacher is fluent in the language spoken locally, he/she may run into social and professional isolation in the area (Brodie, Lelliott and Davis, 2002: 21).

#### **2.4.2 Low Social Status of the Teaching Profession**

Status plays an important role in attracting academically equipped and experienced employees and encourages them to remain in the system (Darling-Hammond, 1990:278). Teachers must have a status, which is equivalent to their key role in the advancement of education and to the significance of their contribution to the development of the individual and of society as a whole. Hence, in the retention decision of teachers, the social status of the teaching profession in the larger community is an important factor (ILO, 1990:36).

On the contrary, it is widely argued that the status of teachers in most countries, both developed and developing, has declined drastically during recent decades. However, the forces that are leading to the 'de-professionalization' of teachers are probably more prominent in low income developing countries. As compared to the very high status of teachers in the past, it has now

declined to a level which can intimidate one's decision to stay in the profession (Kennedy, 1998:32).

As evidences like (Vanbelle-Prouty, 1994:24-25) reveal, in Ethiopia for instance, teachers and head teachers were regarded as symbols of modernization, advancement and innovation. The respect they had in the society was very high. Only thirty five years ago, teachers frequently were the most highly educated persons in a rural village or regional town. Their salary was much higher than many officials in rural areas whereas the cost of living was low. Having been well-dressed and well-fed, teachers were proud of their profession. Teachers taken as the symbol of knowledge and skills were respected by their pupils and held in high esteem by their communities. Generally, as Tesfaye and Demwoz, (2004:51) state, before the 1970's, teaching career in Ethiopia had passed through a relatively high status and prestige.

It was in the late sixties and early seventies that the declining of the status of teachers started to be felt. The public considered teachers as having low professional rank in comparison to other occupational groups (Gold, 1996:63). Over the last few decades, the declining society's respect for teachers and their occupation appeared to have gradually worn out their social status. Several studies show that teachers generally view that their profession has been offering them low social status and prestige in comparison to other professions (Getachew, 1999:20, Thompson, 1995:67).

The present crisis of teaching as a profession in general and teacher dissatisfaction with the job in particular should be viewed from the broader perspective of the crisis of the education sector as a system. This can be caused partly due to lack of competent educational leadership and persistent shortage of competent and qualified teachers. These negative developments, in turn, brought about low quality standards and poor working conditions in Ethiopian schools (Tekeste, 1990:84, TGE, 1993; Akalewolde, 2004:33).

A number of factors have been pointed out to have contributed to this crisis in the status of teachers and the teaching profession in general. According to Aggarwal (1996:462), these factors are: low salary and service conditions, lack of devotion to work, lack of sense of pride, low level of efficiency, lack of recognition by the government, and inadequate pedagogic skill. It has been argued that the social status of any profession is a very precise indicator of its economic standing, and hence, the low monetary rewards of teaching, among other things, are sufficient causes that

make the profession one of the less honorable pursuits (Frank, 1984:53). During the period the steady expansion of the education system called for increasingly greater supply of teachers who frequently were under qualified and inadequately equipped for the demand of the work place. On top of this, while the cost of living increased at an enormous rate, the salary of teachers did not (Vanbelle-Prouty, 1994:12).

In the last few decades, the teacher in developing countries has always been among the persons of little importance, and his place has not changed for the better (Frank, 1984:53). Even in the developed countries, the public schools and teachers have long been the target of considerable criticism in the media leading to a diminishing respect in the eyes of the public. Consequently, many teachers complain that they no longer receive the non-monetary rewards of teaching that they anticipated when they first began their careers (Gold, 1996:549). Furthermore, there are some critical groups acting as a force to undermine teachers' efforts and their moral. According to a metropolitan life survey of American teachers, there are two major characteristics regarding the lack of public respect for teachers:

- a. lack of respect coming from a significant and anonymous segment of the general public often reflected in media interpretations of teachers; and
- b. the lack of respect that originates from a small yet highly influential, minority of parents who are familiar with community schools and speak out against them (Harris and Associates, 1987 cited in Gold, 1996:550).

Most of the time, criticisms arise not only from society but also from the students, parents and school administrators. Lack of parental support and cooperation was also among the areas of major dissatisfaction and discouragement for new teachers. Therefore, it is important to appreciate teachers' efforts and acknowledge their accomplishment instead of frequently blaming them for their failure (Farber, 1991:76).

The status of teachers has had a direct effect on the quality of education and many of the problems related to education and its quality can be attributed to the different manner in which many teachers have performed their work (Aggarwal, 1996: 459). Moreover, the teachers' dissatisfaction with the rank attributed to them by the society along with their living standard can lead the teachers to quit their job in search of a better alternative, which in turn leaves the

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The status of teachers has had a direct effect on the quality of education and many of the problems related to education and its quality can be attributed to the different manner in which many teachers have performed their work (Aggarwal, 1996: 459). Moreover, the teachers' dissatisfaction with the rank attributed to them by the society along with their living standard can lead the teachers to quit their job in search of a better alternative, which in turn leaves the

education sector with further crisis. As noted by Gold (1996:551), criticism has a way of wearing individuals down so that their morale and self-esteem are greatly damaged. Teachers are influenced in a number of ways. Many feel forced to do low-quality teaching as a result of the psychological pressure. Other teachers decide to try and keep high standards in their teaching, which often leads to physical and psychological distress that has an effect on them and their families. For some teachers the choice is to leave the profession.

As a result of the decline in status of the profession, the most formidable problem of teacher education in contemporary Ethiopia is the lack of interest on the part of secondary school leavers in the teaching profession. Very few want to be teachers (even though the government makes the students to render service for a given number of years instead of paying money for the government to share cost) because of the poor image associated with the status of teachers in the society. Even in the universities, most students who find themselves in the education faculty can not be said to have been motivated to become professional teachers upon graduation. Teaching profession is characterized as a low prestige occupation and the desire to enter the profession is merely the absence of other real alternatives (Akalewold and Jung, 1990).

#### **2.4.3 Early Low Commitment to the Profession**

An employee who identifies with the organization and is willing to put forth effort on its behalf is said to have organizational commitment. Individuals who have low organizational commitment are often just waiting for the first good opportunity to leave their jobs. In other words, they have developed a strong intention to leave the organization before long, and they are often not easy to motivate. Organizational commitment has a strong relationship to job satisfaction (Noe, et al., 1996:212).

It is also adequately realized that initial commitment to teaching profession is a prerequisite for future commitment to continue in the profession and for job satisfaction (Gold, 1996:553; Fresko, et al., 1997: 490-91). Teachers who are more satisfied with the profession tend to remain in the profession; those who are less satisfied are more likely to leave (Chapman, 1994:27). According to research evidence, employees with high levels of affective commitment are less likely to quit their jobs (McShane and Glinow, 2000: 212).

bored with the content, frustrated by lack of promotion, fed up with their supervisors or demotivated by changes in their working environment. Hence, they start comparing the present job to perceived alternative jobs, and the dissatisfaction with the current employment relationships. The attractiveness of the present employment relationships and alternative employment relationships in other organizations are a function of the anticipated future outcomes from each and the expectancy of keeping the current job or finding an alternative job. But in most cases for actual resignation to occur, the individual concerned must first perceive that there are better opportunities elsewhere and then secure another position (Taylor, 1998: 235-36; Milkovich and Boudreau, 2006: 454-456). This is because workers are always calculating their advantages either to leave or to stay, and the pressure always comes from competition to take genuine workers (Heneman, et al., 1980:160).

Employees' dissatisfaction with their employment relationships initiates them to search for and join another organization with better working conditions (McShane and Glinow, 2000: 37). However, career choice is highly influenced by the perception of the job market and salaries (Temesgen, 1996:1-2). This is because many employees who would otherwise prefer to quit their jobs are obliged to stay on unless they have other employment opportunities (Noe, et al., 1996: 240). Some scholars have identified a "hobo phenomenon" as another influence on employee turnover. The hobo phenomenon refers to the idea that some people have short job patterns because they reject the idea that long-term employment with one organization is a sign of career success (McShane and Glinow, 2000: 37).

## **2.5 Strategies for Alleviating the Problem of Turnover**

Turnover creates unnecessary expense and reduces efficiency; consequently, productivity drops. When a planner identifies high turnover in specific department or sector, the quality of training and supervision in that department/sector should be looked into. As a part of the human resource function, the planner would contribute to the decision on what steps should be taken to remedy the turnover situation, such as training pay and incentive improvement and the like (Jenki, 1992:171).

To control turnover, first and foremost it is necessary to identify the factors associated with high turnover rate and correct them. Various causes have been cited by organizations and through

research. The surest way to solve these problems is to go directly to the source to find out on an ongoing basis why the workers leave, where they see the problems and where they see the successes. The information needs to be tracked consistently. The most commonly pointed out causes of turnover are promotional opportunities, pay opportunities, dissatisfaction with supervision, co-workers, the work itself and personal factors (Walker, 1992:168).

Some of the strategies and actions to take to retain professionals in the given area have to be specific to some extent since push factors might vary from one area to another. The following are some of the strategies and actions that should be undertaken to minimize unnecessary employee turnover:

- a. improving government policies and dialogue with professionals at all levels;
- b. creating and sustaining fair relationships with employees that are considerate of procedural and distributive justice issue;
- c. providing conducive working environment with at least the minimum facilities;
- d. providing a safe and secure work environment in which the employee does not feel threatened;
- e. providing opportunities for growth and career development;
- f. providing some incentive mechanisms; and
- g. improving socio-economic conditions by providing pay and benefits commensurate with other organizations (Habtamu, 2006:12-14; Hayes, 2004: 26; Bernardin, 2004: 258).

### **2.5.1 Improving Working Conditions**

To solve the school staffing problem, decreasing the demand for new teachers is imperative. This can be done by decreasing turnover. The improvements in the conditions of the teaching job, such as increased support from school administrations, increased salaries, reduction of student discipline problems and enhanced faculty input into school decision making would all contribute to lower rate of turnover, in turn, diminish school staffing problems and, hence, ultimately aid the performance of schools (Ingersoll, 2001: 7).

Many qualified and experienced teachers may leave the teaching profession because of its lack of career prospects in comparison with other professions. One of the major concerns must be to

retain such teachers in the school system by providing them with career and salary structures, improving working conditions, which attract and satisfy them and which reward and encourage the more gifted and committed staff while stimulating the less motivated staff into improving their ways (Thompson, 1995:67).

To get employees sustained with energetic commitment, management has to be resourceful in designing and using motivational incentives-both monetary and non-monetary. The more a manager understands what motivates subordinates and the more she/he relies on motivational incentives as a tool for implementing strategy, the greater implementation of the organization's strategic plan (Thompson and Strickland, 2001:395). Overall, the leadership at various levels (political and academic) has to develop fair and attractive schemes to reduce and/or take advantage of teacher turnover problem (Habtamu, 2006:1).

ILO (1991:165) also suggested the following measures that need to be taken in order to motivate and retain teachers within the profession and to attract new candidates to work in rural and deprived areas:

- a. the granting of additional incentives like payment of special allowances and/or the introduction of special weighting for periods of service in deprived areas;
- b. the provision of housing of an adequate standard, free of charge or at subsidized rates;
- c. financial support with the cost of work-related travel or the provision of a means of transportation for the purpose;
- d. regular medical treatment and the provision of medical kits for teachers in areas where medical facilities are not readily accessible;
- e. the privilege of transfer to the area of their choice for teachers having completed a specified period of service in rural or remote area; and
- f. special training and retraining arrangements, along with procedures to facilitate participation in in-service training schemes, to enable the teachers concerned to maintain teaching standards.

The absence of experienced and qualified staff remains to be a formidable impediment undermining the on-going effort for achieving the required educational quality while at the same time increasing access to education at a given level. In the presence of such problems, a primary step to be taken would be retaining professionals working in the system by improving the work environment, in particular, through maintaining the culture of transparent and participatory decision making, maintaining fair leadership culture with respect to assignment of work load, performance assessment, and distribution of benefits. Fulfilling these human resource factors is believed to contribute towards building organizational commitment and minimize turnover (Change, 1999: 1257-59). Constructing an attractive environment that retains a healthy proportion of teachers from year to year is very important (Gritz and Theobald, 1996:482-83).

### **2.5.2 Induction and Mentoring of New Teachers**

Career satisfaction plays a great role for teacher retention because career satisfaction suggests that teacher retention is a function of:

- a. satisfying teachers unmet psychological needs;
- b. early commitment to the profession;
- c. adequacy of teacher preparation programs and/or early teaching experience;
- d. professional and social integration in to teaching;
- e. the role of the manager; and
- f. level of education (Sikula, 1996: 550).

The literature on teacher employment has also suggested different strategies to retain good teachers in the classroom. Support to new teachers, for instance, has been recognized as an effective strategy to retain them. That is, when beginning teachers get a continuous support from an experienced mentor, they are much less likely to leave the profession (Darling-Hammond, 1997:8). Lack of competence in the course content or the pedagogical skills they need to run a class effectively, can be one cause of teacher turnover. Turnover can, thus, be minimized by providing these teachers with the content knowledge and pedagogical skills they need to do their job more efficiently. When teachers are certain that they can cope with the demands of teaching, they are more likely to remain in the profession (Chapman, 1994: 1718). Teachers' self-esteem and confidence, as well as competence must be built up from within the profession. Those who have no training or who are less experienced must be assisted and directed towards making a

worthwhile contribution. Those who are experienced and competent must be encouraged to make use of their full potential so as to bring about the desired changes (Lyons and Collins, 1980:125).

In light of the necessity for support, individual and group supports are the two most commonly used types in induction programs. Individual support has been provided through a number of sources. The most widely used has been a mentor teacher (Gold, 1996:563). Support individuals have been found to be of the greatest benefit when they assist the new teacher in both the potential and professional dimensions. The importance of both group and individual support has been recognized as new teachers express positive feelings about themselves and about their teaching (Gold, 1996: 564).

Some schools and districts attempt to stop the tide of new teacher attrition through comprehensive induction programs that include mentoring. A comprehensive induction and mentoring program has a strong positive effect on teacher commitment and that this effect is greater for teachers without education degrees than for those with education degree (Duke, Karson and Wheeler, 2006: 74). They also suggested that school districts should implement the following policies to reduce teacher turnover: increase access to induction programs for all beginning teachers and allow campus-level discretion in tailoring induction and mentoring to meet local needs.

To recapitulate, this chapter has reviewed important literature in relation to the issue of teacher turnover. Specifically, the concept of turnover, the existing situation of teacher turnover in general and cause and effect of turnover have been presented. Finally, the possible strategies for minimizing the rate of teacher turnover have been discussed.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

The main objective of this study was to investigate the major causes of teacher turnover in government secondary schools of SNNPRS. To achieve this objective, sources of data were determined and different data collection instruments and techniques of data analysis were employed. This chapter presents the research method, the source population and sampling techniques, the instruments of data collection and the methods of data analysis.

#### **3.1 Research Method**

In this study, a descriptive survey method was used because it enables to describe the state of the existing teacher turnover in the sample zones and special woredas in the SNNPRS. As noted by Seyoum and Ayalew (1989: 17), descriptive survey method becomes useful when the purpose of the research is to picture the current situation. It also allows collection of the data using tools and documentary analysis.

#### **3.2 Source of Data**

The data were collected from both primary and secondary sources. The primary sources included former teachers, who taught in government secondary schools in the region between 2002/03 and 2006/07, practicing teachers, who were teaching in government secondary schools in the region during the study, principals as well as woreda and regional education officials/experts. On the other hand, the official statistical data and reports obtained from schools, woreda education offices and regional education bureau were used as the secondary sources of data.

#### **3.3 Sampling Techniques**

Out of 13 administrative zones and 8 special woredas in SNNPRS, four administrative zones (Gedeo, Sidama, Wolayita and Kefa), four special woredas (Konso, Amaro, Derashie and Alaba) and Awassa administrative town were selected using purposive sampling technique, which is one of the probability sampling methods. This was to make the samples representative of the zones and special woredas having different rates of teacher turnover (high, medium, and low) based on

the reports of 30/07/2005 SNNPRS teachers association among government secondary schools in 2004/05 by zone/ or special woreda in SNNPRS (See Appendix E ).

After selecting the zones and special woredas using purposive sampling technique, all secondary schools in the special woredas were taken as a sample because there is no more than one secondary school in each special woreda. In addition, the woredas in the sampled zones and the secondary schools in each woreda were selected randomly using lottery method of randomization because simple random sampling gives equal chance of being selected for each individual woreda and school respectively. Based on the above method, 40-50% of the woredas (depending on the number of woredas in the zones) and 40-100.0% of high schools in the woreda (depending on the number of schools in the woreda) were taken as samples.

Furthermore, 30.0% of the high school teachers in each sampled school were included in the final sampling. However, the number of teachers in each school was not proportional. Thus, stratified random sampling (proportionate sampling) was employed as follows: the total number of teachers in the eighteen schools is represented by 'N', and the determined sample to be taken is represented by 'n';  $n/N$  gives the proportional number which is used to determine the number of sampled teachers of each school.

After getting the proportional sample size of each school, the teachers were selected by stratified sampling method to represent variables of gender, age, qualification, teaching experience and subject specialization. Moreover, all the sampled woreda education office heads and school principals were taken as a sample. The regional education official was also included in the study as there was only one.

Former teachers, who left government secondary schools in the region from 2002/03 to 2006/07, were included in the study. Since there was no officially recorded source concerning their location, information was gathered from SNNPRS civil service bureau experts, and former teachers who were available were taken as a sample. The reason for including former government secondary school teachers, who were working in government and non government organizations during the study, was that the researcher believed they were the right persons to respond to the major causes of teacher turnover and would be sources of valuable information regarding the issue at hand. Table I shows the number of schools in sampled

zones/sp. woredas and Awassa administrative town, list of the sampled schools, the number of teachers in the sampled schools as well as number of sampled teachers in the sampled schools.

**Table I: The sample schools, teachers population and the number of sampled teachers**

	Sampled Zone/Sp. Woreda and Administrative Town	Total Number of Sec. Schools in the Zone/Sp. Woreda	Sampled Secondary Schools	Teachers Population	Sampled Teachers
1	Gedeo Zone	4	Dilla	72	23
			Yirgachefe	31	10
2	Kefa Zone	4	Bishaw	51	16
			Gembo	29	9
3	Amaro Sp. Woreda	1	Kele	33	10
4	Konso Sp. Woreda	1	Konso	34	11
5	Sidama Zone	10	Yirgalem	80	26
			Kebado	23	7
			Kebena Gata	26	8
			Wondo	67	21
6	Derashie Sp. Woreda	1	Gidolie	33	10
7	Alaba Sp. Woreda	1	Alaba	40	13
8	Wolayta Zone	8	Sodo Ber	88	28
			Boditi	62	20
			Tebela	30	10
			Areka	41	13
9	Awassa Town Administration	3	Addis Ketema	52	17
			Awassa Tabor	120	38
	Total	33	18	912	290

### 3.4 Instrument of Data Collection

In this study both quantitative and qualitative data gathering instruments were employed. The instruments were designed to address the informants and types of information required for the study. Accordingly, three sets of questionnaires, interviews and quantitative data collecting format were prepared and employed to collect data for the study.

#### A) Questionnaire

Since questionnaire enables to gather information from a large sample, it was employed here as the main instrument to gather data from sampled secondary school teachers, principals and former government secondary school teachers. Therefore, three sets of questionnaires were prepared. The questionnaires were composed of both close-ended and a few open-ended questions. The close-ended questions included choice and Likert scale that were relevant to the

teacher turnover issue. Having been designed and prepared, the questionnaires were submitted to the advisor and to some professional experts for comment. Then the draft questionnaires were tried out on a small-scale study that was undertaken in two secondary schools (Wenago and Leku) for ten practicing teachers and two school principals. Moreover, the try out was undertaken in Dilla University for four former government secondary school teachers. After administering the questionnaires, the researcher asked some participants to comment on the appropriateness of the questions and to point out any repetitions, vagueness or ambiguities. Based on the advisor's comment, expert opinion and participants' suggestions, certain modifications were made on three items of practicing and former government secondary school teachers' questionnaires, and one question item was added on the principals' questionnaire. Furthermore, Cronbach's alpha for testing internal consistency of the items for each questionnaire was used. The reliabilities were high, with 0.88 for practicing teachers and 0.86 for former teachers, indicating that there is high internal consistency for each of the two questionnaires.

### **B) Interview**

To gather information about teacher turnover, structured interview along with a few unstructured questions was conducted with woreda and regional education officials.

### **C) Document Analysis**

Statistical data was gathered from schools, woreda education offices and regional education bureau as supplementary sources of data regarding teacher turnover.

## **3.5 Procedures**

In order to assess the main causes of teacher turnover in SNNPRS, first documentary statistical analysis was made. Secondly, relevant literatures were reviewed to investigate what had so far been done in relation to the problem under study. Thirdly, specific basic questions were formulated. Following that, data gathering tools were prepared and pilot-tested to check the appropriateness of the instruments and to get constructive comments from respondents. After modifying the questionnaires on the basis of the feedback from the pilot test, administration of the instruments was carried out. Finally, after analysis of the collected data was made using appropriate statistical tools, the report of the research was prepared.

### **3.6 Variables and Method of Data Analysis**

In this study information on personal backgrounds - age, sex and educational background - work experience, perception of teachers toward the teaching profession, satisfaction level of teachers in social relations, working conditions and others were taken as the major independent variables. The retention of teachers in government secondary schools of the region was the dependent variable.

The data gathered through both quantitative and qualitative methods were analyzed using both descriptive and inferential statistics. In the descriptive statistics, first the data was grouped and tabulated; preliminary analysis was made using frequency distribution and percentages for responses with ordinal and nominal variables. The inferential statistics mean values were computed to find out average values of the push and pull factors and other related factors. Based on the mean values, rank orders were established to find out the most important factors that were forcing teachers to quit government secondary schools. The Spearman- rank order correlation and chi-square were also used as statistical tools for analysis to identify whether or not there were significant differences between the categories of the respondents on certain factors. For all statistical tests, alpha was pre-set at  $\alpha = 0.05$ .

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

The major objective of this study was to identify the main causes of teacher turnover and to find possible preventive strategies that could encourage teachers to stay in the profession. To this end, sources of data were determined and different data gathering tools were employed. The sources of data were practicing teachers who were teaching in government secondary schools during the study, sample principals, former government secondary school teachers who quitted teaching in government secondary schools from 2002/03 to 2006/07, and education officials at woreda and regional level in SNNPRS. Questionnaire, interview and document analysis were the instruments through which data was collected for this study. The data obtained from documents, questionnaire and interviews were analyzed and interpreted in this chapter in relation to the basic questions of the study.

Out of the total of 290 questionnaires distributed to currently practicing teachers, 272 (93.8%) were completed and returned. Similarly, from the questionnaires administered to 174 former government secondary school teachers, who were engaged in non-teaching job or were teaching in other than government secondary schools during the study, 155 (89%) were filled in and returned. Out of 18 questionnaires distributed to school principals, 18 (100%) were completed and returned. In addition to the questionnaires, structured and unstructured interviews were conducted with fifteen woreda and one regional education officials. Secondary sources of data, mainly documents and reports, have also been used.

#### **4.1 Background Information of the Respondents**

As mentioned earlier, in order to collect firsthand information about the causes of teacher turnover, three categories of sample population filled in the questionnaires. The demographic characteristics of the sample populations are indicated in Table II and Table III.

**Table II Respondents by sex and age**

No	Variables/ Characteristics		Respondents					
			Practicing teachers		Former teachers		Principals	
			f	%	f	%	f	%
1	Sex	Male	208	76.5	142	91.6	18	100.0
		Female	64	23.5	13	8.4	-	-
		Total	272	100.0	155	100.0	18	100.0
2	Age	21 and below	-	-	-	-	-	-
		22-26	71	26.1	3	1.9	-	-
		27-31	52	19.1	36	23.2	5	27.8
		32-36	26	9.6	30	19.4	-	-
		37-41	56	20.6	56	36.1	2	11.1
		42 and above	67	24.6	30	19.4	11	61.1
		Total	272	100.0	155	100.0	18	100.0

As indicated in Table II, the data for item 1 show that 100% of the principals were males. It is also depicted in the table that while 208 (76.5%) of the practicing teachers were males, the remaining 64 (23.5%) were females. On the other hand, 142 (91.6%) of the former teachers who participated in the study were males and 13 (8.4%) of them were females. With regard to the age of respondents, the data for item 2 in Table II reveal that 123 (45.0 %) of the practicing teachers, 86 (55.5%) of the former teachers, and 13(72.2%) of the principals were 37 and above years old, whereas 5 (27.8%) of the principals, 39 (25.1%) of the former teachers and 123 (45.1%) of the practicing teachers were between 22 to 31 years old. This indicates that majority of the practicing teachers were younger than the former government secondary school teachers.

Item 1 in Table III shows the marital status of the respondents. According to the data obtained from the respondents, 152 (55.9%) of practicing teachers, 108 (69.7%) of the former teachers and 13 (72.2%) of the sample principals were married. The remaining 120 (44.1%) of the practicing teachers, 47 (30.3%) of the former teachers and 5 (27.8%) of the principals were single. Among the single, 3 (1.1%) of the practicing and 3 (1.9%) of the former teachers were divorced.

As demonstrated in Table III, the data for item 2 show that out of 272 practicing teachers, 241(88.6%) were first degree-holders while the remaining 31(11.4%) secured a diploma. On the other hand, all of the sample former teachers, but one, were first degree-holders, as a minimum. Similarly, all the eighteen sample principals were first degree-holders. According to the recent directive of the Ministry of Education, the minimum requirement for a secondary school principal is second degree in Educational Management, Pedagogy or Educational Psychology (MOE, 2007). However, all the principals of the sample schools as shown under item 2 and 3 in Table III, were not only under-qualified but also unqualified for the post they held. With regard to experience, 155 (57.0%) of practicing teachers, 104 (67.0%) of the former teachers and 13 (72.2%) of the principals had eleven and above eleven years of experience in teaching.

**Table III: Respondents by marital status, qualification, field of study and years of service in teaching**

No	Characteristics	Variables	Respondents					
			Practicing teachers		Former teachers		Principals	
			f	%	f	%	f	%
1	Marital status	Married	152	55.9	108	69.7	13	72.2
		Single	120	44.1	47	30.3	5	27.8
		Total	272	100.0	155	100.0		100.0
2	Qualification	Diploma	31	11.4	1	0.6	-	-
		Degree	241	88.6	144	92.9	18	100.0
		Second degree	-	-	10	6.5	-	-
		Total	272	100.0	155	100.0	18	100.0
3	Field of study	Amharic	20	7.4	7	4.5	2	11.1
		English	37	13.6	26	16.8	4	22.2
		Mathematics	35	12.9	6	3.9	3	16.7
		Geography	32	11.8	37	23.9	2	11.1
		History	36	13.2	21	13.5	1	5.6
		Physics	24	8.8	7	4.5	-	-
		Chemistry	32	11.8	7	4.5	5	27.8
		Biology	36	13.2	6	3.9	1	5.6
		Others	20	8.3	38	24.5	-	-
		Total	272	100.0	155	100.0	18	100.0
4	Years service of in teaching	0-5	89	32.7	12	7.7	2	11.1
		6-10	28	10.3	39	25.2	3	16.7
		11-15	42	15.4	46	29.7	2	11.1
		Above 15	113	41.6	58	37.3	11	61.1
		Total	272	100.0	155	100.0	18	100.0

## 4.2 Initial Commitment of the Respondents to the Profession

Initial preference for and perception of the teaching profession could be an influential factor for the retention of teachers in the profession. Learners who joined teacher education programs without preference or with a negative perception of the profession would enhance the rate of teacher turnover. Therefore, it is reasonable to investigate how and why practicing and former teachers joined the teaching profession. To this end, practicing and former teachers were asked to respond to the questions why and how they became teachers. Table IV shows summary of the reasons for becoming a teacher as reported by 272 practicing and 155 former government secondary schools teachers. The rating scores were computed to mean value, standard deviation and rank of the means.

**Table IV: Practicing and former teachers' reasons for becoming a teacher**

No.	Reasons for becoming teacher	Practicing teachers			Former teachers			d	d <sup>2</sup>
		Mean	SD	Rank	Mean	SD	Rank		
1	Interested in teaching as a career	3.01	1.382	3	2.63	1.309	7	-4	16
2	Joined the profession to ease economic problem	2.81	1.373	5	2.89	1.287	4	1	1
3	Joined teaching as a last alternative due to lack of other training opportunity	2.39	1.508	6	2.72	1.570	5	1	1
4	Pushed by the Ministry of Education to join teaching	2.82	1.545	4	2.96	1.558	3	1	1
5	Teaching had comparative advantage in terms of payment	3.94	1.331	1	4.26	.814	1	0	0
6	Teaching would contribute to personal improvement	2.31	1.153	8	2.20	.929	8	0	0
7	Teaching serves as a spring board for other jobs	2.34	1.321	7	2.68	1.252	6	1	1
8	Higher institutions assigned to teaching stream based on first year result	3.30	1.390	2	4.02	1.192	2	0	0
Spearman Rank Correlation Coefficient $r_s = 0.760$									

The rank order of the mean value result in Table IV indicates that the first two prominent reasons why they - practicing and former teachers - joined the teaching profession were the same. These were: teaching had comparative advantages in terms of payment by the time they were employed and the higher institutions assigned them to teaching stream based on their first year result. This shows that they joined the profession either to get better payment or the colleges/universities assigned them to teaching stream without their interest.

Practicing teachers advanced positive professional reasons for becoming teachers - interested in teaching as a career. On the contrary, the former government secondary school teachers ranked this professional reason in the seventh place which shows that initially they had little interest for the teaching profession. The reason ranked last for both groups is: teaching would contribute to personal development. Majority of the respondents did not expect personal development from the teaching profession and so it had little attraction for them to become teachers. This indicates quite clearly that few teachers join the profession for personal development. A significant number of respondents from both groups also reported that the Ministry of Education assigned them to the teaching stream without their interest (mean values 2.82 and 2.96 for practicing and former teachers respectively).

The computed Spearman's Rank Correlation Coefficient was used to see whether there were statistical differences in ranking by order of priority and the result showed ( $r_s$  critical=0.738,  $N=8$ ), that there is statistical significant difference between the two groups in ranking. However, there is a positive association between the ranks of practicing and former teachers.

### **4.3 Extent of Teacher Turnover**

As can be seen from Table V, out of 4,433 teachers who were teaching in the sampled government secondary schools in the past five years, 588 (13.3%) of them left teaching in government secondary schools of the region voluntarily. The table also depicts that the percentage of female leavers 107 (26.6%) is greater than that of males 481(11.9%) because initially the number of female teachers at secondary schools of the region is fewer and even the quitting of a single female teacher raises the percentage. Based on the data, Kele (26.1%), Kebena Gata (21.7%), Konso (21.5%) and Dilla (19.6%) were ranked from 1<sup>st</sup> to 4<sup>th</sup> in descending order of rate of teacher turnover, while Yirgalem (6.9%), Wondo (8.9%), Boditi

(9.0%) and Awassa Secondary Schools (9.5-9.7%) stood last from 1<sup>st</sup> to 4<sup>th</sup> in ascending order of rate of teacher turnover.

**Table V: Teacher turnover rate among SNNPRS teachers from 2002/03-2006/07 by school and sex**

No	School name	Sex	2002/03		2003/04		2004/05		2005/06		2006/07		Total at work	Total left	Total % Left	Average left
			W	L	W	L	W	L	W	L	W	L				
	Dilla	M	66	6	67	10	66	22	72	19	72	10	343	67	19.5	19.6
		F	4	1	5	-	7	2	6	-	7	2	29	5	17.2	
	Yirga-Cheffe	M	30	3	31	5	33	7	34	9	27	4	155	28	18.1	19.4
		F	3	-	4	2	3	1	5	1	5	2	20	6	30.0	
	Kebado	M	18	3	21	4	25	3	24	5	20	3	108	18	16.7	19.3
		F	1	-	2	1	3	1	2	1	3	2	11	5	45.5	
	Yirgalem	M	68	3	66	5	69	4	68	4	71	4	342	20	5.8	6.9
		F	6	1	7	2	6	1	8	2	9	-	36	6	16.7	
	Wondo	M	52	2	54	3	53	5	51	4	61	7	271	21	7.7	8.9
		F	3	-	4	1	5	2	4	-	6	2	22	5	22.7	
	Kebena-Gata	M	21	2	24	3	27	6	26	8	25	6	123	25	18.7	21.7
		F	1	-	1	-	2	1	1	1	1	1	6	3	50.0	
	Kele	M	-	-	33	5	34	14	32	7	31	6	130	32	24.6	26.1
		F	-	-	1	-	2	1	3	1	2	2	8	4	50.0	
	Wolayita Sodo	M	70	4	72	6	76	7	75	9	78	8	371	34	9.1	10.1
		F	5	1	2	-	5	3	4	-	10	2	26	6	23.1	
	Areka	M	36	3	34	5	35	4	36	5	37	4	178	21	11.8	13.2
		F	1	-	2	1	2	1	3	1	4	1	12	4	33.3	
	Boditi	M	56	3	58	4	59	3	57	6	54	6	284	22	7.7	9.0
		F	3	1	6	-	5	1	6	2	8	2	28	6	21.4	
	Tebela	M	30	2	31	5	32	7	29	5	27	5	149	24	16.1	17.6
		F	-	-	2	1	2	1	3	1	3	1	10	4	40.0	
	Gidolei	M	35	5	34	2	32	3	33	3	31	1	165	14	8.5	9.6
		F	2	-	1	-	3	1	4	2	2	-	12	3	25.0	
	Alaba	M	33	2	37	3	35	2	36	8	34	2	175	17	9.7	12.4
		F	2	-	4	2	3	-	4	2	6	3	19	7	36.8	
	Gembo	M	31	3	32	4	30	7	29	5	26	4	148	23	15.5	16.3
		F	-	-	-	-	1	-	1	-	3	2	5	2	40.0	
	Bishaw	M	43	4	43	5	42	5	43	6	42	6	213	26	12.2	15.2
		F	3	1	5	2	6	3	8	3	9	2	31	11	35.5	
	Addis Ketema	M	40	2	43	3	41	3	42	4	41	3	207	15	7.2	9.7
		F	6	1	6	1	8	2	9	3	11	2	40	9	22.5	
	Awassa Tabore	M	98	3	99	6	101	10	106	12	103	12	507	43	8.5	9.5
		F	11	1	13	2	14	2	16	4	18	3	72	12	16.7	
	Konso	M	32	4	33	4	34	10	33	7	30	6	162	31	19.1	21..5
		F	3	2	3	1	2	1	3	1	4	2	15	7	46.7	
												M	4031	481	11.9%	13.3%
												F	402	107	26.6%	

**Key** W= No. of teachers at work, L= No. of teachers left

*Source: Organized from data collected from each school by using the format in Appendix D.*

**Table VI: Former government secondary school teachers' year of leaving**

No.	Year of leaving	Respondents	
		f	%
1	2002/03	9	5.8
2	2003/04	27	17.4
3	2004/05	38	24.5
4	2005/06	52	33.5
5	2006/07	29	18.7
Total		155	100.0

As can be seen in Table VI, an average of 31.5 teachers left annually from government secondary schools in the region during the last four years. The table also depicts that the trend of leaving increased from year to year excepting 2007 as it has not yet ended. Table VII also indicates that the responses of 258 (94.4%) of practicing teachers, 18 (100.0%) school principals and 149 (96.2%) former secondary school teachers corroborate the above fact.

**Table VII: Principals, former and practicing teachers' responses about the trend of turnover**

The number of teachers who leave secondary school has increased over the past five years	Respondents					
	Principals		Former teachers		Practicing teachers	
Response	f	%	f	%	f	%
A. Strongly agree	8	44.4	90	58.1	174	64.0
B. Agree	10	55.6	59	38.1	84	30.9
C. Undecided	-	-	-	-	8	2.9
D Disagree	-	-	6	2.2	6	2.2
E. Strongly disagree	-	-	-	-	-	-
Total	18	100.0	155	100.0	272	100.0

Therefore, it is very important to identify the root causes of teacher turnover from government secondary schools and forward some possible suggestions to alleviate the problem.

#### 4.4 Characteristics of Leavers

According to some researchers like Ingersoll (2000), several characteristics including qualification, experience, sex and so on can determine one's decision to leave or continue in the teaching profession.

**Table VIII: Principals' opinion on the characteristics of leavers**

Which group of teachers has a higher tendency to turnover?		Response	
Characteristics/Variables		f	%
Sex	Male	18	100.0
	Female	–	–
Qualification	Diploma	–	–
	BA/BSc	16	88.9
	MA/MSc	2	11.1
Experience	Less than 5 years	5	27.8
	6 years and above	13	72.2

As can be seen in Table VIII, all the principals responded that compared to females, male teachers were more inclined to leave government secondary schools. Likewise, Table V shows that in absolute terms the number of males who left government secondary schools was greater than that of females. However, in relation to the proportion of female teachers in the system, Table V clearly shows that the proportion of female teachers who left 107 (26.6%) was greater than that of males 402 (11.9%). This finding contradicts with the findings of Manna and Tesfaye (2000). In their study, they found that female teachers tend to stay longer in the profession than male teachers. On the other hand, a research conducted by Gold (1996) on teacher career satisfaction and retention in USA, revealed that many female teachers do not really plan to teach and they leave the profession in the early career. Though there is similarity between the finding of the present study and that of Gold (1996), as Ethiopia and USA are far from the same, teachers in the two countries have different reasons for joining the profession from the very beginning. Similarly, the characteristics of leavers are likely to vary greatly. Therefore, it would be difficult to make a comparison between the characteristics of leavers in the two countries and their reasons for leaving.

As shown in Table VIII, about 16 (88.9%) of the principals indicated that first degree-holders were more inclined to leave and only 2 (11.1%) of the principals replied that second degree-holders had a higher tendency to turnover. The principals can only respond on what they actually observed in their schools. The number of second degree holders in government secondary schools of the region in general was few and they only exist in few urban secondary schools. As Table III depicts, out of 155 former secondary school teachers, 10 (6.5%) were second degree-holders. Therefore, in absolute terms the number of first degree-holders who left government secondary schools was greater than second degree-holders. However, the proportion of second degree holding teachers who left was greater than that of first degree holders for those schools which had second degree holding teachers. This is because there were no second degree-holders in the sampled schools during the study.

Regarding experience, 13 (72.2%) of the principals thought that teachers who had six and above years of experience left their school and were employed in government and non-government educational higher institutions or other non-education organizations. Only 5 (27.8%) of the principals reported that teachers who had five or less than five years of experience quitted government secondary schools. From this, one can infer that majority of leavers were experienced teachers. In contrast, other researchers like Kirby and Grissmer (1995 cited in Croasmun, Hampton and Herrmann, 2006:23) observe that teacher turnover tends to be higher during the early stage of a teaching career, because the teacher accumulates less specific capital, knowledge specific to occupation and that which is non-transferable. In the current study, one of the reasons for more experienced teachers to leave might be the fact that most government organizations announce vacancies which call for work experience as a major requirement. Thus, the experienced teachers had a better opportunity for recruitment in such organizations than less experienced ones.

In order to assess the trend of turnover in terms of subject, the school principals were asked to rank former teachers, who left their school in the past five years, in the subject they had been teaching. Most principals indicated that social science subject teachers particularly geography, history and foreign language teachers left the school more than the others. Former teachers were also asked to specify their subject specialization. As can be seen in Table IX, former teachers who were degree holders and specialized in Geography, English and History comprised the

highest group of leavers which accounted for 54.2 % of the total respondents. The table also depicts that out of 13 female leavers, 6 (46.2%) were degree-holders in geography. This is contrary to the findings of Befekadu Gebre (2001) who studied teacher attrition in Ethiopia and Ingersoll (2000) who conducted a study on teacher attrition in USA. Both of them found that most of the leavers were natural science subject teachers, particularly mathematics. Furthermore, experience tells us that in most secondary schools of our country, shortage of teachers is often experienced more in the field of natural sciences than that of social sciences.

However, the finding of the current study contradicted both from the experiential knowledge and from the studies cited. Some possible justifications can be forwarded for this difference. Shortage of natural science subject teachers is observed probably because the number of students joining the departments of the natural science stream in higher institutions is decreasing from time to time. Moreover, some of those students who join natural science stream do not successfully complete their education. With regard to Befekadu's study, as it was conducted before six years, the difference can be attributed to the time gap. In addition, the scope of the study was broader than the current study which is conducted in SNNPRS. On the other hand, the difference between the finding of the current study and that of Ingersoll (2000) might be because of the fact that as USA is a well developed country in science and technology, natural science teachers could have better work opportunity in other organizations. In Ethiopia, however, particularly in SNNPRS, there were no such developments that could attract natural science teachers. Therefore, social science teachers tend to leave the profession more than natural science teachers because many government and non-government organizations, which attract first and second degree- holders in social science, have been opened recently.

**Table IX: Frequency and percentage of subjects taught by former teachers**

No	Subject	Female		Male		Total	
		f	%	f	%	f	%
1	Amharic	-	-	7	4.5	7	4.5
2	English	-	-	26	16.8	26	16.8
3	Mathematics	-	-	6	3.9	6	3.9
4	Geography	6	3.9	31	20.0	37	23.9
5	History	-	-	21	13.5	21	13.5
6	Physics	-	-	7	4.5	7	4.5
7	Chemistry	-	-	7	4.5	7	4.5
8	Biology	-	-	6	3.9	6	3.9
9	ICT	-	-	-	-	-	-
10	Economics	-	-	-	-	-	-
11	Business	-	-	-	-	-	-
12	Others	7	4.5	31	20.0	38	24.5
	Total	13	8.4	142	91.6	155	100.0

#### **4.5 The reasons why teachers left or would leave government secondary schools**

Teachers leave or intend to quit teaching in government secondary schools for economic reasons or other factors that may arise due to intrinsic/extrinsic problems. Principals and practicing teachers were asked to rate the major possible reasons as to why teachers leave government secondary schools.

**Table X: Responses of principals and practicing teachers to why teachers leave teaching in government secondary schools**

No	Reason for leaving	Respondents						$r_1-r_2$	$d^2$
		Principals			Practicing teachers				
		Mean	SD	Rank	mean	SD	Rank		
1	Low salary compared to other occupation	4.51	.707	2	4.68	.831	2	0	0
2	Lack of different incentives	4.67	.485	1	4.72	.717	1	0	0
3	Interruption of career structure	3.61	.850	6	4.21	1.070	3	3	9
4	Lack of opportunity for further education	2.61	1.145	12	3.49	1.388	12	0	0
5	Poor school administration	2.62	.850	11	3.39	1.267	13	-2	4
6	Low social status accorded to teachers	4.33	.485	4	4.17	1.106	4	0	0
7	Student disciplinary problems	3.17	1.150	7	4.09	1.076	5	2	4
8	Interference of local authorities on teaching learning process	2.78	1.060	9	3.93	1.203	6	3	9
9	Absence of participatory decision making	2.72	.958	10	3.80	1.090	9	1	1
10	Evaluating teachers on the basis of their political outlook	2.56	.784	13	3.92	1.298	7	6	36
11	Availability of opportunity of other occupations with better payment and incentives	4.50	.283	3	3.91	1.371	8	-5	25
12	Inadequate facility of the school for teaching learning process	2.83	.857	8	3.62	1.227	11	-3	9
13	Low initial commitment for the profession on the part of the teachers	4.22	.943	5	3.74	1.199	10	-5	25
Spearman Rank Correlation Coefficient $r_s = 0.78$									

Table X shows the responses of principals and practicing teachers on the pushing and pulling factors. As mentioned by practicing teachers, the most significant factors that made former teachers leave and initiate practicing teachers to leave teaching in government secondary schools of the region in rank order 1<sup>st</sup> to 3<sup>rd</sup> were: inadequacy of incentives (mean= 4.72), low salary (mean = 4.68) and interruption of career structure (mean=4.21). They also ranked low social status accorded to teachers, student disciplinary problems and interference of local authority in fourth , fifth and six order respectively.

Furthermore, Table X shows that all of the specified reasons were rated above the expected average mean value (Mean = 2.50) by both groups. The mean value had a maximum of 4.72 and a minimum of 2.56 and the overall average mean of the two groups was 3.97 and 3.47 respectively for practicing teachers and principals. In many of the items the ranking of the two groups is similar. However, in contrast to practicing teachers, item 4, 5, 8, 9, and 10 were rated with mean value between 2.56-2.78 by the principals. This might be because the reasons, particularly item 5 and item 9 were directly or indirectly related to the principals. In this regard, therefore, the responses of the teachers and that of the principals were contradictory. It might be inferred from this that some principals were so satisfied with their performance that they could not see the decision-making in the eyes of the teachers. There was also a considerable difference in the ranking of the other two items: item 8 and 10, which might also be because the activities in these items were implemented by the school administrators, though there would be external local interference.

The computed Spearman's Rank Correlation Coefficient ( $r_s$ , critical=.568, N=13) indicated that, there was a statistical difference between the two groups in prioritizing problems, which practicing and former teachers encountered.

In general, for all the specified reasons, the mean value rating scores were greater than the expected mean value (2.50). This shows that all of the reasons had a significant impact on teacher turnover. Therefore, unless effort is made to minimize these factors in time, they would have an adverse effect on the retention of qualified teachers, which in turn results in poor quality of education.

#### **4.6 Major Causes of Teacher Turnover in SNNPRS**

From the results discussed above, one can infer that many experienced and qualified teachers leave or were ready to leave government secondary schools in the region. In order to investigate and analyze the major causes of teacher turnover in detail, both former and practicing teachers were asked to rate their level of satisfaction on their work- or environment-related variables. The level of satisfaction were categorized into four (4=highly satisfied, 3= satisfied, 2= dissatisfied and 1=highly dissatisfied). The variables are purposely grouped according to their similarity for easy discussions and the responses are discussed in detail under separate topics.

#### 4.6.1 Inadequacy of Salary and Lack of Incentives

Pay on its own does not increase motivation. However, financial motives are likely to be dominant among teachers in developing countries where pay and other material benefits are too low for individual and household survival needs to be met (Bennell, 2004:2). This shows that only when these basic needs have been met that it is possible for higher-order needs, which are the basis of true job satisfaction, to be realized. Table XI, summarizes the responses of practicing and former teachers on their level of satisfaction in relation to teacher salary and incentives.

**Table XI: Respondents' satisfaction on adequacy of salary and incentives**

No	Item	Respondent teachers	Level of satisfaction								X <sup>2</sup>
			4		3		2		1		
			f	%	f	%	f	%	f	%	
1	Adequacy of teachers salary to meet financial obligation	Former	6	3.9	21	13.5	96	61.9	32	20.6	40.222
		Practicing	-	-	22	8.1	118	43.4	132	48.5	
2	Availability of different incentives	Former	3	1.9	3	1.9	53	34.2	96	61.9	34.025
		Practicing	5	1.8	17	6.3	63	23.2	187	68.6	

As can be seen in Table XI, with regard to adequacy of teachers' salaries, 250(91.9%) of the practicing and 128 (82.5%) of the former teachers stressed that they were highly dissatisfied or they were dissatisfied by teachers' salary. The remaining 8.1% and 17.4% of the practicing and former teachers respectively were less dissatisfied. Table XI also depicts the level of satisfaction on the availability of different incentives. Among the former and practicing teachers, 149(96.1%) and 250(91.9%) of them respectively indicated that they were highly satisfied/dissatisfied with the lack of different incentives. This shows that teachers have neither adequate salary nor incentives. This enhances the dissatisfaction of practicing teachers, and might be one of the reasons for former teachers to have quitted government secondary schools.

The chi-square result ( $X^2_{critical} = 9.384$ ,  $df=3$ ,  $\alpha= 0.05$ ) further, shows that there was a statistically significant difference between the opinions of the practicing and former teachers. That is, as can be seen from the frequency table (Table XI), practicing teachers were more dissatisfied with the inadequacy of salary and lack of incentives for teachers. This might be due to the fact that cost of living is increasing from time to time whereas teachers' salary is constant. Therefore, practicing teachers were experiencing much stress due to the high inflation recently. As compared to the time when

former teachers were teaching, practicing teachers would find difficult to financially manage themselves and their family with their current salary.

For further investigation of the problem, Table XII summarizes a comparative salary analysis of former teachers and practicing teachers with similar experience and qualification.

**Table XII: Comparison of monthly salary of practicing and former teachers.**

Total service years	Respondents	Monthly salary									
		943-1255		1256-1435		1436-1635		1636-1780		Above 1780	
		f	%	f	%	f	%	f	%	f	%
0-5	Former	3	1.9	-	-	-	-	-	-	-	-
	Practicing	83	30.5	3	1.1	3	1.1	-	-	-	-
6-10	Former	3	1.9	14	9.0	6	3.9	9	5.8	-	-
	Practicing	11	4.0	17	6.3	-	-	-	-	-	-
11-15	Former	3	1.9	3	1.9	4	2.6	21	13.6	19	12.3
	Practicing	9	3.3	18	6.6	9	3.3	6	2.2	-	-
Above 15	Former	6	3.9	3	1.9	3	1.9	24	15.5	34	21.9
	Practicing	3	1.1	30	11.0	45	16.6	23	8.5	12	4.4
Total	Former	15	9.6	20	12.8	13	8.4	54	34.9	53	34.2
	practicing	106	38.9	68	25.0	57	21.0	29	10.7	12	4.4

Table XII depicts that among the respondents having the same qualification and years of experience, only 41(15.1%) of the practicing teachers were paid above 1635 birr per month while 107(69.0%) of the former teachers earned above 1635 birr per month. Thus, former teachers who left teaching in government secondary schools since 2002/3 were paid better than their counterparts in secondary schools.

#### **4.6.2 Lack of Respect and Support**

Many teachers leave government secondary schools as a result of the problem associated with respect and support accorded from supervision and mentoring bodies. Table XIII, summarizes the satisfaction/dissatisfaction with these issues of teachers in SNNPRS secondary schools.

**Table XIII: Practicing and former teachers' level of satisfaction/dissatisfaction with respect and support**

No	Items	Respondent	Responses								X <sup>2</sup>
			4		3		2		1		
			f	%	f	%	f	%	F	%	
1	Respect accorded to teachers by parents	Practicing	15	5.5	72	26.5	10.7	39.3	78	28.7	64.339
		Former	3	1.9	3	1.9	53	34.2	96	62.0	
2	Respect accorded to teachers by the community	Practicing	22	8.0	54	19.9	93	34.2	103	37.9	9.737
		Former	15	9.6	44	28.4	59	38.1	37	23.9	
3	Respect accorded to teachers by the local government bodies	Practicing	22	8.1	30	11.0	102	37.5	118	43.4	27.256
		Former	9	5.8	38	24.0	74	47.8	34	21.9	
		Former	6	3.9	57	36.7	72	46.5	20	12.9	
4	Support rendered by supervisors from woreda education office	Practicing	8	2.9	46	16.9	121	44.5	97	35.7	16.262
		Former	3	1.9	10	6.5	97	62.6	45	29.0	
5	Effectiveness of school level supervision	Practicing	10	3.7	107	39.3	110	40.4	45	16.5	39.526
		Former	15	9.7	88	56.8	52	33.5	-	-	
6	Community support of teachers	Practicing	8	2.9	36	13.2	126	46.3	102	37.5	6.798
		Former	12	7.7	14	9.0	76	49.0	53	34.3	
7	Mentoring and supporting new teaches to enhance their motivation and commitment	Practicing	23	8.5	76	27.9	92	33.8	81	29.8	95.855
		Former	3	1.9	12	7.7	107	69.0	33	21.3	

Items 1-3 in Table XIII show practicing and former teachers' ratings of respect they get from different community members. The result indicated that more than 70.0% of each group of respondents was not satisfied with the respect they get from parents, local community and government bodies. Only a few respondents of each group (less than 30.0%) were less dissatisfied with the specified issues. In relation to the responses to items 4, 5 and 6 as depicted in the Table XIII, 218 (80.2%) of the practicing and 142 (91.6%) of the former teachers indicated that they were not satisfied by the support they obtained from woreda education supervisors. The respondents also indicated that they were dissatisfied by the effectiveness of school level supervision. Moreover, 228 (84.0%) of the practicing and 129 (83.3%) of the former teachers were dissatisfied with the community support. On the contrary, research on teacher turnover has consistently found that approval and support of supervisors at different levels and community support are important ingredient in teachers' job satisfaction, and their decision to remain in or leave teaching (Chapman, 1994: 23).

Research has also shown that mentoring is an effective tool in improving teachers' retention (Darling - Hammond, 1997: 8). However, as item 7 in the table shows, most of the practicing

teachers (63.6%) and former teachers (90.3%) pronounced that mentoring and support rendered for new teachers was not satisfactory.

A chi - square test of significance was computed in order to see whether the two groups had a similar or different perception on the given items. The test result revealed that for three degree of freedom at .05 level of significance, the calculated values are greater than the tabulated value ( $X^2$  critical = 9.384) except for item 6. From this one can conclude that there was a significant difference between the responses of the two groups on the major factors listed under respect and support. However, there was no significant variation in rating item 6.

#### 4.6.3 Poor Interpersonal Relationships

An intimate relationship among and between teachers, school administrators and woreda education officials needs to be established in order to facilitate dynamic interaction among them. Hence, positive relationship is very important for better education and development for both school children and community members who could influence teachers to stay in the profession.

**Table XIV: Satisfaction level of practicing and former teachers with interpersonal relationships.**

No	Items	Respondent	Responses								$X^2$
			4		3		2		1		
			f	%	f	%	f	%	f	%	
1	Relationship between school administrators and teachers	Former	9	5.8	38	24.0	74	47.8	34	21.9	9.320
		Practicing	20	7.4	119	24.5	83	30.5	50	18.4	
		Former	6	3.9	51	43.7	56	36.1	42	27.1	
2	Relationship between woreda officials and teachers	Practicing	6	2.2	63	32.9	119	43.8	84	30.8	20.560
		Former	6	3.9	18	11.6	100	64.5	31	20.0	
3	Collegial relationship among teachers	Practicing	43	18.8	142	52.2	53	19.5	34	12.5	41.846
		Former	6	3.9	57	36.7	72	46.5	20	12.9	

Items 1-3 in the table depict the relationship between teachers with other concerned bodies (school administrators, woreda education officials) and collegial relationship among teachers. As the results show, 203 (74.6%) of the practicing and 131 (84.5%) of the former teachers indicated that they had weak relationship and they were dissatisfied with this situation. Moreover, the relationship between teachers and woreda officials was also distressing. Amusingly, a significant number of respondents (32.0%) practicing and (59.4%) of former teachers also confessed that there was weak relationship among colleagues. These results confirm that there was weak

interpersonal relationship between teachers and other concerned bodies. However, in a decentralized administration, power and authority was given for the local administrators and woreda educational officials so that they could create a good and collaborative working situation. To this effect, they were expected to communicate with and involve teachers and other concerned bodies in decision making and thereby solve problems that exist in and around the schools.

A chi-square test of significance was computed in order to see whether the two groups had similar or different perception of the specified items. The test result revealed that for three degree of freedom at .05 level of significance, the calculated values were greater than the tabulated value ( $X^2$  critical = 9.384, df=3) except for item 1. From this, one can conclude that there was a significant difference between the responses given by the two groups on the major factors given under interpersonal relationships. However, there were no significant variations in rating item 1.

#### 4.6.4 Poor Working Conditions

**Table XV: Practicing and former teachers' level of satisfaction with working conditions**

No	Items	Respondent	Responses								$X^2$
			4		3		2		1		
			F	%	f	%	F	%	f	%	
1	Class room conditions	Practicing	14	5.1	40	14.7	122	44.9	96	35.3	2.431
		Former	6	3.9	25	16.1	79	51.0	45	29.0	
2	Conduciveness of the school environment to the teaching learning process	Practicing	11	4.0	57	21.0	131	48.2	73	26.8	21.039
		Former	3	1.9	9	5.8	83	53.6	60	38.7	
3	Availability of instructional materials	Practicing	14	5.1	60	22.1	139	51.1	59	20.7	5.617
		Former	3	1.9	25	16.1	86	55.5	41	26.5	
4	Students enthusiasm to learn	Practicing	6	2.2	44	16.2	131	48.1	91	33.5	2.032
		Former	6	3.9	28	18.1	77	49.7	44	28.3	
5	Manageable student discipline	Practicing	5	1.8	31	11.4	122	44.9	114	41.9	45.294
		Former	3	1.9	41	26.4	92	59.4	19	12.3	
6	General security of the work place	Practicing	23	8.5	90	33.1	95	34.9	64	23.5	29.386
		Former	-	-	28	18.1	78	50.3	49	31.6	
7	The commitment of the organization to teachers	Practicing	5	1.8	61	22.4	118	43.4	88	32.4	8.412
		Former	3	1.9	21	13.6	88	56.8	43	27.7	

The practicing and former teachers were asked to rate their level of satisfaction with some working conditions listed. Table XV depicts their responses, frequency count and the corresponding percentage.

The results in the table reveal that most of the practicing and former teachers were dissatisfied with the working conditions of their schools. Unsatisfactory working conditions like large class

size, shortage of instructional materials, disruptive students, insecurity of the working place may account for part of the reasons for teacher turnover (Coolahan, 2003: 65-67)

Due to large class size, teachers could not effectively follow up the activities performed by their students. In most secondary schools of the region, classes were overcrowded and the problem is worse in urban schools in which the class size ranges from 80-123 students. About 218 (80.2%) of the practicing teachers were generally dissatisfied with the classroom conditions.

As indicated in Table XV, majority of both, 71.8% practicing and 82.10% former teachers, were also dissatisfied with the scarcity of instructional materials in the schools. Furthermore, both groups were not satisfied with the declining situation of students' interest to learn and the growing misbehavior of students. From the responses, one can infer that the two working conditions (item 4 and item 5) were the most frustrating situations prevailing in government secondary schools of the region. That was why more than 226 (86.8%) of the practicing and 111(71.7%) of the former teachers were dissatisfied with students' disciplinary problems and lack of interest to learn.

The security of the work place was reported as dissatisfactory or highly dissatisfactory by 159 (58.4%) and 127 (81.9%) of practicing and former teachers respectively. In contrast to the above respondents, the remaining 113 (41.6%) practicing teachers and 28 (18.1%) former teachers expressed less dissatisfaction with the existing security of their work place.

In an open ended question, most former teachers indicated the reason why they left secondary schools of the region. The most prominent factors that dissatisfied and pushed them out of government secondary schools were students' disciplinary problems and insecurity of the work place recently.

In general, the working conditions in secondary schools of the region were becoming a growing concern and were aggravating the dissatisfaction of practicing teachers. This in turn was inducing teachers to leave teaching in government secondary schools. Hence, the security of the work place should be one of the major concerns of all individuals, including school administrators, teachers, parents, local community, and government bodies. They are expected to make utmost effort to solve the problem from the source.

The chi-square test shows that for three degree of freedom at .05 level of significance for items 2, 5 and 6, the calculated value was greater than the critical value ( $X^2$  critical = 9.348). This shows that there was a statistically significant difference between the two groups on rating the level of satisfaction with the indicated items. For the rest items the result shows that there was no significant difference between the practicing and former teachers in rating their level of satisfaction with the items because the calculated values are less than the chi-square critical value. The findings concerning working conditions as a source of teacher turnover markedly corresponds with the result obtained in other studies (Ayalew, 1991; Getachew, 1999; Manthei, et al., 1996).

#### 4.6.5 Lack of Recognition and Absence of Career Development

**Table XVI: Principals and practicing teachers' level of satisfaction with recognition and promotion**

No	Items	Respondent	Responses								$X^2$
			4		3		2		1		
			f	%	f	%	f	%	f	%	
1	Opportunity for further education	Practicing	15	2.5	74	27.2	85	31.3	98	36.0	33.710
		Principals	2	11.1	16	89.9	-	-	-	-	
2	Recognition given to successful performance of teachers	Practicing	11	4.0	56	20.6	120	44.1	85	31.3	17.028
		Principals	2	11.1	10	55.6	6	33.3	-	-	
3	Teachers participation in school decision making	Practicing	27	9.9	110	40.4	71	26.1	64	23.5	205.675
		Principals	6	33.3	12	66.7	-	-	-	-	
4	Career structure promotion	Practicing	6	2.2	52	19.1	91	33.5	123	45.2	17.577
		Principals	2	11.1	7	38.9	9	50.0	-	-	

Table XVI summarizes the rating of practicing teachers and principals on some factors which could increase satisfaction of teachers with their profession. The first factor in the category was the opportunities their job gave teachers for further education. The result indicated that majority of the practicing teachers 183 (67.3%) were not satisfied with the opportunity they had for further education. However, all the principals were satisfied with the issue raised. As it is known, the main objective of professional development is to ensure strategy for teachers to improve their academic competence and professional skill.

In relation to the response to item 2 as indicated in the table, 205 (75.4%) of the practicing teachers were not satisfied with the recognition given to teachers having good performance. In contrast to this, 12 (66.7%) of the school principals were satisfied with the recognition given to

successful teachers. The responses of the two groups of respondents were contradictory for which there might be two possible reasons. There was either no recognition given to successful teachers or the criteria used for selection of efficient teachers might be unfair. Scholars like (Herzberg, 1964) indicate that if recognition was given to competent teachers it would highly motivate teachers to work.

As indicated in Table XVI, 137 (50.4%) of practicing teachers were satisfied with their participation in decision making while 135 (49.6%) of them were not satisfied with participation of teachers in school decision making. But all the principals (100.0%) expressed that teachers were participating in school decision making. This shows that teachers desired significantly greater participation than they actually experienced at all levels.

Item 4 in Table XVI depicts the opportunity of career structure promotion of teachers. As one can see from the table, the opportunity for career structure promotion was de-motivating for 214 (78.7%) of the practicing teachers and 9 (50%) of principals. Teachers in general had been deprived of the opportunity for career structure promotion.

The chi-square test was computed to check if there were perceptual differences between the two groups (practicing teachers and principals). Accordingly, the result revealed that the critical value of chi-square test was found to be less than the calculated value in all items in the table ( $X^2$  critical = 9.384,  $df = 3$ ). The reason for the variation could be that the principals by virtue of privilege for the stated cases often neglect the actual condition.

#### 4.6.6 Administration Related Problems

**Table XVII: Rating perception of principals and practicing teachers of selection and transfer criteria**

No	Items	Respondent	Responses								X <sup>2</sup>
			4		3		2		1		
			F	%	f	%	f	%	f	%	
1	Fairness in handling teachers promotion	Practicing	9	3.3	51	18.8	99	36.4	113	41.5	8.629
		Former	2	11.1	1	5.6	11	61.1	4	22.2	
2	Fairness in teacher transfer	Practicing	9	3.3	36	13.2	127	46.8	100	36.7	19.633
		Former	2	11.1	7	38.9	9	50.0	-	-	
3	Fairness in selecting candidates for further education	Practicing	12	4.4	56	20.6	96	35.3	108	39.7	18.644
		Former	-	-	14	77.8	4	22.2	-	-	
4	Fair criteria used for selection of principals and supervisors	Practicing	3	1.1	44	16.2	102	37.5	123	45.2	21.167
		Former	2	1.1	6	33.3	10	55.6	-	-	

The practicing teachers and school principals were asked to rate their level of agreement about fairness of the criteria used at school to perform administrative activities.

In Table XVI, the result indicated that teachers were dissatisfied with the career structure promotion opportunity. Item 1 in Table XVII also shows that 212 (77.9%) of the practicing teachers were dissatisfied with the way teacher promotion was handled. Like the teachers, 15 (83.3%) of the school principals were dissatisfied with the way teacher promotion was carried out. In the open-ended part of the questionnaire, the principals indicated that promotion was not given for all efficient teachers. The number of teachers who should get the promotion was initially limited by woreda education officials. The chance of promotion is not determined by the number of dedicated teachers, rather the promotion determines the number of dedicated teachers. Consequently, even very hard-working teachers may lose the chance of promotion. This situation is more likely to de-motivate efficient teachers and thereby make them reluctant to remain in the profession.

With respect to fairness of teacher transfer, item 2 shows that 227 (83.5%) of the practicing teachers and 9 (50.0%) of the principals were dissatisfied with the criteria used for teacher transfer due to its lack of fairness. It is, therefore, apparent that majority of the teachers were dissatisfied with the way teacher transfer was handled. Previous studies had also found that the teachers doubted the fairness of transfer (Ayalew, 1991).

Regarding responses to item 3 in the table, most of the practicing teachers 204 (75.0%) were dissatisfied with the criteria used when selecting candidates for further education because of its unfairness. In contrast, 14 (77.8%) of the principals indicated that the criteria used to select candidates for further education is fair.

In their response for the open-ended part of the questionnaire, practicing teachers indicated that the responsibility of selecting candidates for further education was given for woreda education officials and the final approval was made by woreda government bodies (cabinet members at woreda/ zone level). Therefore, most of the time, the opportunity for further education was given to those who work in the woreda or zone office or to teachers who had a closer relationship with principals and the woreda officials.

The data for item 4 in Table XVII indicates that 225 (82.7) of the practicing teachers were dissatisfied with the criteria used for selection of principals and supervisors as they felt that it was unfair. Surprisingly, those principals who were blamed by most teachers assuming that they were selected unfairly were also dissatisfied with the criteria used for selection of principals and supervisors in the region. This might entail that some principals were assigned without their interest, and thus, they were dissatisfied with the activities in their school which would likely be full of external interference.

The trend of placement of secondary school principals in the region was, by and large, the responsibility of woreda/ zone cabinet members' appointment. However, MOE recent directives comment that the selection committee should include students, teachers, parents and community members so as to give every one a sense of participation in the selection of principals and supervisors.

Moreover, all items in the table were tested to see whether or not there was a difference between practicing teachers and principals in their perception of fairness of administration and justifiability of the criteria used at school to perform different activities. Accordingly, the calculated chi-square result for all items except item 1 exceeded the critical value ( $X^2$  critical = 9.384 with  $df = 3$  at .05 level of significance). The result revealed that there was a statistically significant difference between the two groups of respondents. Here, the implication is that the ratings of the two groups to express their level of satisfaction/dissatisfaction were not the same. Yet, the statistical test result does not indicate significant differences for rating the level of satisfaction in item 1 on the table.

#### 4.6.7 Problems Related to Deployment

**Table XVIII: Practicing and former teachers' ratings of satisfaction with deployment**

No	Items	Respondents	Responses								$X^2$
			4		3		2		1		
			F	%	f	%	f	%	f	%	
1	Deployment in areas distant from one's family	Practicing	8	3.0	105	38.6	116	42.6	43	15.8	3.370
		Former	9	5.8	60	38.7	57	36.8	29	18.7	
2	Deployment in areas where there is alien/ different language and culture	Practicing	11	4.0	103	37.9	111	40.8	47	17.3	11.269
		Former	3	1.9	49	31.6	87	56.2	16	10.3	
3	Separation from husband / wife due to area of deployment or transfer	Practicing	12	7.8	60	39.5	47	30.9	33	21.7	29.254
		Former	-	-	37	34.3	47	43.9	24	22.2	

Table XVIII depicts that 159 (58.5%) of the practicing teachers were dissatisfied and 86 (55.5%) of the former teachers had been dissatisfied with the deployment away from their family. The response for item 2 in the table also reveals that 158 (58.1%) of the practicing teachers were dissatisfied and 103 (66.5%) of the former teachers had been dissatisfied with the deployment in areas of alien language and culture. Furthermore, item 3 in the table shows that 80 (52.6%) of married practicing teachers were dissatisfied with deployment as it resulted in spousal separation. Likewise, 71 (65.7%) of the married former teachers had been dissatisfied with this factor.

In general a significant number of both the practicing and former government secondary school teachers reflected that they were dissatisfied with the deployment in areas which were far from family and where there was alien culture and language. The computed chi-square result shows that the opinions of the two groups did not indicate a statistically significant difference ( $X^2 = 3.37$ ,  $df = 3$ ) for item 1. However, for item 2 and 3 the chi-square results of the test show that for three degrees of freedom at alpha 0.05 level of significance, the calculated values ( $X^2 = 11.27$  and  $X^2 = 29.25$  respectively) were greater than the critical value ( $X^2 = 9.384$ ). Thus, it is safe to conclude that there is a statistically significant difference of view between the two groups in rating their level of satisfaction.

#### **4.7 Intention of Former and Practicing Teachers for the Profession**

A survey study conducted by Tennessee State Board of Education (2000) on teachers' views about teaching profession shows that 63.0% of the respondents reported that they would choose to become a teacher again. Furthermore, the former teachers who left the profession were asked whether they would plan to return to the teaching profession or not and about 64.0% of them replied that they had plans to return to the profession.

A similar question was raised for the respondents of this study. The views of practicing and former government secondary school teachers of SNNPRS about their willingness to become a teacher again are summarized in the subsequent tables (Table XIX to Table XXI).

**Table XIX: Practicing and former teachers' willingness to become a teacher again**

Item If you could go back to your college days and start over, would you become a teacher again?	Respondents			
	Practicing teachers		Former teachers	
Response	f	%	f	%
A. Definitely yes	21	7.7	16	10.3
B. Probably yes	62	22.8	22	14.2
C. Probably No	43	15.8	53	34.2
D. Definitely no	146	53.7	64	41.3
Total	272	100.0	155	100.0

Table XIX shows that 83 (30.5%) of the practicing and 38 (24.5%) of the former teachers would like to become a teacher again. However, 189 (69.5%) of the practicing and 117 (75.5%) of the former teachers reported that they would not choose to become a teacher again. This finding is similar with that of initial commitment of practicing and former government secondary school teachers for the profession. From the result, it is possible to conclude that most practicing and former teachers under the study joined the profession not for positive professional reasons, and still they could not develop positive perception of the profession - an issue which calls for the attention of the government bodies in the region.

**Table XX: Future intention of practicing teachers**

Item and responses Do you plan to give up teaching in government secondary schools	Respondent's Sex	Response	
		f	%
A. Yes	Male	150	55.1
	Female	29	10.7
B. No	Male	58	21.3
	Female	35	12.9
Total		272	100.0

Table XX reveals that out of 64 females, more than half or 35 (54.7%) of them did not plan to leave government secondary schools. Similarly, out of 208 males, 58 (27.9%) reported that they did not intend to quit. Overall, 93 (34.2%) of the total respondents do not plan to leave government secondary schools. On the other hand, 179 (65.8%) of the total respondents replied

that they planned to leave government secondary schools. Therefore, this shows that majority of the practicing teachers in government secondary schools of SNNPRS had the intention to quit. From this it can be inferred that a considerable number of practicing teachers' retention in the profession/stay in government secondary schools is determined by circumstances like alternative job opportunity.

**Table XXI: Former teachers' response on whether they plan to return to the profession**

Item	Respondent's sex	Response	
		f	%
If you are not teaching, do you plan on returning to the teaching profession?			
A. Yes	Male	29	18.7
	Female	-	-
B. No	Male	102	65.2
	Female	13	9.0%
Total		144	92.9

Table XXI depicts that out of 144 (92.9%) former teachers, who voluntarily quitted teaching in government secondary schools, 115 (74.7%) of them indicated disinclination to return to the teaching profession. Only 29 (18.7%) of them reported that they had the intention to return to the profession. Respondents, who responded to the questions about 'reason for leaving' and 'willingness to become a teacher again' 11 (7.1%), did not respond to the 'plan to return'. This is because by the time these data were collected, they were teaching in private and government higher institutions in the region.

#### **4.8 Major Consequences of Teacher Turnover**

The shifting of teachers from government secondary schools to other organizations and/or their movement to other education institutions in pursuit of better working conditions are costly phenomena, both for students, who lose the value of being taught by an experienced teacher, and to the schools and districts, which must recruit and train their replacement.

In order to explore magnitude of the consequences of secondary school teacher turnover in SNNPRS, interviews were conducted with SNNPRSEB head and sampled woreda education office heads. School principals and practicing teachers were also asked in the open-ended part of

the questionnaire to write the main problems they encountered due to teacher turnover in their school. Based on the respondents' reports and the researcher's experience and observation, consequences of teacher turnover identified from the region in general and from the sampled schools in particular were summarized as follows.

Armstrong (2001: 374) suggests that when we think the cost of turnover, we should consider leaving cost, direct cost or recruiting replacements, opportunity cost of time spent for recruitment and training, as well as direct cost of training new starts until they are fully trained. The respondents of the current study also reported that the cost incurred to train candidates for teacher education was high. The high rate of loss of qualified (degree or second degree - holders) teachers meant higher cost wastage compared to the cost incurred to train diploma or TTI graduates. Consequently, the region had been experiencing a great crisis as the number of qualified teachers leaving secondary schools in the region had been increasing in the last half decade.

When more qualified teachers leave government secondary schools, it causes school staffing problems. Under such circumstances, the schools were also compelled to assign less qualified teachers for the level which created shortage at the second cycle of primary education. Moreover, some school principals and woreda education officials expressed their concern that due to shortage of qualified teachers in some subject areas, their students were being taught by under-qualified teachers. Some teachers were also forced to teach subjects other than their field of specialization. Consequently, students achieved lower result in grade 10 national examination and grade 12 national higher education entrance examinations. In the absence or shortage of qualified and even under-qualified teachers, some schools went so far as to pay per-diem from their meager income for professionals who had been working in other organizations or institutions. For instance, in Dilla Secondary and Preparatory School, Health and Physical Education teacher was part-timer, whereas Yirga Cheffe Secondary School ICT teacher and Kebena Gata Secondary School Geography teacher were part-timers as well.

Some students also incurred cost by paying tutorial fee due to shortage of some subject teachers in their school. Furthermore, parents incurred additional cost for house rent, for transportation and food when sending their children away from home in search of better education. Students also incurred time cost in moving away from their family's home.

School staff as a whole suffered from stress by working for long hours as a result of shortage of teachers which in turn affected their commitment to work. On the other hand, teachers' transfer is delayed, which disheartened dedicated teachers and reduced their enthusiasm to work. In addition, as more qualified and experienced teachers left the school continually, some of the new recruits were frustrated and they had unfavorable attitude towards the profession.

#### 4.9 Some Proposed Strategies to Alleviate Teacher Turnover

School principals, practicing and former teachers were asked to forward their suggestion for possible changes that would minimize teacher turnover. Furthermore, the practicing teachers and sampled school principals were asked to put a tick mark on questions related to intervention to be made to alleviate teacher turnover problem in government secondary schools of the region. Table XXII contains interventions to be made as recommended by the respondents.

**Table XXII: Suggestions proposed to alleviate the problem of teacher turnover**

No	Items	Response							d= r <sub>1</sub> -r <sub>2</sub>	d <sup>2</sup>
		Practicing teachers (N=272)			Principals (N= 18)					
		f	%	r <sub>1</sub>	f	%	r <sub>2</sub>			
1	Reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification.	272	100.0	1	17	94.4	2	-1	1	
2	Providing incentives for efficient teachers	206	75.7	9	10	55.6	9	0	0	
3	Improving the working environment within the school	262	96.3	3	14	77.8	5	-2	4	
4	Participating teachers in decision-making at all levels	243	89.3	8	15	83.3	4	4	16	
5	Providing house and medical services for teachers at a low cost	253	93.0	5	12	66.7	7	-2	4	
6	Granting respect to teachers on the part of government bodies	250	91.9	6	11	61.1	8	-2	4	
7	Supporting new teachers through induction and mentoring	114	71.3	10	16	88.9	3	7	49	
8	Setting fair and clear criteria for promotion and transfer	254	93.3	4	13	72.2	6	-2	4	
9	Merit assignment of principals and supervisors	246	90.4	7	9	50.0	10	-3	9	
10	Improving disciplinary problem of students	268	98.5	2	18	100.0	1	1	1	
Spearman Rank Correlation Coefficient r <sub>s</sub> =0.440										

It is clearly revealed in Table XXII that all the items were supported by more than half of the two groups of respondents. The practicing teachers rated the options in rank order of item 1(100.0%), item 10 (98.5%), item 3 (96.3%), item 8 (93.3%), item 5 (93.0%) etc, and they ranked item 7 last

(71.3%). The principals on their part, ranked the recommendation item 10 (100.0%), item 1 (94.4%), item 7 (88.9%), item 4 (83.3), etc. and they ranked item 9 as the last option (50.0%).

To see whether the ranking of the two respondent groups differs statistically or not, it is shown by employing the Spearman - Rank Order of Correlation. The calculated  $r_s$  at  $N = 10$  and alpha at 0.05 level of significance (two - tailed) is 0.44. Here, it is shown that the calculated value is less than the critical value ( $r_s$  critical = .648). This revealed that there was similarity between the rankings of the proposed suggestions in order of priority by both categories of respondents. In some items like item 7, a large gap is observed in ranking between the two groups; while principals ranked it third in order of importance, practicing teachers ranked this item last. This shows that helping new teachers was not practiced at school level and hence most teachers could not see its value. On the other hand, research findings stress the value of staff induction for minimizing turnover rate. For instance, a study conducted by Tennessee Department of Education (2002) affirms that new teachers' turnover rate can be cut in half through comprehensive induction, a combination of high quality mentoring. Therefore, in order to make government secondary schools better, the above proposed suggestions need to be given due attention by the order of their priorities on the part of education officials and other concerned bodies. This in turn, would help encourage teachers in government secondary schools of the region to remain in the profession.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This is the last chapter of the study where summary of the major findings, conclusions and feasible recommendations are presented.

#### 5.1 Summary

The purpose of this study was to identify the major causes of teacher turnover in government secondary schools of SNNPRS and to find possible preventive strategies that could encourage teachers to stay in the profession. Particularly, the study attempted to: review the extent of turnover in government secondary schools of the region, investigate those groups which had more tendency to turnover, identify the major push and pull factors which were responsible for turnover, assess the view of practicing and former teachers for the profession, examine the consequences of teacher turnover on schools and suggest some possible strategies for alleviating the problems of teacher turnover in SNNPRS.

The subjects of the study were practicing teachers in the sampled schools, former teachers, who left government secondary schools since 2002/03, school principals, woreda education office heads and the region education bureau official. Data were collected through questionnaire, interview and document analysis. By employing percentage, Spearman- rank order correlation and chi-square as statistical tools, data were analyzed and major findings of the study were summarized and presented in the forthcoming paragraphs.

Based on the result of the data collected and analyzed, the following findings were obtained.

1. The result of the study showed that majority of the practicing and former government secondary school teachers of the region joined the teaching profession without their interest in teaching as a career.
2. From a group of leavers, due to high job opportunity, social science subject (Geography, English and History) teachers ranked first to third respectively. The result also showed that females, in terms of sex and first and second degree-holders, in terms of qualification were more inclined to quit. Furthermore, from the perspective of experience, teachers

with more than 6 years of teaching experience quitted government secondary schools. Out of the 142 former male teachers 104 (73.2%) of them had above ten years experience in teaching.

3. Majority of the respondents were dissatisfied or less satisfied with most of the 30 work- and environment-related variables in the questionnaire. The respondents rated their level of satisfaction with the specified variables below the average; less than 20.0% of practicing and former teachers were satisfied or less dissatisfied with these variables in government secondary schools of the region. Some of the prominent reasons for dissatisfaction or less satisfaction of practicing and former teachers were:
  - inadequate salary and lack of incentives;
  - serious student disciplinary problems;
  - unfair criteria used for selection, promotion and deployment;
  - low status accorded to the teaching profession by the community;
  - lack of respect and support from different community members including local governing bodies; and
  - Weak inter-relationships.

These were some of the key factors that made former teachers leave and practicing teachers intend to leave teaching in government secondary schools of the region.

4. Regarding the intention of practicing and former teachers toward the teaching profession, out of 155 former and 272 practicing teachers, only 33 (24.5%) and 83 (30.5%) of them respectively, expressed their willingness to become teachers again. While 179 (65.8%) of the practicing teachers were inclined to leave government secondary schools, out of 64 practicing female teachers, 29 (45.3%) of them planned to leave government secondary schools. On the other hand, out of the 144 former teachers who left teaching altogether voluntarily, only 29 (20.1%) of them all of whom were males had the intention to return to the profession again.
5. Some of the consequences of teacher turnover were identified through the interview and the open-ended part of the questionnaire. The rapid rate of qualified and experienced teacher turnover affected pupils achievement in national examination; parents and

students were compelled to incur additional costs for house rent and traveling expense in search of better education, school staff as a whole suffered physically due to work load and mentally due to colleagues rapid quitting. Furthermore, in some areas the more valuable time and effort was devoted by head teachers, school administrators and woreda education officials to paper work and other task involved in transferring and appointing staff. Lastly the co-operative school community link is likely to be low in some remote areas (rural secondary schools). This is because the community perceived that very few teachers were willing to stay and teach their children.

## **5.2 Conclusion**

Initial commitment to the teaching profession is a prerequisite for further commitment to continue in the profession and for job satisfaction (Gold, 1996: 553). The finding of this study shows that assigning trainees to join teacher education without their interest affects the motivation of the trainees. These candidates who were assigned to the teaching profession without initial interest or commitment would be less efficient in their career and are less likely to bring about the desired result in the students they teach. Nationally, the government in the existing institutions of higher education and in a number of alternative programs commits substantial resources to the preparation of teachers. From the scarce resource, a large proportion of it was allocated to teacher preparation and used on individuals who never enter teaching and an additional resource is used on individuals who teach fewer years. If these resources were applied to the preparation of good candidates who enter the profession and remain in teaching more than a few years, a significant improvement could be expected in the quality of teacher preparation.

Salary was found to be positively related with satisfaction. The findings that 250(91.9%) of the practicing teachers were dissatisfied by the low salary they earn implies that teachers still feel the amount of money they earn is not sufficient to meet the demands of life and it is not proportional with the task they perform. This requires further study and necessary adjustment at a national level, if quality education through a satisfied teaching force is desired.

Teacher turnover is a significant phenomenon and a dominant factor driving demand for new teachers. Shortage of experienced and qualified teachers was observed in most government secondary schools of the SNNPRS primarily due to teachers moving from or leaving their jobs at

relatively higher rates. This is particularly crucial point because it is precisely those kinds of professionals that have a better chance for employment in other government or non-government organizations, but that are needed by government schools of the region. ✖

Teachers' recruitment program done by regional education bureau and woreda education office alone could not solve the staffing problems of schools unless they could address the problem of teachers' retention. It is understandable that schools are not simply victims of unavoidable demographic trends, and there is a significant role for the management of schools in both the origin of and solution for school staffing problems. The data suggest that improvements in the conditions of the teaching job would bring about the desired outcome. Particularly, improvements in teachers' salary and incentives, criteria used for promotion, selection and deployment, student disciplinary problems, support from different community members and local government bodies, participating teachers in decision making, etc., would all contribute to lower rate of turnover. These in turn diminish school staffing problems and hence ultimately enhance the performance of schools.

### **5.3 Recommendations**

Based on the summary of findings and conclusion of the study, the following possible solutions are suggested to alleviate teacher turnover, increase retention of teachers and make teaching an attractive profession in SNNPRS.

1. Initial commitment to teaching profession is a prerequisite for further commitment to continue in the profession and for job satisfaction. To increase initial commitment to teaching profession, the government needs to design different strategies that improve the status of teachers. This is because having high status plays a significant role not only in attracting academically well-equipped and experienced teachers but also in encouraging them to remain in the profession. To improve the low status of teaching in SNNPRS, the following suggestions are forwarded:
  - i. The SNNPRSEB with woreda education office may perhaps provide special rewards like medals, educational opportunity, land for building their house, money/ material, etc. in the form of incentives for the best teachers of the year who are selected on the basis of their performance. It is also possible to extend the reward to more experienced teachers

who serve as good models for beginners. This could enhance teachers' motivation because of the recognition given to long time retention in the profession.

- ii. The SNNPRSEB in collaboration with the regional government can design programs that promote through different mass media about the importance of education in general and the key role teachers play in enhancing the quality of education in particular.
- iii. The woreda education office and regional education bureau could also try their best to make teaching a more attractive profession through the use of incentives in the form of hardship allowance, travel allowance, subsidized housing, provision of family medical care and training opportunity as well as freeing teachers' family from cost sharing in the second cycle of secondary education.

2. Poor working condition may discourage teachers to remain in the profession or in government secondary schools of the region. If the working conditions improved in each secondary schools of the region, teachers might be more motivated to work there. Therefore the following suggestions are forwarded to regional education bureau and woreda education offices.

- i) Provide adequate instructional materials as much as possible.
- ii) Mobilize the community along with government and non-government organizations to construct additional classes and to limit the number of students in a classroom.
- iii) Provide more effective school level instructional supervision and support.
- iv) Enhance the first teaching experience through teacher induction and mentoring programs for beginning teachers within the school. This will be performed by giving training for school administrators and experienced teachers in classroom observation and peer coaching strategies.

3. Using unfair or unclear criteria for selection of principals and supervisors, for deployment, for selection of candidates for further education etc. de-motivate teachers and decrease their retention. Therefore the following are suggested to improve the problems observed in government secondary schools of the region.

- i The regional education bureau may well formulate standard criteria or policy which works throughout the region for selection of principals and supervisors, deployment of teachers and promotion of teachers.

- ii The woreda education office should carry out the selection of principals and supervisors as well as the promotion and deployment of teachers according to the policy or standardized criteria set by the regional education bureau.
  - iii The school principals need to evaluate the performance of teachers based only on the academic performance of teachers to achieve the goal of education.
4. Some of the causes of teachers' dissatisfaction in government secondary schools in the region were attributed to student misbehavior. This problem can be addressed through appropriate policies set by the consensus of concerned bodies: parents, students, teachers, community representatives, school administrators and local government bodies. Hence, the woreda education officials with school administrative bodies, taking the matter seriously, need to take some corrective measures that involve all stakeholders including the community, parents, students and teachers.
  5. In order to bring about quality secondary education the region has been aspiring for long, teachers' job satisfaction survey should be done at some interval by the regional education bureau and woreda education offices. This helps to know the level of their respective teachers' satisfaction and dissatisfaction and more importantly to identify and address those work related conditions which account for their level of dissatisfaction.
  6. Finally, the study of teacher turnover is a relatively new area of engagement in the region, and there is evidently a wide room for additional investigations. Indeed each of the sources of teacher turnover considered in this study (example poor working conditions, criteria for selection or deployment etc.) can be studied in greater depth.

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## APPENDIX - A

*Addis Ababa University*  
*School of Graduate Studies*  
*College of Education*  
*Department of Educational Planning and management*

### **Questionnaires Filled by Practicing and Former Teachers**

#### **Dear Teacher/Colleague**

The main purpose of this questionnaire is to collect information about the cause of teachers' turnover among government Secondary Schools of South Nations, Nationalities and People's Regional State. It is designed to learn more about you and your future working place.

The success of the study entirely depends up on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly; I would be most grateful if you would answer all the questions in the questionnaire. The study is purely academic and hence all the information will be kept confidential.

#### **General Direction**

- You are not required to write your name.
- Indicate your response by writing, circling or marking '✓'
- Write short and brief answers or additional opinions, if any, on the space provided.
- It is possible to use Amharic or English when giving comments.
- Single starred (\*) questions were answered by practicing teachers and double starred (\*\*) questions were answered by former teachers.
- All questions not starred were answered by practicing and former teachers

Thank you!

## Section One: Personal Information.

1.1 Sex

A) Male (\_\_\_\_)      B) Female (\_\_\_\_)

1.2 Age

A) 21 and below     B) 22-26     C) 27-31     D) 32-36   
E) 37-41       F) 42 and above

1.3 Marital Status

A) Married     B) Divorced     C) Widowed     D) unmarried

1.4 Qualification

A) Diploma     B) BA/BSc     C) MA/ MSc   
D) Other \_\_\_\_\_

1.5 Field of specialization \_\_\_\_\_

1.6 Service year

- 1) In teaching \_\_\_\_\_
- 2) In other occupation \_\_\_\_\_
- 3) Total \_\_\_\_\_

1.7 The name of the school where you are teaching / last taught \_\_\_\_\_

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(\*\*) 1.8 Year of leaving government secondary school \_\_\_\_\_

1.9 Your monthly salary

A) 943-1255       B) 1256-1435     C) 1436-1635   
D) 1636-1780    E) 1781 and above

**Section Two: Initial reasons for becoming a teacher.** Five alternatives are given; indicate whether you **strongly agree, agree, undecided, disagree, or strongly disagree** with each statement.

Read each question and make a thick ( ✓ ) mark in the space provided for the response which best expresses your own view. For open ended questions please write down the answer that you think is correct.

N0.	Initial reasons for becoming a teacher	Strongly agree	Agree	undecided	Disagree	Strongly disagree
2.1	Interested in teaching as a career					
2.2	I joined the profession to ease my economic problem					
2.3	I joined teaching as a last alternative due to lack of other job/or training opportunity					
2.4	I was pushed by the Ministry of education to join teaching					
2.5	Teaching had comparative advantage in terms of payment by the time I was employed					
2.6	I thought teaching would contribute to my personal and educational improvement					
2.7	Teaching serves as a spring board for other jobs					
2.8	The college or university assigned me to teaching stream based on my first year result					

2.9 If there were any other reasons that forced you to join teaching, not stated in the above table, please specify them

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**Section Three:** Some characteristics of the environments which determine level of satisfaction of teachers are listed below. They are about teachers' salary, status, working condition, organizational administration, supervision, personal life, possibility of growth, recognition and so on. Read each statement carefully and put '✓' mark below the number of your response for each statement.

The numbers indicate: **4= highly satisfied**                      **3= Satisfied**                      **2=Dissatisfied**  
**1= highly dissatisfied**

No.	Characteristics of the environment	4	3	2	1
<b>3.1</b>	<b>Salary and Incentives</b>				
I	Adequacy of teacher monthly salary to meet financial obligations and support own family				
II	Availability of different incentives				
<b>3.2</b>	<b>Respect and Support Accorded</b>				
I	Respect accorded to teachers by parents				
II	Respect accorded to teachers by the community				
III	Respect accorded to teachers by the local government bodies				
IV	Technical support rendered by supervisors from woreda education office				
V	Effectiveness of school level supervision				
VI	Community support of teachers				
VII	Mentoring and supporting new teachers to enhance their motivation and commitment				
<b>3.3</b>	<b>Interrelationships</b>				
I	Warm relationship between school administrators and teachers				
II	Warm relationship between wereda officials and teachers				
III	Collegial relationship among teachers				

<b>3.4</b>	<b>Working Conditions</b>				
I	Attractive Classroom conditions				
II	Conduciveness of the school environment to the teaching learning process				
III	Availability of instructional materials				
	Students' enthusiasm to learn				
IV	Manageable Student discipline				
V	Good security of the work place				
VI	The commitment of the organization to teachers				
<b>3.5</b>	<b>Recognition and Promotion (*)</b>				
I	Opportunity for further education				
II	Recognition given to successful performance of teachers				
III	Teachers' participation in school decision making				
IV	Career structure development				
<b>3.6</b>	<b>Fairness of Criterion Used (*)</b>				
I	Fairness in handling teacher promotion				
II	Fairness in teacher transfer				
III	Fairness in selecting candidates for further education				
IV	Fair criteria used for selection of principals and supervisors				
<b>3.7</b>	<b>Deployment</b>				
I	Deployment in areas distant from one's family				
II	Deployment in areas where there is alien (different) language and culture				
III	Separation from husband/ wife due to area of deployment or transfer				

3.8. Please write if there are any satisfying or dissatisfying activities performed in your school other than those mentioned above

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3.9. Mention any activities you think are essential, but are not performed in your school

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3.10. If you could go back to your college/university days and start over, would you become a teacher again?

A) Definitely Yes  B) Probably Yes  C) Probably No  D) Definitely No

3.11. In recent years, there is higher job opportunity for teachers in other government or non-government organizations than before.

A) Strongly Agree  B) Agree  C) Undecided   
D) Disagree  E) Strongly Disagree

3.12. If your response for Q (3.11) is strongly agree or agree why do you think this is so?

- 1). \_\_\_\_\_
- 2). \_\_\_\_\_
- 3). \_\_\_\_\_

(\* 3.13 Do you have a plan to give up teaching in government secondary school in the near future?

A) Yes  B) No

3.14. If your response for Q (3.13) is 'Yes' why do you plan to leave? \_\_\_\_\_

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3.15. If your response for Q (3.13) is 'No' please give your reasons. \_\_\_\_\_

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(\*\*) 3.16. If you are not teaching, do you plan on returning to the teaching profession?

A) Yes

B) No

3.17. If your response to Q (3.16) is 'No', please write the reason(s) for your intention not to go back to the Profession. \_\_\_\_\_

3.18 If your response to Q (3.16) is 'Yes', Why? \_\_\_\_\_

(\* **Section Four:** The following are some of the possible reasons why teachers leave government secondary schools. Read each statement carefully and put '✓' mark below the number of your response for each statement. The numbers indicate: (filled by practicing teachers)

**5= strongly agree**

**4=agree**

**3= undecided**

**2 =disagree**

**1=strongly disagree**

No	Some possible reasons for teachers leaving government secondary schools	Choices				
		5	4	3	2	1
4.1	Low salary compared to employees with similar qualification and experience in other occupations					
4.2	Lack of different incentives					
4.3	The interruption of career structure					
4.4	Lack of opportunity for further education					
4.5	Poor school administration					
4.6	Low social status accorded to teachers by the community					
4.7	Student disciplinary problems					
4.8	Unnecessary interference of local authorities on the teaching learning process					
4.9	Absence of participatory decision making					
4.10	Evaluating teachers on the basis of their political outlook					
4.11	Availability of opportunity of other occupations with better payment and incentives					
4.12	Inadequate facility of the school for teaching learning process					
4.13	Low initial commitment for the profession on the part of the teachers					

4.14. If there were any other reasons that push teachers to leave government secondary school, please write them.

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4.15. The number of teachers who leave secondary schools has increased over the past five years.

- A) Strongly Agree                      B) Agree C) Undecided  
 D) Disagree                                E) Strongly Disagree

4.16. If your response for Q (4.15) is strongly agree or agree, why do you think so? \_\_\_\_\_

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**(\*)Section five:** Questions Related to Interventions to be made is given below. Read each question and make a thick ( ✓ ) mark in the space provided for the response which best expresses your own view (**filled by practicing teachers**)

No	Item	More than one choice is possible
5.1	Reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification.	
5.2	Providing incentives for efficient teachers	
5.3	Improving the working environment within the school	
5.4	Participating teachers in decision-making at all levels	
5.5	Providing house and medical services for teachers at a low cost	
5.6	Granting respect to teachers on the part of government bodies	
5.7	Supporting new teachers through induction and mentoring	
5.8	Setting fair and clear criteria for promotion and transfer	
5.9	Merit assignment of principals and supervisions	
510	Improving disciplinary problem of students	

**Section <sup>M</sup>Sex: General Comment**

6.1 What strategies do you think should be devised from all concerned bodies to make teaching an attractive profession and to retain teachers in the profession?

6.1.1 from teachers' side. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.1.2 from school administrators. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.1.3 from the community \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.1.4 from students \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.1.5 from government in general \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.2 If you have any comment or opinions regarding teachers' turnover, please list them down.

- 1). \_\_\_\_\_
- 2). \_\_\_\_\_
- 3). \_\_\_\_\_

## APPENDIX- B

*Addis Ababa University*  
*School of Graduate Studies*  
*College of Education*  
*Department of Educational Planning and Management*

**Questioners filled by Government Secondary School Principals in SNNPRS**

**Dear Principal**

The main purpose of this questionnaire is to collect information about the causes of teachers' turnover among government Secondary Schools of South Nation, Nationalities and People Regional State. It is designed to learn more about you and your future working place.

The success of the study entirely depends up on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly; I would be most grateful if you would answer all the questions in the questionnaire. The study is purely academic and hence all the information will be kept confidential.

### **General Direction**

- You are not required to write your name.
- Indicate your response by writing, circling or marking '✓'
- Write short and brief answers or additional opinions, if any, on the space provided.
- It is possible to use Amharic or English when giving comments.

Thank you!

**Section One: Personal Information.**

1.1 Sex

- A) Male (\_\_\_\_)      B) Female (\_\_\_\_)

1.2 Age

- A) 21 and below       B) 22-26       C) 27-31       D) 32-36   
E) 37-41       F) 42 and above

1.3 Marital Status

- A) Married       B) Divorced       C) Widowed       D) unmarried

1.4 Qualification

- A) Diploma       B) BA/BSc       C) MA/ MS      D) Others \_\_\_\_\_

1.5 Field of specialization \_\_\_\_\_.

1.6 Service year/s

- 1) In teaching \_\_\_\_\_  
2) In other occupation \_\_\_\_\_  
3) Total \_\_\_\_\_

1.7 Your Birth Place (Please write only the name of the region) \_\_\_\_\_

1.8 The name of school you are working in \_\_\_\_\_

1.9 The level of school

- A) 9-10       B) 11-12       C) 9-12       D) 7-10

1.10 Your current monthly salary

- A) 943-1255       B) 1256-1435   
C) 1436-1635       D) 1636-1780       E) 1781 and above

**Section Two:** Some characteristics of the environments which determine level of satisfaction of teachers are listed below. They are about teachers' salary, status, working condition, organizational administration, supervision, personal life, possibility of growth, recognition and so on. Read each statement carefully and put '✓' mark below the number of your response for each statement.

The numbers indicate: 4= highly satisfied                      3= Satisfied                      2=Dissatisfied  
 1= highly dissatisfied

No.	Characteristics of the environment	4	3	2	1
2.1	Fairness in handling teacher promotion				
2.2	Fairness in teacher transfer				
2.3	Fairness in selecting candidates for further education				
2.4	Fair criteria used for selection of principals and supervisors				
2.5	Opportunity for further education				
2.6	Career structure development				
2.7	Recognition given to successful performance of teachers				
2.8	Teachers' participation in school decision making				

2.9. Please write if there are any activities performed in your school which may satisfy/dissatisfy you other than those mentioned above.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_

2.10. Mention any other activities you think are essential but not performed in your school.

- A) \_\_\_\_\_  
 B) \_\_\_\_\_

2.11. In recent years, there is higher job opportunity for teachers in other government or non-government organizations than before.

- A) Strongly Agree                       B) Agree                       C) Undecided   
 D) Disagree                       E) Strongly Disagree

2.12. If your response for Q (2.11) is strongly agree or agree why do you think this is so?

- 1). \_\_\_\_\_  
 2). \_\_\_\_\_

**Section Three:** The following are some of the possible reasons why teachers leave government secondary schools. Read each statement carefully and put '✓' mark below the number of your response for each statement. The numbers indicate:

5=strongly agree

4=Agree

3= Undecided

2=Disagree

1=Strongly disagree

No	Some possible reasons for leaving government secondary schools	Choices				
		5	4	3	2	1
3.1	Low salary compared to employees with similar qualification and experience in other occupations					
3.2	Lack of different incentives					
3.3	The interruption of career structure					
3.4	Lack of opportunity for further education					
3.5	Poor school administration					
3.6	Low social status accorded to teachers by the community					
3.7	Student disciplinary problems					
3.8	Unnecessary interference of local authorities on the teaching learning process					
3.9	Absence of participatory decision making					
3.10	Evaluating teachers on the basis of their political outlook					
3.11	Availability of opportunity of other occupations with better payment and incentives					
3.12	Inadequate facility of the school for teaching learning process					
3.13	Low initial commitment for the profession on the part of the teachers					

3.14. If there were any other reasons that pushed teachers to leave government secondary school, please list them.

A) \_\_\_\_\_

B) \_\_\_\_\_

C) \_\_\_\_\_

3.15. The number of teachers who leave secondary school has increased over the past five years.

A) Strongly Agree

B) Agree

C) Undecided

D) Disagree

E) Strongly Disagree



**Section four:** Questions Related to Interventions to be made is given below. Read each question and make a thick ( ✓ ) mark in the space provided for the response which best expresses your own view.

No	Item	More than one choice is possible
4.1	Reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification.	
4.2	Providing incentives for efficient teachers	
4.3	Improving the working environment within the school	
4.4	Participating teachers in decision-making at all levels	
4.5	Providing house and medical services for teachers at a low cost	
4.6	Granting respect to teachers on the part of government bodies	
4.7	Supporting new teachers through induction and mentoring	
4.8	Setting fair and clear criteria for promotion and transfer	
4.9	Merit assignment of principals and supervisions	
410	Improving disciplinary problem of students	

### Section Five: General Comment

5.1 What strategies do you think should be devised from all concerned bodies to make teaching an attractive profession and retain teachers in the profession?

5.1.1 from teachers' side. \_\_\_\_\_  
 \_\_\_\_\_

5.1.2 from school management/ leadership \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5.1.3 from community \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5.1.4 from students \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.1.5 from government in general \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5.2 If you have any comment or opinions regarding teachers' turnover, please list them down.

1). \_\_\_\_\_

2). \_\_\_\_\_

3). \_\_\_\_\_

4). \_\_\_\_\_

## APPENDIX - C

### *Addis Ababa University School of Graduate Studies College of Education*

Department of Educational Planning and Management

An interview to be conducted with SNNPRS Education Bureau and Wereda Education Desks.

1. How do you see the commitment of teachers for their profession?
2. What is the trend of government secondary school teachers' turnover at the region/wereda level?
3. Which group was more prone to turnover in terms of sex, qualification, experience and subject area in your wereda/region.
4. What are the major factors that force teachers to leave the SNNPRS government secondary schools?
5. Which organizations (non government or government) often attract/employ those teachers who leave government secondary schools?
6. Are there problems encountered as result of teacher turnover at region and wereda level?  
How did you tackle these problems?
7. What measures do you suggest to be taken in order to reduce teachers' turnover and attract the best recruits to the profession in general?
8. Please, forward if you have any other suggestions (or comments) in relation to the problem.

Thank you!

## APPENDIX - D

### Quantitative Data Collecting Format

1. Wereda / School Name \_\_\_\_\_
2. Teachers' attrition/ turnover from the school

S. no	Qualification	No of Teachers	Academic Years											
			1995 E.C		1996 E.C		1997 E.C		1998 E.C		1999 E.C			
			M	F	M	F	M	F	M	F	M	F		
2.1	Diploma	Who were /are at work												
		Who left the school due to different reasons												
2.2	1 <sup>st</sup> Degree	Who were /are at work												
		Who left the school due to different reasons												
2.3	2 <sup>nd</sup> Degree	Who were /are at work												
		Who left the school due to different reasons												

## APPENDIX - E

### *Teachers turnover among government secondary schools in 2004/05 by zone/ or special wereda in SNNPRS.*

No.	Zone/Sp.wereda	Number of teachers	Number of teachers left	%
1	Gurage	262	33	12.5
2	Hadia	314	37	11.8
3	K.T	193	26	13.5
4	Gedeo	125	25	20
5	Sidama	294	31	10.5
6	Gamo Gofa	312	25	8.0
7	Bench maji	92	12	13.0
8	Kefa	89	19	21.3
9	Sheka	67	11	16.4
10	Debub omo	43	5	11.6
11	Wolayta	320	23	7.1
12	Silte	100	13	13.0
13	Awassa Town	164	12	7.3
14	Yem Sp.	22	3	13.6
15	Burji Sp.	16	3	18.8
16	Amaro Sp.	32	14	43.8
17	Konso Sp.	50	10	20.0
18	Derashie Sp.	33	4	12.1
19	Konta Sp.	10	2	20.0
20	Alaba Sp.	33	2	6.1
21	Dawero	88	10	11.4
22	Basketo Sp.	12	2	16.7
	Total	2671	322	12.01


*(Source: document of SNNPRS Teacher Association 30/07/2005)*

## DECLARATION

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

Name Dereje Demissie  
Signature   
Date 18-07-2007

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

Name Ayalew Shibeshi (Associate Professor)  
Signature   
Date 18-07-2007