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FACTORS FOR THE TURNOVER OF TEACHERS IN ADDIS ABABA: THE CASE OF PRIVATE SECONDARY SCHOOLS OF YEKA SUBCITY OF ADDIS ABABA CITY ADMINISTRATION

BY

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FACTORS FOR THE TURNOVER OF TEACHERS IN ADDIS ABABA: THE CASE OF PRIVATE SECONDARY SCHOOLS OF YEKA SUBCITY OF ADDIS ABABA CITY ADMINISTRATION

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This is to certify that the thesis presented by HawiGirmaWodajo, entitled:Factors for the Turnover of Teachers in Addis Ababa: The case of private secondary schools of Yeka Sub-city of Addis Ababa City Administrationand submitted in partial fulfillment of the requirements for the degree of Master of Arts in Human Resource and Organizational Development in Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Factors for the turnover of teachers in Addis Ababa:The case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration

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The purpose of this study was to assess factors for the turnover of teachers in Addis Ababa: The case of private secondary schools of Yeka Sub-City of Addis Ababa city Administration and identifying possible solutions to minimize turnover and increase teacher retention.To this end, answers to basic questions pertainingmajor factors that influence teachers' turnover in private secondary schools of Yeka Sub-City of Addis Ababa City Administration, the causes that affect teacher turnover , intention of the practicing and former teachers toward the teaching profession and strategies should be formulated to reduce teachers' turnover and increase retention of teachers in the private secondary schools at Yeka Sub-city of Addis Ababa City Administration were sought. To conduct this study, a descriptive survey research method was employed to explore and describe the factors of teachers' turnover in the selected private secondary schools of Yeka Sub-City. The data for the study was collected from 10 former teachers and 151 currently working teachers of 7 sampled schools in Yeka Sub-city of Addis Ababa City Administration. In addition 7principals of sampled schools were also included in the study. The respondent were included in the study by employing availability sampling to former teachers and purposive sampling to include the principals, proportional stratified and simple random sampling technique were used to select currently working teachers. Questionnaire was used to gather information on factors of turnover and interview was also employed to complement the information obtained through questionnaire. Both quantitative and qualitative techniques were used to analyze the data. The results of the data analysis showthat inadequate salary that teachers get, poor school leadership, lack of teachers professional development and promotion, high workload, availability of opportunity of other occupations with better payment and incentive and Poor working condition and low recognition for secondary schools teachers by community were the cause of teachers turnover and that ineffectiveness of communication, lack of professional and personal advancement, lack of recognition and reward, performance appraisal and feedback attitude of the employee and personal factors, demographic factors such as sex, age, qualification, experience and personal factors such as health problem, family related issues, children education and social status were factors influencing teachers turnover in private secondary schools. In view of this, important recommendations were made to mitigate the problems.

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I would like to convey my sincere gratitude to sample private secondary schools of Yeka Sub-City current teachers and principals for their coordination, collection and timely submission of the questioners. I am also indebted to all former teachers for their valuable contribution in providing me necessary information and response to questioners of the study.

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TABLE OF CONTENTS

Contents **Pages**

Abstract i

Acknowledgements ii

Table of Contents iii

List of Tables iv

Acronyms and Abbreviations vi

CHAPTER ONE

1. **INTRODUCTION** 1

1.1. Background of the Study 2

1.2. Statement of the Problem 2

1.3. Objectives of the Study 4

1.3.1 General Objective 5

1.3.2 Specific Objective 6

1.4 Significance of the Study 6

1.5 Delimitations of the Study 6

1.6 Limitations of the Study 7

1.7 Operational Definition of key terms 7

1.8 Organization of the Study 8

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE 9

2.1 The Concept of Turnover 10

2.2 A Global Overview of Teachers Turnover 11

2.3 Aspects of Teachers Turnover in Ethiopia 12

2.4 Types of Teacher Turnover 12

2.5 The Factors that Affect Teacher Turnover 14

2.6 Causes of Teachers Turnover 17

2.6.1 Poor Working Conditions 17

2.6.2. Poor School Leadership 18

2.6.3. Inadequate Salary 19
2.6.4. Student Disciplinary Problem 19
2.6.5. Lack of Teachers Professional Development and Promotion 20
2.7. Measuring Employee Turnover 21
2.8. Strategies to Minimize Employee Turnover 22

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY 26
3.1 Research Design 26
3.2 Sources of Data 26
3.3 Target Population and Sampling Techniques 26
3.4 Instruments of Data Collection 27
3.5 Procedures of Data Collection 29
3.6 Method of Data Analysis 29

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA 30
4.1 General Characteristics of the Respondents 30
4.2 Reasons for Becoming a Teacher 34
4.3 Teaching Profession Itself 37
4.4 Basic Causes of Teachers Turnover 39
4.5 Factors Influencing Teachers Turnover 43
4.6 Possible Measures that Should be Taken to Alleviate Teachers Turnover 46

CHAPTER FIVE

5 SUMMARY, CONCLUTION AND RECOMMENDATIONS 50
5.1 Summary 50
5.2 Conclusions 52
5.3 Recommendations 53

REFERANCE

APPENDICES

APPENDICES A Questionnaire for Current and Former Teachers of private secondary schools
APPENDICE B Interview for principals of private secondary schools.

LIST OF TABLES

Title **Page**

Table 1: General characteristics of the respondents by Sex, age and marital status 31

Table 2: General characteristics of the respondents by Educational level, field of specialization and work experience in teaching 32

Table 3: Currently and former teachers responses on the main reasons for becoming teacher 34

Table 4: Currently and Former teachers responses on teaching profession itself 37

Table 5: Currently and Former teachers responses on Basic causes of teachers turnover 40

Table 6: Currently and Former teachers responses on factors influencing Teachers turnover 43

Table 7: Currently and Former teachers responses on Possible measures that should be taken to alleviate teachers' turnover 46

Acronyms and Abbreviations

CIPD	Chartered Insatiate Personnel and Development
GSE	Ghana Education Service
NCES	National Center for Education Statistics
SPSS	Statistical Package for the Social Sciences
VSO	Voluntary Service Overseas

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

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

Educational institutions in general and school systems in particular require presence of able professionals to meet their set objectives. In this regard, Ayalew (1991) pointed out that the strength of an education system is, for the most part, determined by the quality of its teachers. According to (Otto and Sanders, 1964), the effectiveness of the school in achieving its objectives largely depends on qualified and competent teachers. Teachers are the key personnel in an educational system because they play a major role in the delivery of quality education. As Ayalew (2009) pointed out, teachers play a decisive role in fulfillment of educational goals. Hence, every educational system should strive to attract and retain qualified people and provide them with the best possible working conditions and material incentives that will satisfy their needs. However, for various reasons, teachers leave schools alarmingly .This continuous departure of qualified teachers from the schools shows staff turnover that seriously affects school system, quality of education and society at large. The subsequent turnover of teachers would lead many school systems to resort to lowering standards to fill teaching openings. This in return results high number of under qualified teachers and lower school performance (Ingersoll, 2000).

The problem of high teacher turnover has its roots in recent history of the development of education system in both the developed and developing countries. According to a study conducted by Ingersoll (2001), in the United States, almost one out of every two new

teachers leaves the classroom by the end of five years of teaching. Similarly, African countries are victims of teacher's turnover. In many Sub-Saharan African countries, teacher trained in teaching profession tend to leave teaching. A study conducted by world Bank revealed that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan Africa (World Bank, 2007).For instance, in Ghana, the country's education service (GES) estimated that about 10,000 teachers leave the schools yearly for various reasons. Ethiopia, as part of the Sub-Saharan Africa countries shares the problem of teacher turnover. Few research finding conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year .A study conducted by Moutuma (2006) in Oromia Regional State government secondary schools revealed that the average rate of teacher turnover was 17% in the years 2001-2004. Similarly Manna and Tesfaye (cited by Darge, 2002) points out that 49% of teachers included in their study were planning to leave the teaching profession. Therefore this study attempted to identify the major causes of teacher turnover in Yeka sub-city private secondary schools of Addis Ababa city administration.

1.2. Statement of the Problem

It is commonly believed that teacher turnover is usually high all over the world where this is a sign of failure in the education system of any countries.Turnover has become increasingly important in debates about teaching profession all over the world. The importance of education in our personal and social lives cannot be emphasized enough without proper education. In this twenty-first century, it has become more important than ever before. As the world makes gains in providing quality basic education for all children, the role of experienced teachers becomes increasingly pivotal for achieving, consolidating and sustaining progress (Harris and Adams, 2005). Furthermore, as the attention of nation has increasingly focused on the results of education where policy makers have to undertake verities of reforms to get better schools, ranging from new standards and tests to redesign schools, new curricula, and new instructional strategies. One important lesson has been the recurrent finding that teachers are the pivot that determines whether any school scheme tips towards success or failure from the above

efforts. Every feature of school reform, the formation of more demanding programme, the use of determined assessments, the implementation of decentralized management, the discovery of new model schools and programs depend on highly-skilled teacher.

As Ingersoll (2001) explained turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activity. It is for these reasons, that teachers' turnover is a critical issue that needed to be looked in to. 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. One reason for the shortage of qualified teachers is teacher attrition. According to the 2002 Organization for Economic Cooperation and Development (OECD) report, teacher attrition rates range between 2% and 14% per year in OECD countries, with the lowest rate in Korea (2%) and the highest in the US (13.6%)1). The National Center for Education Statistics (NCES) (2007) stated that the rate of attrition of public school teachers rose from 5.6% in 1988–1989 to 8.4% in 2004–2005 in the US2). This is a global phenomenon, and the situation in Sub-Saharan Africa (SSA) is much worse. World Bank (2007) conducted a study regarding teacher attrition in Gambia, Kenya, Lesotho, Tanzania, Uganda, and Zambia in 2007 and reported that the average rate of attrition in these countries was 4%. While World Bank (2010) depicts the attrition rate to range from 2% (Eritrea) to 10% (Lesotho at the secondary level), the reason Eritrea recorded the lowest attrition rate is because the government banned teacher retirement and attrition. Therefore, the range of teacher attrition varies by factors such as expansion of school policy, economic situations (e.g., alternative job opportunities), deployment policies, career development, and school management skills.

InEthiopia turnover of teachers at secondary levels is one of the major challenges that schools are facing.Teachers' dropout or brain drain has been an age-old problem in the country(Darge, 2002).As it was reported by Fenot (2005) noted that nearly two-thirds of teachers (64.7%) have tentative or definite plans to leave the profession. Fifty percent of these indicated that they will continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers in Addis Ababa, Ethiopia. Related to Ethiopian teachers' attrition and retention, there are a few researches directly linked to the topic (Olango&Semela, 2000). Further, some research has indirectly studied Ethiopian teachers (Ayalew, 2006 and World Bank, 2005). Ayalew (1991) found that elementary and secondary teachers in Addis Ababa have low motivation because of poor teaching environments, low status, and insufficient salaries. VSO (2009) found many teachers who spoke positively about their profession and actively engaged with the wider issues about the quality of education provision in Ethiopia. The issues raised by the research were many, but the most significant and most frequently mentioned causes of low morale were 1) inadequate salaries, 2) low respect for and low status of teachers, and 3) poor management and leadership. Job satisfaction studies in Ethiopia have been carried out in recent years. Fenot (2005) and Gedefaw (2012) conducted such studies in Addis Ababa. They showed that teachers' job satisfaction is most closely related to those aspects that are intrinsic to the task of teaching, namely, teacher efficacy and development. Especially, Gedefaw's (2012) study included 300 secondary school teachers and 10 interview participants in Addis Ababa. The results indicated that the teachers were significantly dissatisfied with their work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors. Other causes of dissatisfaction were related to poor fringe benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities for the teachers, lack of opportunity to develop personally, and the poor relationships teachers had with principals and parents.

Another study conducted by Tesfaye W/Michael (1999) deals with causes of secondary school teacher attrition in Beneshangul-Gumuz region. SeyoumTeferra (1992) also conducted a study on magnitude of external brain drain among academicians of two

higher institutions in Ethiopia whereas HabtamuWondimu (2006) studied the African brain drain, an escalating challenge to development effort. These days the problem of teacher turnover, are not confined only to government secondary schools only. Private secondary schools also experience similar problems.

The studies carried out by different researchers on the problem under the study had been done only on the area of schools owned by the Government. This indicates that there is a need for further study on the problem of teachers' turnover in private secondary schools. Accordingly this study tries to investigate Factors for the turnover of teachers in Addis Ababa: The case of private secondary schools ofYeka Sub-city of Addis Ababa city Administration.

Hence, this study tries to answer the following basic questions:

1. What are the major factors that influence teachers' turnover in private secondary schools of Yeka Sub-City of Addis Ababa City Administration?
2. What are the causes that affect teacher turnover in private secondary schools of Yeka Sub-city of Addis Ababa City Administration?
3. What is the intention of the practicing and former teachers toward the teaching profession?
4. What strategies should be formulated to reduce teachers' turnover and increase retention of teachers in the private secondary schools at Yeka Sub-city of Addis Ababa City Administration?

1.3. Objectives of the study

The main objective of this study is to investigate Factors for the turnover of teachers in Addis Ababa the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration and to recommend possible solutions to minimize existing teachers' turnover. The specific objectives of this study are:

- To find out the major factors for the turnover of teachers in Addis Ababa the case of private secondary schools ofYeka Sub-City Addis Ababa City Administration:

- Investigate difference of factors that influence teachers decision to leave or stay in the teaching profession in private schools;
- Explore possible solutions to minimize teachers turnover and to increase teacher retention in private secondary schools;

1.4.Significance of the Study

Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. Therefore, this study might be significant for the following reasons.

- This study would add to the awareness among policy makers, educational planners, teachers, school administrators and other concerned bodies
- 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.
- The finding of the study may also initiate and encourage other researchers for further study on the matter in detail.

1.5.Delimitation of the Study

This study was delimited to private owned secondary schools in Yeka Sub-City of Addis Ababa city Administration.Issac and Michael (2005) defined delimitation as "arbitrarily narrowing the scope of the study" and "focusing only on selected aspects of the problem, certain areas of interest, a limited range of subjects and level of sophistication involved.

Although teacherturnover is a nation-wide problem that requires large scale and rigorous study.However the scope and the content of this study are restricted to Factors for the turnover of teachers in Addis Ababa: the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration. Accordingly to Addis Ababa city Administration Education Bureau, there are thirteen private schools inYeka Sub-City. And this study was delimited to selected seven private secondary schools (Lemelem,Yeha Science,Magic Carpet, Lucy Academy, Hill Side, KotebeKidanemheret, and Alebetele) in Addis Ababa city administration.

1.6. Limitation 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 uneasy access to school principals' due series of meetings that occupied them and also made them out of the school compound. 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. Furthermore getting the address of former teachers was at most challenging. Therefore, even though, the researcher somehow managed the research to an end it has to be mentioned that these factors were challenging.

1.7. Operational Definition of Key Terms

Former teachers: Teacherswho left teaching in private secondary schools.

Private schools: schools founded, conducted and maintained by Private group rather than by the government.

Secondary teachers: 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)

Turnover: is described as the movement of employees out of the organization or any permanent departure beyond organization boundaries (Croasmun, Hampton and Hermann, 2002).

Teachers' turnover: refers to the departure of teachers from schools and includes movers who change school and leavers who leave teaching altogether (Boe, Bobbit and Cook, 1997)

1.8. Organization of the study

This study was organized in a way that it comprises five chapters. Chapter one consists of the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of

terms and organization of the study. Chapter two is review of related literature that elaborates the problem under the study. Chapter three deals with Research design and Methodology. Chapter four presents the analysis and interpretation of the Data and Chapter five contains Summary, Conclusion and Recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with review of various literatures relevant to the study. Particularly, nine major issues regarding teacher turnover are detailed in the chapter. These are: the conceptual frame work of Turnover, a global overview of teachers' turnover, aspects of turnover in Ethiopia, types of teachers turnover, the factors that affect teachers turnover, causes of teachers turnover, measuring employee turnover and Finally, Strategies to minimize teachers' turnover.

2.1 TheConceptual Framework of Turnover

Different authors 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) It refers to all permanent separation of employees, whether voluntary or involuntary, but does not usually include temporary departures (Waker, 1992).

Turnover is an employee behavior and a sole or a series of incidents that result in the employee leaving the company by choice or by the wish of the company that cause it (Cintron, 2006). For Crousman (2006) Turnover is the movement of employees out of the organization or any permanent departure beyond organizational boundaries. According to Hampton &Herman (2006), Turnover occurs when people leave their job. It is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries. In addition Bohlander et al (2001) also define Employee turnover as the movement of employees out of an organization. Furthermore, Abassi et al (2000) Employee turnover is the rotation of workers around the labor market; between firms, jobs and occupations; and between the states of employment and unemployment".

Turnover has become increasingly important in debates about teaching profession all over the world. In this twenty-first century, it has become more important than ever before. As the world makes gains in providing quality basic education for all children, the

role of experienced teachers becomes increasingly pivotal for achieving, consolidating and sustaining progress (Harris and Adams, 2005).

Teachers turnover refers to the departure of teachers from schools and includes movers who change school and leavers who leave teaching altogether (Ingersoll, 2001).According to (Ingersoll, 2001) there are two components of teachers' turnover one is when teachers leave the occupation of teaching altogether which is called Attrition. The other is when teachers transfer or move to a different teaching job in another school which is called migration. However, from the point of view of the school administrators both have the same consequences because there is a decrease in staff that must be replaced.

2.2. A Global Overview of Teachers Turnover

Similar to any other employee turnover occurrence, Teachers Turnover is usually high all over the world where this is a sign of failure in the education system of any county and concerns about teachers' turnover are reported widely as a global phenomenon. Hebert and Ramsay, (2004) reveal that there are numerous reports of high teachers turnover in several developed countries such as United States of America. According to Ingersoll (2002) in the USA, teacher shortages as a result of turnover are widely reported in many states. In addition Hanushek (2004) reports that between 16 to 20% of all teachers choose to leave the school in which they are teaching that year in the USA. According to Ingersoll (2002),numerous research reports for example schools and staffing survey, Teacher follow-up Survey National Center for Education Statistics, Center for American progress, U.S. Department of education, and National Commission on Teaching and America's future have document that united states is at the peak of a severe teacher shortage.

According to the National Center for Education information will require hiring about 2.2million teachers in the next decade. A common response by policy makers to the probability of a teacher shortage is to increase the supply of teachers by implementing hiring initiatives. Though these recruitment efforts may be worthwhile, they will not solve the teachers staffing problems that some school face. Herbert and Ramsay, (2004)

claim that it is for this reason, that teacher retention has been identified as a national crisis there. In Britain teacher turnover is reported as a national crisis. Santiago and Mackenzie (2005) also reveals that the situation is worsening in Sweden, Germany and New Zealand as far as teacher turnover is concerned.

In the developing countries the problem is comparatively serious. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicated that the problem had almost reached a catastrophic stage(Xaba, 2003).In most of these African countries, the phenomenon of teacher turnover is associated with HIV/AIDS epidemic, especially in Sub-Saharan countries like Zambia, Nigeria, Kenya, Central Africa Republic and South Africa a reported by Coombe(2002).

In South Africa for example, concerns of teacher turnover are strongly articulated due to the adverse effects it has on the education provision. The situation regarding teacher turnover and attrition in South Africa seems complex for example, Coombe (2002) reports that many vacant teaching posts are not filled instead there is employment of temporary teachers. This is a non-filling of permanent posts point to teacher shortages in that country. In a recent study conducted in South Africa by the Human Sciences Research Council for the Education Labor Relations Council in2005, it was found that 55% of teachers would leave teaching if they could. The reasons cited for this includes workload stress, low salaries, lack of discipline in schools and lack of career advancement. Ingersoll (2002) further reveals that many teachers are reportedly leaving the profession for greener financial pastures. In Kenya, concerns about teacher shortage are strongly articulated. To some extent it is also a result of turnover of teachers amongst other reasons. Teacher's turnover manifests in many ways and is attributed to many causes. It is therefore imperative that the proactively before it reaches critical proportions.

2.3. Aspects of Teachers Turn over in Ethiopia

According to modern accounts, modern education in Ethiopia is a recent phenomenon and many scholars believe that modern public education has made its modest entry with the opening of Menelik II School (named after the former Ethiopian Emperor "Atse" Menelik) in the capital city of Ethiopia , Addis Ababa in 1908 E.C. Before the

introduction of modern education however, the Orthodox Church and mosques were the two major institutions that were responsible for the dissemination of religious education. With the predominance from conservative segments of the society, the beginning of modern education in Ethiopia had to face terrible obstacles. Despite this strong resistance, however the dedication and commitment of the late EmperorHaileselasse I to modernize Ethiopia made possible the expansion of western type education because of his strong belief that education held the key role to Ethiopian's development (Tekeste 1990).

During the time of Emperor Haileselasse I, Ethiopia education was strongly influenced by the process of Ethiopianization began by training of teachers locally for the first time with the ambition to expand education; the Ministry of Education could not pay attractive salary for these locally trained teachers. Consequently, teachers' commitment to teaching and their satisfaction with the job started to be eroded (Manna and Tesfaye, 2000). A study conducted by Motuma (2006) in Oromia Regional State government secondary schools revealed that the average rate of teacher turnover was 17% in the years 201-2004.

2.4. Types of Teacher Turnover

Heneman and Judge (2006) highlight four distinct types of employee turnover that exist across two categories: involuntary turnover, instigated by the employer, and voluntary turnover, prompted by the employee.

2.4.1 Involuntary Turnover

Heneman and Judge's categorization, involuntary turnover is either by discharge or downsizing. Discharge turnover concerns the removal of poorly-performing or dishonest employees from an organization, while downsizing turnover is a necessary activity to increase the effectiveness of an organization and its ability to meet shareholder targets (Donoghue & Castle, 2006).

2.4.2 Voluntary Turnover

Voluntary turnover is separated into two further types: avoidable and unavoidable turnover. Avoidable turnover concerns the exit of an employee from an organization under circumstances that could have been avoided: if the employee had felt more valued,

for example. Conversely, unavoidable turnover relates to employee exit that occurs independently of any action that the firm could have taken: such as an employee passing away unexpectedly, or compulsory relocation. From the perspective of Teaching, Teachers Turnover can be classified as voluntary and involuntary turn over.

Kang and Berliner (2012) distinguish between types of teachers' turnover: Voluntary and involuntary. Voluntary turnover occurs when a teacher leaves his or her post willingly, while involuntary turnover means the teacher is reassigned to a new school or leaves the profession because of circumstances beyond his or her control, such as a budget cut.

Robbins and Coulter (2006), 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.

According to Griffeth and Hom (2001), focus on the part of turnover that of real concern to an organization by differentiating between voluntary and involuntary turn over; In other words, did the employee choose to leave the job or was it a decision? Then Voluntary resignations are further distinguished between functional (exist of substandard performers) and disfunctional (exit of effective performers). Finally, unavoidable resignations over which the employer has no influence are also left aside (family move, child birth, serious illness or death).This leaves the group of avoidable resignations as the key focus.

Involuntary turnover may occur for reasons which are independent of the affected employee(s), such as the (real or perceived) need to cut costs, restructure or downsize. Inclusion of these cases in a study of organization leavers will mean any relationship between turnover and a personal characteristic will be significantly diluted. Even where involuntary turnover occurs for reasons associated with an individual employee(such as poor performance),it is likely these cases are more representative of the wider sample of organizational members in relation to the procession dimension of decision to leave than any sub-sample of organizational leavers would be. Where an instance of turnover is genuinely, voluntary, this instance represents the exercise of choice and the result of a

decision process.To this degree,the set of instances of involuntary turnover where employees have chosen to leave.

2.5. Factors That Affect Teacher Turnover

Attitude of the Employee and Personal Factors

There is a need to consider both organizational and personal factors in considering employee retention. Many studies have examined the relationship between job satisfaction and turnover and found it to be negative; (Robinson & Griffiths, 2008; Shawn, 2011); which means that the turnover rate is high when employees do not feel satisfied in their job and intend to leave their organization. The traditional hard-set thinking of the market aimed at manual labor work is a major obstacle, says Rice (2004), according to whom many organizations are still locked into traditional power hierarchies that lead to Mudir Syndrome (or Management Syndrome). This makes one conclude that authority, position and power are venerable things, and difficult to change.

Performance Appraisal and Feedback

Performance appraisal is an important HRM practice (Kuvaas, 2006). Given the feeling of employers that honest appraisal may damage an employee's self-esteem; frank feedback is not provided in most organizations.Furthermore, performance appraisal is about increasing insight of being appreciated and being part of the team in organization. It has been argued that dissatisfaction with performance appraisals affects job satisfaction, and in turn affects employee retention (Poon, 2004).

Lack of Recognition and Reward

Urichuk (1999), argues that employee turnover is due to a lack of recognition and reward, and points out that 'recognition helps in retaining the sincere employee and saves time and money to recruit new people and it also encourages other workers to do a good job. Hard to believe, yet motivation is achieved through recognition'. Recognition and reward are differentiated by Hansen, et al. (2002), who note that 'intrinsic motivation is driven by the particular behavior of extrinsic motivation and strategic recognition needed by an organization while implementing the reward strategy'.

Nowadays, having financial incentives and recognition programs in organizations remains a retention tool, although these strategies still do not address work environment factors such as poor communication, or problematic employee relationships, which are considered to be factors that affect employees' intention to stay (Apker, Propp, &Zabava, 2009).

Lack of Professional and Personal Advancement

Employees may change jobs for reasons of professional and personal advancement, or to join an employer who provides more attractive pay packages as well as career growth. Shaw, Duffy and Stark (2000) reveal that frustration and a desire to quit have relevance to low positive affectivity, and are related strongly and negatively to job satisfaction. Commitment towards the organization is degraded if there is a perception of underhanded methods in promotion activities.

Ineffectiveness of Communication

Enhanced team communication in any organization can support and improve employees' attachment to their organizations and teams, and in turn increase the level of retention (Apker, et al., 2009). It has been argued that a lack of communication is the main barrier to employees' motivation, and may affect the intention of employees to stay with their organization. Branham (2005) emphasizes that inadequate communication between management and employees, and between departments, is the prime reason a worker quits an organization. Like the studies mentioned above, his identifies a lack of communication between management and workers as resulting in low morale among employees and increases in turnover.

Demographic Factors: Various studies focus on the demographic factors to see turnover across the age, sex, Qualification and Experience.

Age is a significant indicator of teachers' turnover and research shows that there is a high turnover rate among teachers. Ingersoll (2001) both younger (under 30) and older (above 50) teachers are more likely to depart than are middle age teachers. According to Ingersoll older teachers leave teaching due to retirement and younger teachers tend to

leave the profession in search of other opportunities. Billing (2003), stated that younger special educators are more likely to leave than older special educators.

Sex has its own force on teacher turnover. Result of research concerning the relationship of sex with teacher turnover appears to be both complex and inconsistent. Some studies reported that meals are more satisfied than females, others however did the opposite and still others reported no such difference. According to Ingersoll (2001) male teachers are less likely leave teaching than females. Similarly Charter (1970) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006) in his study of causes of turnover in Oromia government secondary school described that male teachers stay more than female teachers.

Turnover may also be related to teacher qualification and experience. The most qualified teachers may be are the most likely to leave, as they can easily get alternative employment (Macdonald,1999),it might be possible to say highly qualified, experienced and skilled persons are vulnerable to quit their job unless the organizational situations are conductive to them. On contrary, Motuma (2006) identified that more experienced teachers in oromia government secondary schools stay in their profession than less experienced. On the other hand, more qualified such as, master degree teachers tend to leave their work than less qualified.

Personal Factors: personal factors such as health problem, family related issues, children education and social status contributes in turnover intentions. However, very little amount of empirical research work is available on personal related factors. There is another important variable"Job-Hoping" also contributes in turnover intentions. When there is a labor shortage, employees have plenty of jobs available.

Push Factors: push factors are aspects that push the employee towards the exit door. It also called controlled factors because these factors are internal and can be controlled by organizations.According to Griffin (2000) the factors that responsible for employee turnover, can be divided in to Internal (Push factors) and External sources (Pull factors). Furthermore (Griffn, 2000) Push factors are those characteristics of the job that may motivate an individual to leave his/her job. Whereas pull factors are those aspects that

areexternal to the job. Push factor include aspect of the job, the organization, the individual, the labor market, and a poor person-job fit

According to Loquercio (2006) it is relatively rare for people to leave jobs in which they are happy, even when offered higher pay elsewhere. Most staff has a preference for stability. However, some time employees are "pushed" due to dissatisfaction in their present jobs to seek alternative employment.On the basis of available literature, push factor can be classified in to organizational factors and attitude factors.

Pull factors: pull factors are those reasons that attract the employee to a new place of work. It also called as uncontrolled factors because it is out of the control of organizations. Various pull factors derived from literature are: high salary, career advancement, new challenge and interesting work, jobs security, good location of company, better culture, life-work balance, more freedom/autonomy, well reputation of organization, values, more benefits, good boss.

2.6. Causes of Teachers Turnover

2.6.1. Poor Working Conditions

According to Ingersoll (2001) Poor working conditions that make teachers jobs difficult, unpleasant, and/or unsafe force them from their classrooms. Teachers who leave the highest-needs schools for others cite poor working condition as their primary motivation for leaving (NCTAF, 2003).

Johnson, et al. (2012) also defines nine working conditions that influence teachers work: colleagues, community support, facilities, governance, principal, professional expertise, resources, school culture, and time. They report that of all the conditions teachers consider important for their work, conditions that are social in nature are paramount for teachers' satisfaction. The high quality "irreplaceable" teachers leave their jobs due dissatisfaction and lack of appreciation from schools leaders (TNTP, 2012).For Xaba (2003) poor working conditions as a reason for high turnover especially among teachers leaving within the first five years of being in the profession.Furthermore Seyfarth (2005), working conditions are a positive feature of most teaching positions.

Similarly Aklilu (1967) also stated in his study of brain drain in elementary schools of Ethiopia declared that teachers have tremendously withdrawn due to unfavorable working conditions in the schools. Moreover Getachew (1999) states poor working conditions such as luck of adequate resource and time to work, lack of opportunity to participate in decision making on matters of teaching and work load were some of the conditions that interfere with their teaching and which negatively affect their profession. Teachers have a significant contribution in the education process through implementing the designed curriculum to achieve the desired educational goal. And the successful implementation of the curriculum depends to large extent on a positive working environment that reinforce teaching job satisfaction, career commitment and plan to remain in the profession. Thus having poor working conditions could lead teachers to develop negative perceptions that could become obstacles which affect teaching and learning process in the school.

2.6.2. Poor School Leadership

Ladd's (2011) conclusion that school leadership quality is the most important predictor of turnover agrees with Jonnson, et al (2012) finding that teachers prioritize social working conditions above all others since leaders set the tone for the type of working relationships that faculty will have.Ladd (2011) calls school leadership between these elements is hierarchical because the quality of school leadership, largely defined as the principals effectiveness, determines the levels of teamwork and trust among teachers.

School leaders have direct and indirect control over organizational characteristics, like school culture, teacher autonomy, leadership, and support, all of which are commonly reported factors influencing teacher turnover (Cooper &Alvarado, 2006).

Many of the "Irreplaceable" who left their schools reported that school leadership had made no effort to persuade them to stay (TNTP 2012).policy for reducing turnover should focus on transforming school culture so that schools become organizations more conductive to learning and cooperation among teachers and leaders (Ingersoll 2001).Kang and Berliner (2012) found that teachers who were supported in the early stages of their career were more likely to remain teaching.Given that new teachers are especially prone to turnover, it is significant that schools leaders can play a special role in

supporting new teachers. For instance, school leaders might establish a network of mentor veteran teachers with in the school to help new teachers or schedule workshops to ensure that new teachers are adequately oriented to school resources and norms.

2.6.3. Inadequate Salary

In any occupation salary and other monetarily related benefits are said to be motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the teaching profession or a particular school because they are dissatisfied with their salaries.Different research findings show that poor salary is probably one of the most common causes of high teacher turnover (VSO 2002). It create dissatisfaction among employees which may cause teachers to leave the profession or a particular school because they are dissatisfied with their salaries. And according to Beard andHolden (2001)explained that the salary of a particular job reflected "beliefs about the worth of job based on scope, level of responsibility, skill requirements, and objection abalones of duties, commercial worth and strategic relevance."

Moreover Research findings show that the establishment of appropriate salary provision for teachers will haveshort term and long term effects on teacher retention pattern (Coolahan, 2000). 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. Although motivating the teaching force and giving financial and non-monetary incentives for teachers to improve their performance is very essential in spite of 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.

2.6.4. Student Disciplinary Problem

The most commonly mentioned school factor cited by teachers was the difficulty and frustration of dealing with disruptive students. In many causes the problem is connected to feeling of teachers in which senior managements of the schools were not strong and cooperative to deal with students' disruptive behaviors, (Cocokburn and Hayden, 2004).

Their study show that one in ten respondents reported that the factor which make teaching difficult, was increasing the number of disruptive pupils in schools. The authors suspect that to some extent of young pupils.

According to Dunham students character and disciplinary problem is one of the major factors leading to teachers exodus. Some teachers are dissatisfied with students character and disciplinary problems which enforce them to quit their job or move to different school

Kelly (2004) stated, the behavioral climate of school is important to teacher attrition. Moreover, student behavior is one of the main factors identified by former new teachers that made a decision to leave teaching (Ingersoll & Smith, 2003).Studies conducted in different parts of Ethiopia (Alazar, 2007, Darge, 2002) indicated that student's character and disciplinary problem is one of the causes for teachers' decision to leave or change their school.

2.6.5. Lack of Teachers Professional Development and Promotion

Training is a method used to increase job related employee knowledge or skills. Employees beginning a new job need to be introduced to the jobs, their duties, and the expectations that will be placed upon them.Training of teachers is a critical determinant for effective teaching learning process. Teachers should have knowledge of subject matter, pedagogical skills and motivation to teach to attaining the goals of education. Thus the key factors in teaching effectiveness are the general academic preparation of teachers, which can take place either before or during teachers training.

According to (Aggrwal 2004) training of teachers through various ways have advantages first, it builds confidence and it tackles many odd situations and strengthens the trained person not run away from problem situation. Second, understand students in a better way. The knowledge of educational psychology gained from training helps him/her a lot in dealing with children scientifically. Untrained teachers not familiar with subject may create problem on children in the schools. Third, build favorable altitude; a sort of brain wash is also done through training. It helps to building positive attitude towards teaching profession. According to (UNESCO, 1996) Teacher should get established in service

training program for self-fulfillment and professional advancement. Because professional development can provide opportunities for teachers to grow professionally and increase their capacity for effectiveness. Teachers'professional development is a means for increasing professionalism which could have a positive influence on their commitment to and retentions in their school and their profession.

2.7. Measuring Employee Turnover

Employee turnover rates can serve as a useful management tool. Their interpretation, however, requires a great deal of care. The commonly used formula to calculate a crude turnover rate for any given period is described as shown below by the United Kingdom based Chartered Institute of Personnel & Development (CIPD, 2006) report.

Turnover Rate obtained by Formula:-

Total number of leavers over a period

_____ **X 100**

Average number of staffs employed over a period.

However, Loquercio suggest that number of leavers should encompasses all leavers, including people who left due to dismissal, redundancy, or retirement, but it typically excludes those leaving at the end of fixed contract. The main purpose of excluding fixed term employees from the calculation is that it does not indicate the real problem of the organization. (Loquercio, et al, 2006).

CIPD also introduced stability index of staffs which indicates the retention rate of experienced employees. Like turnover rates, this can be used across an organization as a whole or for a particular part of it. The usual calculation for the stability index as cited by CIPD is:

Stability index given by the Formula:-

Number of staffs with one or more year's

service_____ x 100

Number employed a year ago

This formula can be varied according to particular circumstances (e.g. basing it on a longer period of service). A rise in the stability index indicates the company is improving retention of more experienced staff. Normally, a wastage rate would be expected alongside a low level of stability. If both percentages are high, this indicates the organization is experiencing problems with a small number of high turnover jobs.

2.8. Strategies to minimize employee Turnover

Strategies on how to minimize employee turnover, confronted with problems of employee turnover, management has several policy options viz. changing (or improving existing) polices towards recruitment, selection, induction training, job design and wage payment. Policy choice however, must be appropriate to the precise diagnosis of the problem (Henery 2007).Employee engagement, the organizations' capacity to engage, retain, and optimize the value of its employees hinges on how well jobs are designed, how employees time used ,and the commitment and support that is shown to employees by the management would motivate employees to stay in organizations (Henery 2007).

Knowledge accessibility, the extent of the organizations "collaborativeness" and its capacity for making knowledge and idea widely available to employees, would make employees to stay in the organization. Sharing of information should be made at all levels of management. This accessibly of information would lead to strong performance from the employees and creating strong corporate culture Meaghan et al (2002).Therefore information accessibility would make employee feel that they are appreciated for their effort and chances of leaving the organization are minimal (Henery 2007).

The simplest way to retain employees is to increase satisfaction levels; but this will only be effective if performed properly (Denisi& Griffin, 2008). The challenge lies in tackling different employee needs, as these are varied (Mello, 2010). Retention programs should be worked out that address the needs of employees who seem likely to resign.

Ongori (2007) insists that strategies that minimize rates of turnover are relevant to the problem: for example, turnover resulting from ineffective selection practices is not susceptible to improvement. Management is faced with the task of identifying the reasons why employees quit, and taking corrective action. Another strategy is to assess problems

of retention by means of exit interviews. These provide an unbiased view of management and the workplace, and pinpoint the reasons for an employee quitting, which cannot be obtained in on-going modes of employee relationships (Mello, 2010).

Recent studies of HRM practices explain that low turnover rates are associated with employers' practices of including employee participation, effectively developing staff and concrete statement of employment conditions, according to Fernie and Metcalf (1996). Functional turnover can help reduce suboptimal organizational performance; however, an increase in the rate of turnover can also impact on the productivity of an organization. This can result in the loss of good will, patronage and relationships, and can even jeopardize the objectivity of the goals in the organization.

Abbasi and Hollman (2000) state that dysfunctional turnover is detrimental to an organization as it decreases the innovation of programs and reduces the productivity. Worse, skilled employees take along with them a company's specific know-how, and may pass this on to their new employers who, if competitors expose the previous employing organization to risk Walker, (2001). According to Walker seven factors that can improve employee retention like, Appreciation of and compensation for work performed, Provision of challenging work, Chances to learn and be promoted, Appealing organizational atmosphere, Positive relationships with colleagues, Healthy balance of personal and professional life and Good communications.

In connection to teacher turnover some of the strategies and actions to be taken to retain professionals in the given area have to be specific to some extent since push factors might vary from one area to another. It's more important than ever to put strategies to avoid the overarching costs of teacher turnover causes, and keep skilled, high level teachers motivated.Ingersoll (2001) revealed that teachers' recruitment programs traditionally common in the policy area would not solve the staffing problems of the schools if they do not also address the organizational sources of low teacher retention.

Cockburn and Haydon(2004) suggested that turnover may be reduced through reduction of class size, more learning support assistant, better resource for teaching, recognition and facilitating more in service training. It also possible to reduce turnover

throughemployee orientation. New workers are more likely to leave than workers who have been on the job longer. However, new employees who have been properly oriented in the schools are less likely to leave the organization.

In Line to this the following are some of the strategies and actions that should be undertaken to minimize unnecessary employee turnover:Improving government policies and dialogue with professionals at all levels, Improving and Monitoring leadership and supervisory skill,Initiating team work among employees, implementing fair and equitable compensation system,Creating and sustain fair relationship with employees that are considerate of procedural and distributive justice issue,Providing conductive working environment with at least the minimum facilities, Providing a safe and secure work environment in which the employee does not feel threatened, Providing opportunities for growth and career development, Fair and equitable pay system reduce turnover.

Mathis (1995) stated that employee's turnover reduced by fair compensation, career planning and internal planning, promotion and professional development,providing some incentive mechanisms.Improving socio-economic conditions by providing pay and benefits commensurate with other organizations.as cited in (Dereje ,2007).

To sum up, this chapter has dealt with reviewed important literature in relation to the issue of teachers' turnover. Teachers' turnover has come to again great attention all over the world in both developed and developing countries. And it manifested in many ways and attributed to many causes. And teachers turnover could be observed in to two categories this are involuntary turnover and Voluntary turnover.Involuntary turnover is either by discharge or downsize and it refers to departure initiated by the employer organization. Whereas voluntary turnover occurs when a teacher leaves his or her post willingly it refers to termination instigated by employee.

And also a number of factors have been point out to have contribution to the teachers' turnover. Like, Attitude of the Employee and Personal Factors, Performance Appraisal and Feedback, Lack of recognition and Reward, Lack of professional and Personal Advancement, Ineffectiveness of Communication, Demographic, Personal, push and Pull Factors.Teachers' turnover can be caused partly due to Poor working conditions, Poor

school leadership, inadequate salary, Student disciplinary problem, Lack of teachers' professional development and promotion and as a result teachers' turnover has his own positive and negative impact.

Finally, in connection to teachers turnover some of the strategies and actions to be taken to retain professionals in the given area such as Improving government policies and dialogue with professionals at all levels, Improving and Monitoring leadership and supervisory skill, Initiating team work among employees, implementing fair and equitable compensation system, Creating and sustain fair relationship with employees that are considerate of procedural and distributive justice issue, Providing conductive working environment with at least the minimum facilities, providing a safe and secure work environment in which the employee does not feel threatened, Providing opportunities for growth and career development providing some incentive mechanisms.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter describes the methodology that the researcher used in the study. Specifically the chapter describes the research design, the target population, sampling design, data collection tool and techniques, data analysis and lastly ethical issue consideration is employed in the study.

3.1. Research Design

The purpose of this study was to assess the factors for the turnover of teachers in Addis Ababa the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration. To conduct the research, both quantitative and qualitative research methodologies were employed. This is because employing the mixed approach help to cover or confirm findings from different data source (Creswell, 2003).The study had mainly employed quantitative methodology and was complemented by qualitative data. Quantitative methodology was employed as a major methodology because of the nature of the study and the research questions. Due to the nature of the study, descriptive survey research method was used to explore and describe the current status of teachers' turnover in private secondary schools of Yeka sub-city Addis Ababa city Administration.

3.2. Sources of Data

The data were collected from both primary and secondary sources. The primary data refer to the data obtained from current teachers, former teachersand principals. In addition, secondary data collected from pertinent documents such as teachers profile, books, journals related documents exist at schools and sub-city educational office were used to understand the current situation and supplement the findings of the study.

3.3. Target Population and Sampling Techniques

Gall, Gall and Borg (2003) defined a target population as all the members of a real or hypothetical set of people, events, or objects to which researchers wish to generalize the

results of their research. The study on teachers' turnover were focus on the teachers who are currently teaching in selected private secondary schools, former teachers and principal under study. Although the target population was teachers still teaching, an enquiry was made on the likely reasons that drive them to quit the teaching profession.

According to Addis Ababa City Administration Education Bureau, there are thirteen private schools in Yeka Sub-City. Among this total of 13 private secondary schools to make the research manageable 7 private secondary schools were selected for data population using purposive sampling technique. This sampling method was chosen because it helps the researcher to include schools with different rates of teacher's turnover. The target schools were defined as being located in different Woredas found in Yeka Sub city. The private secondary schools included in the study were: Lemelem, Yeha Science, MagicCarpet, Lucy Academy, Hill side, KotebeKidanemhert, Alebetele Private Secondary schools. These schools were identified using information through their respective Sub City Education Office.

In the selected private secondary schools there were a total of 250 teachers out of these 151(60.4%) teachers were taken as a sample by using proportional stratified sampling technique. This technique was chosen because it enables to get proportional sample teachers from each school (Gay, 1996).And to select individual teachers, simple random sampling technique was employed.

Furthermore, to select 10 former teachers who no longer work in private secondary schools availability sampling technique was used. This technique was employed because there was no official source of data regarding their address. Finally, purposive sampling was used to identify sample 7 principals in targeted schools. The principals were included purposively because they provided relevant information by virtue of their position.

3.4. Instrumentsof Data Collection

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

Questionnaire

A questionnaire is an inquiry form of data gathering instrument which respondents answer to questions or statements to get factual information. Therefore in order to collect large amount of data from many respondents within a short time in an arranged form questionnaire were prepared.The study used a self-administered questionnaire to collect data from teachers, principal and former teachers of Private secondary Schools. According to McMillan and Schumacher (2001) recommended a questionnaire if the researcher knows that the respondents will be in position to answer the questionnaire. The questionnaires were developed in English because teachers and principals are capable of filling out the English questionnaire. And questionnaires were composed of both close-ended and open-ended questions. The close-ended questionnaire incorporated with Likert scale that were relevant to the teachers turn over issue .Scaled items were carefully used because to generate information of influence, facilitates response since the questions are multiple choices and data can be categorized easily

Interview

An interview is employed as an instrument for collecting pertinent information for the study. Interview gives the needed information orally and face to face. Moreover, interviewing is important to find out what is in someone else's mind. According to Silverman D. (2006) Interview is undoubtedly the most widely used technique for conducting systematic social inquiry. Researcher developed the interview based on the literature and in order to gather more detailed information from school Principals of the selected schools structured interview were used. Becausean interview is an appropriate tool to have through, more specific and truthful information from school leaders. It is presented in a semi-stretchered form to enable the interviewees express what they feel and think without inhibition. All interviews questions are arranged in English language and conducted by the researcher of this study. The researcher takes note while conducted the interview. For each interviewee it is assigned 10 to 15 minutes after convenient time arranged with them.

3.5. Procedures of Data Collection

The data gathering instruments, which were drafted on the basis of the reviewed literature and the intended data to investigate impacts of teachers' turnover among selected secondary schools the following data collection procedures, were applied before the final questionnaire was distributed to the respondents, the instrument was pilot tested at Kidus Michel secondary school in Yeka Sub- City in fourteen permanently employed teachers and principal, who were not included in the final study. This assessment helped the researcher to get feedback as to whether or not the questionnaire was clear, and help to refine the questionnaire to the purpose of the research. According to the pilot survey, minor modifications were made in the wording of the questionnaire in order to correct the tool. In the initial stage of questionnaire administration, the researcher makes the objectives of the study clear to all respondents in order to avoid confutation, in order to maximize the rate of return; an attempt was made to distribute the questionnaire at the time convenient for respondents. To have a valid and a reliable data, the researcher ensure that the questionnaires are well prepared which allow error minimization. Moreover, a close follow-up was made to obtain reliable data.

3.6. Method of Data Analysis

Analysis is a research technique for making replicable and valid reference from data to the context (Creswell 2002).In this study based on the nature of the research questions and collected data,quantitative and qualitative method of data analysis was used. The quantitative data were analyzed by employing descriptive statistics like (Frequency, percentages and mean score) were used in the study.Once the quantitative data collection were completed and appropriately scored, the data were entered into the statistical package for the social science (SPSS version20) software for analysis. Statistical procedures were performed on quantitative data gathered from the respondents. Qualitative data were analyzed for recurring themes and codes accordingly. Coding categories were constructed from the concepts and themes pertinent to the review of literature. These data were used to explain and enhance the statistical data drawn from quantitative portion of the study. To further ensure the integrity and confirmatory purposes of the qualitative data were utilized in analyzing the data.

CHAPTER FOUR

4. PRESENTION AND ANALYSIS OF DATA

The main objective of this study was to assess the factors for the turnover of teachers in Addis Ababa the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration. To this end source of data were determined and different data gathering tools were employed. The sources of the data were Current teachers, former teachers who left the schools and principals who are currently working in private secondary schools. Questionnaires and interview were the instruments through which data were collected and were analyzed and interpreted in this chapter. With regard to questionnaire a total of 151 questionnaires were distributed to currently practicing teachers, 151(100%) were filled in and returned. Similarly, from the questionnaires administered to 10 former teachers of private secondary schools, who were engaged in non-teaching profession or were teaching in other than private secondary schools during the study, 10(100%) qutionnaires were filled in and returned. In addition to questionnaires 7 principals were interviewed on the factors of teacher's turnover. Finally the data obtained were tallied, organized, tabulated, analyzed and interpreted to get findings.

4.1. General Characteristics of the Respondents

The First parts of the questionnaires contain general characteristics of all respondents. General characteristics of the respondents in a study most of the time are considered as a determinant factor for the accomplishment of any type of study. Hence, the general characteristics of the respondents of the study were summarized, described in subsequent tables and in charts. These variables include Sex, age, marital status, educational levels, field of specialization and work experience the teachers have in the school. This information was to determine whether these variables had any influence on teachers' turnover.

Table.1 General Characteristics of the Respondents of the Study

Respondents by sex, age and marital status

Variable		Respondents			
		Current teachers		Former teachers	
		F	%	F	%
Sex	Male	108	71.5	6	60.0
	Female	43	28.5	4	40.0
	Total	151	100	10	100
Age	20-25	15	9.9	1	10.0
	26-30	74	49.0	5	50.0
	31-35	41	27.2	2	20.0
	36-40	7	4.6	1	10.0
	41-45	7	4.6	1	10.0
	46 and above	7	4.6	-	-
	Total	151	100	10	100
Marital Status	Married	62	41.1	5	50.0
	Single	89	58.9	5	50.0
	Divorced	-	-	-	-
	Widowed	-	-	-	-
	Total	151	100	10	100.0

Source: Survey 2015

As indicated in the above table1, the Sex distribution of the teachers sampled in the study is as displayed in the pie chart below 108(71.5%) of the current teachers were males and the remaining 43(28.5%) were females. On the other hand 6(60.0%) of the former teachers who participated in the study were males and 4(40.0%) of them were females. Likewise all principals of target schools are also male .This shows that sex combination is more of male dominant and the participation of female teachers in private secondary schools understudy was low and it needs effort to empower women in every aspect.

Regarding the age distribution of respondents, the above table shows that 15(9.9%), of current teachers were between the age 20 and 25, 74(49.0%) between 26 and 30, 41(27.2%) between 31 and 35, 7 (4.6%) between 36 and 40, 7(4.6%) between 41 and 45 and 7(4.6%) are 46 and above respectively.

Furthermore, 1(10.0%), former teachers respondents were between 20 and 25, 5(50.0%) between 26 and 30, 2(20.0%) between 31 and 35, 1(10.0%) between 36 and 40, and

1(10.0%) between 41 and 45 respectively. Therefore age is consistently and negatively related to turnover. Younger employees are more likely to resign than older employees. .

The majority of current teacher's respondents (49.0%) of the age group between 26 and 30 & former teachers are also age group between 26 and 30 are younger and hence more probability of turnover. (Ingersoll 2001) indicated that younger teachers tend to leave teaching than their counter parts.

As indicated in above Table 1 show the marital status of the respondents, 62 (41.1%) Current teachers, 5 (50.0%) of former teachers were married. The remaining 89(58.9%) of the Current teachers, 5(50.0%) of the former teachers were single.

Table.2 General Characteristics of the Respondents of the Study
Respondents by Educational level, field of specialization and work experience in teaching

Variable		Respondents			
		Current teachers		Former teachers	
		F	%	F	%
Educational level	Diploma	-	-	-	-
	BA/BSC	128	84.8	8	80.0
	MA/MSC	23	15.2	2	20.0
	Others	-	-	-	-
	Total	151	100	10	100.0
Field of specialization	Amharic	10	6.6	1	10.0
	English	16	10.6	1	10.0
	Mathematics	15	9.9	2	20.0
	History	15	9.9	1	10.0
	Geography	17	11.3	1	10.0
	Civics	9	6.0	-	-
	Chemistry	14	9.3	1	10.0
	Biology	17	11.3	1	10.0
	Physics	15	9.9	1	10.0
	IT	6	4.0	1	10.0
	HPE	7	4.6	-	-
	Others	10	6.6	-	-
	Total	151	100	10	100.0
Work experience in teaching	1-9 Years	116	76.8	8	80.0
	10-20 Years	24	15.9	2	20.0
	21-30 Years	4	2.6	-	-
	31 and above	7	4.6	-	-
	Total	151	100	10	100.0

Source: Survey 2015

With regards to the educational level of the respondents, the finding in table 2 above, reveal that 128(84.8%) of current teachers were BA/BSC holders while the remaining 23(15.2%) were MA/MSC holders. As reflected in the table majority of teachers' respondents have a qualification of first degree and the Master degree holders are few of the total respondents.

This may alarm to the government officials who work for quality education. On the other hand, from former teachers respondents 8(80%) were BA/BSC holders were as the reaming 2(20.0%) were MA/MSC holders. The more qualified teachers appear to exhibit dissatisfaction with work as compared to less qualified teachers which can be a cause for turnover (Mcclure, Weidman1988).This is because individuals with more qualification have more options in the job market than less qualified ones.

The table2 above shows the field of specialization of teachers sampled. The findings show that 10(6.6%) of the current teachers sampled taught Amharic, 16(10.6%) English,15(9.9%) Mathematics, 15(9.9%) History, 17(11.3%) Geography,9 (6.0%) Civics, 14(9.3%) Chemistry, 17(11.3%) Biology, 15(9.9%) Physics, 6(4.0%) IT,7(4.6%) HPE while 10(6.6%) were in others subjects. On the other hand, 1(10.0%) of ex-teachers taught Amharic1 (10.0%) English, 2(20.0%) Mathematics, 1(10.0%) History, 1(10.0%) Geography, 1(10.0%) Chemistry, 1(10%) Biology, 1(10.0%) Physics 1(10.0 %,) while 1(10 %.) taught IT subject.In order to assess the trend of turnover in terms of Field of Specialization all interviewed principals confirmed that natural science subject teachers particularly, Mathematics, Physics, Biology and Chemistry teachers left the school more than the others. Because as to the principals view teachers of natural science subjects had an opportunity to join other sector jobs out of teaching this implies that teaching profession is regard as transition job for most teachers. Ingersoll (2000) also indicates that teachers attrition in USA, that most of the leavers were natural science subject teachers, particularly Mathematics.

The findings in Table 2 above, reveal that 116(76.8%) of the current teachers had 1-9 years of teaching experience, 24(15.9%) had taught for 10-20 years, 4 (2.6%) had taught between 21-30 years and lastly 7(4.6%) had 31 and above years of teaching experience. On the other hand 8(80.0%), 2(20.0%) of Ex-teacher respondents are totally have experience of 1to9 years and 10 to 20 years respectively. This implies that most of teachers had a teaching

experience ranging between 1to 9 years. This may reflect that there was a relatively high turnover of teachers.

4.2. Reasons for becoming a teacher

In order to investigate and analyzed how and why current teachers and former teachers respondents of the selected private secondary schools were joined the teaching profession. To this end, current teachers and former teachers were asked their level of agreement on different variables related to Main reasons for becoming a teacher. The levels of agreement ranged from Strongly agree to Strongly Disagree in Five continuum likert –Scale, Strongly Agree (5), Agree (4),Undecided (3), Disagree (2), Strongly Disagree(1) and the rating scores were computed to Frequency, percentage and mean value. Finally the data on respondents' responseson main reason becoming a teacher presented as follows.

Table 3.Currently and Former teachers' reasons for becoming a teacher

No	Reasons for becoming a teacher	Current Teachers				Former Teachers		
			F	%	Mean	F	%	Mean
1	The university assigned me to teaching field of study based on my entrance exam result	SA	75	49.5	3.53	4	40.0	3.30
		A	24	15.9		2	20.0	
		Und	1	0.7		-	-	
		D	8	5.3		1	10.0	
		SD	43	28.5		3	30.0	
2	Joined teaching profession as a last alternative due to lack of training opportunity	SA	62	41.1	3.32	6	60.0	3.80
		A	20	13.2		1	10.0	
		Und	13	8.6		-	-	
		D	16	10.6		1	10.0	
		SD	40	26.5		2	20.0	
3	Interested in teaching as a career	SA	41	27.2	2.75	1	10.0	2.20
		A	24	15.9		1	10.0	
		Und	10	6.6		2	20.0	
		D	9	6.0		1	10.0	
		SD	67	44.4		5	50.0	
4	Teaching serves as a spring board for other jobs	SA	97	64.2	4.19	7	70.0	4.10
		A	26	17.2		-	-	
		Und	3	2.0		1	10.0	
		D	10	6.6		1	10.0	
		SD	15	9.9		1	10.0	
5	Entering to teaching profession was easy	SA	58	38.4	3.35	4	40.0	3.50
		A	28	18.5		2	20.0	
		Und	11	7.3		1	10.0	
		D	17	11.3		1	10.0	
		SD	37	24.5		2	20.0	

Source: Survey 2015 Av. Mean< 3 low, Av. Mean=3 medium and Av. mean>3 high

According to the findings shown in Table 3 above, respondents were asked to rate items that were listed to measure the main reasons for becoming a teacher. The result of the study shows that about 49.7% of the current teachers and 40.0% of former teachers were strongly agree and 15.9% of the current teachers and 20.0 % of former teachers were agree while 0.7% of current teachers and 0% percent of former teachers were undecided,5.3 % of current teachers and 10.0% of former teachers were disagree,28.5 % current teachers and 30.0 % of former teachers strongly disagree with that the University assigned them to teaching field of study based on their interance exam result. Moreover, 3.53 and 3.30 high mean value for current teachers and former teachers respectively indicates that the University assigned them to teaching field of study based on their interance exam result. This result suggests that current teachers and former teachers claim that the University assignment based on their entrance exam as the main reason for becoming teacher. This implies lack of personal interest to join teaching profession in the part of respondents. In this regard, in the interview conducted with principals, they confirmed that assigning who joined in to university must be based on one's interest and choice to subject they want to study and also assigning candidates who got low result in entrance exam to teaching profession have an impact on teachers turnover.

With regards to joined teaching profession as a last alternative due to lack of training opportunity,41.1% ,13.2 % ,8.6 %,10.6 % and 26.5 % of current teachers and 60.0 %,10.0 % ,0 % ,10 % and 20.0 % of former teachers responded as Strongly agree, Agree, Undecided, Disagree and Strongly disagree respectively that they joined teaching profession as a last alternative due to lack of training opportunity. In this connection, the 3.32 and 3.80 high mean value of current teachers and former teachers respectively show that the respondents joined teaching profession as a last alternative due to lack of training opportunity and regarded the item as the main reason for becoming a teacher.

In addition, in the interview response all principals of the schools under study said that teaching profession is at risk because experienced teachers stayed at school is rare and they change their profession and consider teaching as a tensional job for them.

Concerning interested in teaching as a career, 27.2%, 15.9 %, 6.6%,6.0 % and 44.4 % of current teachers and 10.0 %, 10.0 %, 20.0%,10.0 % and 50.0 % former teachers expressed

their view by Strongly agree, agree, undecided, disagree and strongly disagree to the item interested in teaching as a career as a main reason for becoming a teacher. The result of the respondents obviously shows that they do not have interest to become a teacher. The low mean value 2.75 of current teacher and 2.20 of the former teacher clearly indicate that they joined the profession against their interest. Further more in the interview principals gave response that concerning interest in teaching as a career, most of teachers joined the profession without their interest and will. And they are also below expectation in teaching the subjects they are trained in. On top of this they have difficulties in interacting properly with their students. This situation instigates most of the teachers to leave their teaching job.

As shown in Table 3 above, regarding the main reason for becoming a teacher 64.2%, 17.2 %, 2.0 %, 6.6 % and 70.0%, 0%,10.0%, 10.0 %,10.0 % Strongly agree, Agree, Undecided, Disagree and Strongly disagree with 4.39 and 4.10 high mean value of current teachers and former teachers respectively responded that the main reason for becoming a teacher is that teaching serves as a spring board for other jobs. The result of this item shows the attitude of both respondents of the study assume teaching as a transition profession to other jobs.

Moreover, with regards to item 5 of Table 3 above, 38.4%, 18.5%, 7.3%, 11.3 % and 24.5 % and 40.0 %, 20.0%, 10.0%, 10.0% and 70.0 % of current teachers and former teachers respectively indicated entering to teaching profession was easy that could be considered as the main reason for becoming a teacher. In this respect, 3.35 of current teachers and 3.50 of former teachers high mean value shows that the main reason for becoming a teacher is that entering to teaching profession was easy. This result suggests that entering teaching profession is considered by majority of teachers as easy activity that need less challenge.

4.3 .Teaching Profession itself

Table4. Currently and Former teachers' responses on Teaching Profession itself

No	The teaching profession itself	Current Teachers				Former Teachers		
			F	%	Mean	F	%	Mean
1	Is very interesting work	SA	52	34.4	2.83	2	20.0	2.40
		A	20	13.2		1	10.0	
		Und	1	0.7		-	-	
		D	7	4.6		3	30.0	
		SD	71	47.0		4	40.0	
2	Is better than expected	SA	31	20.5	2.62	-	-	1.50
		A	24	15.9		1	10.0	
		Und	19	12.6		-	-	
		D	11	7.3		2	20.0	
		SD	66	43.7		7	70.0	
3	Is worse than expected	SA	64	42.4	3.31	4	40.0	3.20
		A	17	11.3		1	10.0	
		Und	9	6.0		1	10.0	
		D	24	15.9		1	10.0	
		SD	37	24.5		3	30.0	
4	I am successful at my work	SA	32	21.2	3.54	1	10.0	3.30
		A	7	4.6		2	20.0	
		Und	18	11.9		1	10.0	
		D	36	23.8		3	30.0	
		SD	58	38.4		3	30.0	
5	Since teaching is a pleasant job, I will advise new teachers not to leave their profession	SA	28	18.5	2.32	1	10.0	1.90
		A	20	13.2		-	-	
		Und	7	4.6		2	20.0	
		D	14	9.3		1	10.0	
		SD	82	54.3		6	60.0	
6	If I had to do it over again I would not become teacher	SA	81	53.6	3.66	6	60.0	3.90
		A	17	11.3		-	-	
		Und	5	3.3		2	20.0	
		D	16	10.6		1	10.0	
		SD	32	21.2		1	10.0	
7	Mostly full of routine activities	SA	73	48.3	3.64	5	50.0	3.40
		A	27	17.9		1	10.0	
		Und	5	3.3		-	-	
		D	15	9.9		1	10.0	
		SD	31	20.5		3	30.0	

Source: *Survey 2015* Av. Mean< 3 low, Av. Mean=3 medium and Av. mean>3 high

According to Table 4 that reveal teachers altitude towards the teaching profession, 34.4%, 13.2 %, 0.7%,4.6 %,47.0% and 20.0%,10.0 %, 0%,30.0 % and 40.0 % of respondents Strongly agree, agree, undecided, disagree and strongly disagree with 2.83 and 2.40 low mean value of current teachers and former teachers respectively responded that teaching is very interesting work. The result shows that teachers have low altitude towards the teaching profession.

In addition, in the interview the principals of selected sample schools indicate that the societies perception towards teaching profession and to teaching job is very low which influence the teachers to search for other non-teaching job thus it becomes one of the factors in causing teachers turnover.

In relation to the idea that teaching is better than expected 20.5%,15.9 %,12.6 %,7.3% and 43.7 % and 0 %,10.0 %,0 %,20.0 % and 70.0% strongly agree, agree, undecided, disagree, strongly disagree with 2.62 and 1.50 mean score of current teachers and former teachers respectively. This indicates that most teachers did not find the teaching profession as better than they have expected to be.

In item 3 of Table 4 also 42.4%, 11.3%, 6.0 %, 15.9%, and 24.5 % and 40.0%, 10.0 %, 10.0 %, 10.0 % and 30.0 % strongly agree, agree, undecided, disagree, strongly disagree with score mean 3.31 and 3.20 of current teachers and former teachers respectively indicated that teaching is worse than expected.

With regards to their success at work 21.2 %, 4.6%, 11.9%, 23.8%, and 38.4% and 10.0% ,20.0%,10.0 %,30.0 %, and 30.0% stressed their response as Strongly agree, agree, undecided, disagree, strongly disagree with mean score 3.54 and 3.30 of current teachers and former teachers respectively.

Current teachers and former teachers were asked whether they have the willing to give advice to new teachers not to leave their profession, 18.5%, 13.2%, 4.6%, 9.3%, and 54.3% and 10.0 %,0 % ,20.0%,10.0%,60.0 % responded as strongly agree, agree, undecided, disagree and strongly disagree with mean score 2.32 and 1.90 respectively. This indicates that most of teachers are not in a position to persuade new teachers' new teachers not to leave their profession.

Concerning teachers aspiration to become school teachers if they had to do it again, 53.6%, 11.3 %, 3.3%, 10.6 % and 21.2 % and 60.0% , 0% , 20 % and10% and 10.0% responded as Strongly agree, agree, undecided, disagree, strongly disagree with 3.66 and 3.90 mean score of current teachers and former teachers respectively. The result of the respondents shows that most of the teachers do not have the desire to become school teacher if they had given the chance to select among different professions. This may

reflect that the mode of selection of candidates in to almost all teacher education programmers in the country needs to be based on one's interest to the profession.

Furthermore, Table 8 item 4 above shows that, regarding teaching profession itself, 48.3%, 17.9%, 3.3 %, 9.9 %, and 20.5% and50.0%, 10.% ,0%,10.0% and 30.0 %of respondents Strongly agree, agree, undecided, disagree and strongly disagree with 3.64 and 3.40 high mean value of current teachers and former teachers respectively responded that teaching profession is mostly full of routine activities .

4.4 Basic Causes of Teachers Turnover

The result of this study indicate that the basic causes of teachers turnover in private secondary schools of Yeka Sub City of Addis Ababa City Administration are varied and complex. But to be more specific the researcher has tried to list issues those could be considered as basic causes of teachers' turnover under Table 9 and discussed the results of the respondents as follow:

Table 5. Currently and former teachers' responses on Basic Causes of Teachers Turnover

No	Basic causes of Teachers' turnover	Current Teachers				Former Teachers		
			F	%	Mean	F	%	Mean
1	Inadequate salary compared to other occupation	SA	115	76.2	4.57	6	60.0	4.00
		A	22	14.6		1	10.0	
		Und	1	0.7		1	10.0	
		D	11	7.3		1	10.0	
		SD	2	1.3		1	10.0	
2	Poor school leadership	SA	90	59.6	4.23	4	40.0	3.90
		A	34	22.5		3	30.0	
		Und	7	4.6		2	20.0	
		D	12	7.9		-	-	
		SD	8	5.3		1	10.0	
3	Lack of Teachers Professional Development and Promotion	SA	77	51.0	4.22	5	50.0	4.20
		A	50	33.1		3	30.0	
		Und	11	7.3		1	10.0	
		D	6	4.0		1	10.0	
		SD	7	4.6		-	-	
4	Student disciplinary problem	SA	96	63.6	4.44	5	50.0	4.60
		A	41	27.2		3	30.0	
		Und	4	2.6		1	10.0	
		D	4	2.6		1	10.0	
		SD	6	4.0		-	-	
5	High workload	SA	98	64.9	4.49	5	50.0	4.20
		A	38	25.2		3	30.0	
		Und	6	4.0		1	10.0	
		D	9	6.0		1	10.0	
		SD	-	-		-	-	
6	Availability of opportunity of other occupations with better payment and incentive	SA	100	66.2	4.53	6	60.0	4.00
		A	39	25.8		1	10.0	
		Und	7	4.6		1	10.0	
		D	2	1.3		1	10.0	
		SD	3	2.0		1	10.0	
7	Poor working condition	SA	95	62.9	4.42	5	50.0	4.10
		A	38	25.2		3	30.0	
		Und	7	4.6		1	10.0	
		D	9	6.0		-	-	
		SD	2	1.3		1	10.0	
8	Low recognition for secondary school teachers by community	SA	109	72.2	4.50	7	70.0	4.40
		A	25	16.6		-	-	
		Und	5	3.3		2	20.0	
		D	7	4.6		-	-	
		SD	5	3.3		1	10.0	

Source: Survey 2015 Av. Mean< 3 low, Av. Mean=3 medium and Av. mean>3 high

As can be observed from Table 5 above with regard to inadequate salary compared to other occupation 76.2 % with high 4.57 mean value of current teachers and 60.0% with 4.0 high mean value of former teachers Strongly agree with item that expressed inadequate salary compared to other occupation as the basic cause of teachers turnover. The remaining 14.6%, 0.7%, 7.3% and 1.3 % of current teachers and 10.0 %, 10.0%, 10.0 % and 10.0 % of former teachers stressed that they agree, undecided, disagree or strongly disagree respectively. This shows that the inadequacy of salary pushes the teachers to leave their teaching profession so as to look for better pay that may make their life meaningful.

In connection to this, in the interview principals of the selected schools indicated that in any profession salary and other monetary related benefits are said to be a motivating factor for employees. When we consider the payment of teachers compared to professionals of nonteaching job the teachers are said to be under paid. This underling cause pushmost of the teachers to leave the teaching profession and look for better job with better salary and benefit.

The response made on item 2 in table 5 indicated that 59.6%, 40.0 %with 4.23 and 3.90 high mean value current teachers and former teacher respectively strongly agreed with the option that pointed out poor school leadership as a basic cause of teachers turnover in private secondary schools under study. The rest of the respondents which account to 22.5%, 4.6%, 7.9%and 5.3 % of current teachers and 30.0% ,20.0 % ,0 % and 10.0% of former teachers indicated their rating as agree, undecided, disagree and strongly disagree respectively that show poor school leadership as a basic cause of teachers turnover.

In relation to responses to item 3 in Table 5, 51.0% with 4.22 high mean value and 30.0 % with 4.20 high mean value of current teachers and former teacher respectively have strongly agreed with that lack of teachers professional development and promotion is one of the basic causes of teachers turnover. Among other respondents on the same item 33.1%, 7.3%,4.0% and 46% of current teachers and 30.0 %,10.0%,10.0% and 0 % of former teachers stressed their response as agree, undecided, disagree and strongly disagree respectively. This result of majority of the respondents of the study reveals that

lack of teachers professional development and promotion in the schools under study could be regarded as one of the basic causes of teachers turnover.

In relation to the item 4 in Table 5 that stated student disciplinary problems is one of the possible basic causes of teacher turnover, 63.6% and 27.2% current teachers with 4.44 high mean value and 50.0% and 30.0% of former teachers with 4.60 high mean value stated their level of agreement as strongly agree and agree respectively while the reaming 2.6%,2.6% and 4.0 % of current teachers and 10.0%,10.0% and 0% of former teachers indicated their low value response as undecided, disagree and strongly disagree in their respective order.

Concerning whether high workload may be regarded as the basic cause of teachers turnover 64.9%, 25.2%,4.0%,6.0% and 0% of current teachers with 4.49 high mean score and 50.0%,30.0%,10.0%,10.0% and 0% with 4.20 high mean score of former teachers responded their level of rating as strongly agree, agree, undecided, disagree and strongly disagree respectively.

Furthermore, 66.2%, 25.8%,4.6%,1.3% and 2.0% of current teachers with 4.53 very high mean value and 60.0%,10.0%,10.0%, and 10.0% of Ex-teachers with 4. High mean value indicated their degree of response as strongly agrees, agree, undecided, disagree and strongly disagree respectively that availability of opportunity of other occupations with better payment and incentive is another possible basic causes of teachers turnover. This result of the study suggests that the difference between benefits provided for employees with similar status of qualification by different governmental or non-governmental organizations necessarily the them to look for and join an organization with better benefit.

The result of the study as it can be observed from Table 5 shows that 62.9%,25.2%,4.6%,6.0% and 1.3% of current teachers with 4.42 high mean value and 50.0%,30.0%,10.0%, 0% and 0% of Ex-teachers with 4.10 high mean value rated their level of agreement as strongly agree, agree, undecided, disagree and strongly disagree respectively that poor working condition could be considered as basic cause of teachers turnover.

With regards to low recognition for secondary school teachers by community as possible basic cause of teacher turnover in the schools under study 72.2% and 16.6% of current

teachers with 4.50 high mean value and 70.0% and 0% of Ex-teachers with 4.40 high mean value indicated their response as strongly agree and agree respectively to show the role of recognition by the community in teaching profession. The remaining 3.3%,4.6% and 3.3% of current teachers and 20.0%,0% and 10.0% of former teachers replied their rating as undecided, disagree and strongly disagree respectively that low recognition for secondary school teachers by community is one of the basic causes of teachers turnover.

4.5 Factors influencing teachers' turnover

Table6. Currently and formerteachers' responses on Factors influencing forteachers turnover

	Factors influencing for teachers' turnover	Current Teachers				Former Teachers		
			F	%	Mean	F	%	Mean
1	Ineffectiveness of communication	SA	68	45.0	4.03	4	40.0	4.10
		A	51	33.8		5	50.0	
		Und	7	4,6		-	-	
		D	19	12.6		-	-	
		SD	6	4.0		1	10.0	
2	Lack of professional and personal advancement	SA	84	55.6	4.30	4	40.0	4.10
		A	46	30.5		5	50.0	
		Und	6	4.0		-	-	
		D	12	7.9		-	-	
		SD	3	2.0		1	10.0	
3	Lack of recognition and reward	SA	98	64.9	4.52	6	60.0	4.50
		A	43	28.5		3	30.0	
		Und	4	2.6		1	10.0	
		D	2	1.3		-	-	
		SD	4	2.6		-	-	
4	Performance appraisal and feedback	SA	87	57.6	4.48	5	50.0	4.50
		A	57	37.7		5	50.0	
		Und	2	1.3		-	-	
		D	2	1.3		-	-	
		SD	3	2.0		-	-	
5	Altitude of the employee and personal factors	SA	86	57.0	4.38	5	50.0	3.70
		A	51	33.8		2	20.0	
		Und	5	3.3		2	20.0	
		D	4	2.6		-	-	
		SD	5	3.3		1	10.0	
6	Demographic factors such as sex, age, sex and qualification and experience	SA	85	56.3	4.15	3	30.0	3.10
		A	31	20.5		-	-	
		Und	16	10.6		4	40.0	
		D	11	7.3		1	10.0	
		SD	8	5.3		2	20.0	
7	Personal factors such as health problem, family related issues, children education and social status.	SA	80	53.0	4.05	3	30.0	2.90
		A	34	22.5		1	10.0	
		Und	10	6.6		1	10.0	
		D	18	11.9		2	20.0	
		SD	9	6.0		3	30.0	

Source:survey 2015 Av. Mean< 3 low, Av. Mean=3 medium and Av. mean>3 high

As shown in Table 6 above, respondents were asked to rate their level of agreement on item s that were listed on factors influencing teachers turnover in private secondary schools. The study has revealed that 45.0%,33.8%,4.6%,12.6% and 4.0% with 4.03 mean value of current teachers and 40.0%,50.0%,0%,0% and 10.0% with 4.10 mean value of former teachers responded that they strongly agree, agree, undecided, disagree, strongly disagree respectively that ineffectiveness of communication was the possible factor influencing teachers turnover.

With regards to lack of professional and personal advancement as factor influencing teachers turnover,55.6%,30.5%,4.0%,7.9% and 2.0% of current teachers with4.30 high mean score and 40.0%,50.0%,0%,0% and 10% of former teachers with 4.10 high mean score responded as strongly agree, agree, undecided, disagree and strongly disagree respectively.

Concerning lack of recognition and reward, 64.9%,28.5%,2.6%,1.3% and 2.6% of current teachers with 4.52 high mean value and 60.0%,30.0%,10.0%,0% and 0% of former teachers with4.50 high mean value expressed their level of agreement as strongly agree, agree, undecided, disagree and strongly disagree respectively responded that lack of recognition and reward was one of the factors influencing teachers turnover in the schools under study.

With regards to performance appraisal and feedback as factors influencing teachers turnover,57.6% and 37.7% of current teachers with 4.48 high mean value and 50.0% and 50.0% of former teachers with 4.50 revealed their level of agreement as strongly agree and agree respectively.Likewise,1.3%,1.3% and 2.0% of current teachers and none of former teachers expressed their response as undecided, disagree and strongly disagree respectively that performance appraisal and feedback was factor influencing teachers turnover. In fact, this result of the study shows insignificant respondents expressed their response for undecided, disagree and strongly disagree level of rating that performance appraisal and feedback was factor influencing teachers turnover in private secondary schools understudy.

As shown in table 6 above, regarding attitude of the employees and personal factors to be the possible factors influencing teachers turnover 57.0%,33.8%,3.3%,2.6% and 3.3% of current teachers with 4.38 high mean score and 50.0%,2.0%,20.0%,0% and 10.0% of former teachers with 3.70 high means core indicated their level of agreement as strongly agree, agree, undecided, disagree and strongly disagree respectively.

As shown in Table 6 above respondents were asked to rate demographic factors such as sex, age and qualification and experience were possible factors influencing teachers turnover in secondary schools understudy 56.3%, 20.0%,10.6%,7.3% and 5.3% of current teachers with 4.15 high mean value and 30.0%,0%,40.0%,10% and 20.0 of former teachers with 3.10 high mean value indicated their response as strongly agree, agree, undecided, disagree and strongly disagree respectively. The study shows that this item was not significantly regarded by former teachers as factors influencing teachers turnover.

Moreover, 53.0%, 22.5%,6.6%,11.9% and6.0% of current teachers with 4.05 high mean value and60.0%,10.0%,10.0%,10.0% and 10.0% of former teachers expressed their level of rating as strongly agree, agree, undecided, disagree and strongly disagree respectively that personal factors such as health problem, family related issues, children, education and social status were possible factors influencing teachers turnover in the school understudy.

4.6. Possible Measures that should be taken to alleviate teachers' turnover.

Table 7.Currently and Former teachers response on possible measures that should be taken to alleviate teachers turnover

			Current Teachers			Former Teachers		
			F	%	Mean	F	%	Mean
1	Reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification.	SA	115	76.2	4.71	7	70.0	4.40
		A	32	21.2		1	10.0	
		Und	1	0.7		1	10.0	
		D	2	1.3		1	10.0	
		SD	1	0.7		-	-	
2	Improving disciplinary problems of student	SA	107	70.9	4.63	7	70.0	4.20
		A	38	25.2		1	10.0	
		Und	1	0.7		-	-	
		D	4	2.6		1	10.0	
		SD	1	0.7		1	10.0	
3	Improving the working environment within the school	SA	109	72.2	4.63	6	60.0	4.20
		A	35	23.2		2	20.0	
		Und	2	1.3		-	-	
		D	3	2.0		2	20.0	
		SD	2	1.3		-	-	
4	Providing opportunity for further education and professional development	SA	120	79.5	4.68	7	70.0	4.40
		A	22	14.6		2	20.0	
		Und	4	2.6		-	-	
		D	1	0.7		-	-	
		SD	4	2.6		1	10.0	
5	Teachers 'participation in school decision making	SA	2	1.3	4.62	1	10.0	4.30
		A	4	2.6		-	-	
		Und	3	2.0		1	10.0	
		D	32	21.2		1	10.0	
		SD	110	72.8		7	70.0	
6	Appreciation and compensation for work performed	SA	111	73.5	4.62	6	60.0	4.10
		A	31	20.5		2	20.0	
		Und	3	2.0		-	-	
		D	3	2.0		1	10.0	
		SD	3	2.0		1	10.0	
7	Positive relationships with colleagues	SA	108	71.5	4.60	6	60.0	4.10
		A	34	22.5		2	20.0	
		Und	3	2.0		-	-	
		D	3	2.0		1	10.0	
		SD	3	2.0		1	10.0	
8	Reduction of class size	SA	101	66.9	4.48	5	50.0	3.80
		A	37	24.5		3	30.0	
		Und	1	0.7		-	-	
		D	8	5.3		1	10.0	
		SD	4	2.6		1	10.0	
9	Improving government policies and dialogue with professionals at all level	SA	122	80.8	4.69	6	60.0	4.30
		A	20	13.2		3	30.0	
		Und	1	0.7		-	-	
		D	7	4.6		-	-	
		SD	1	0.7		1	10.0	
10	Providing incentives for efficient teachers	SA	124	82.1	4.77	6	60.0	4.30
		A	21	13.9		3	30.0	
		Und	5	3.3		-	-	
		D	-	-		-	-	
		SA	1	0.7		1	10.0	
11	Supporting new teachers through induction and mentoring	SA	119	78.8	4.74	5	50.0	4.10
		A	27	17.9		3	30.0	
		Und	4	2.6		1	10.0	
		D	-	-		-	-	
		SD	1	0.7		1	10.0	

Source: Survey 2015 Av. Mean< 3 low, Av. Mean=3 medium and Av. mean>3 high

According to the findings shown in Table 7 above, respondents were asked to express their rate of agreement to items that were listed on possible measures should be taken to alleviate teachers turnover. The result of the study tabulated in the above table shows that 76.2%,21.2%,0.7%,1.3% and o.7% of current teachers with 4.71 high mean value and 70.0%,10.0%,10.0%,10.0% and 0% of former teachers with 4.40 high mean value indicated their level of agreement as strongly agree, agree, undecided, disagree and strongly disagree respectively that reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification was possible measure should be taken to alleviate teachers turnover. This result stipulated that providing proportional salary payment for private secondary school teachers was suggested as the vital remedy for the problem of teachers' turnover.

With regard to improving disciplinary problems of student as a possible measures that should be taken to alleviate teachers with 4.63 high mean value and 70.0% of former teachers with 4,20 high mean value respectively indicated their response as strongly agree to show important place of the item in solving the problem of teachers turnover. Similarly the remaining 25.2%,0.7%,2.6% and 0.7% current teachers and 10.0%,0%,10% and 10.0% of former teachers rate their level of agreement to the item as agree, undecided, disagree and strongly disagree respectively.

In relation to the item that consider improving the working environment within the school as a possible measure that should be taken to alleviate teachers turnover 72.2%,23.2%,1.3%,2.0% and1.3% of current teachers with 4.63 high mean score and 60.0%,20.0%,0%,20.0% and 0% of former teachers with 4.20 high mean score said that they strongly agree, agree, undecided, disagree and strongly disagree respectively with the item 3 of Table 7 above.

Providing opportunity for further education and professional development was identified by respondents as possible measure that should be taken to alleviate teachers turnover. Accordingly 79,5%, 14.6%, 2.6%,0.7% and 2.6% of current teachers with 4.68 high mean value and 70.0%,20.0%,0%,0% and 10.0% of former teachers with 4.40 high mean value rated their response as strongly agree, agree, undecided, disagree and strongly disagree respectively. As shown in the result large majority of the respondents

confirmed that providing opportunity for further education and professional development can alleviate the problem of teachers turnover.

Current teachers and former teachers of the targeted private schools indicate that teachers participation in school decision making is a possible measure that should be taken to alleviate teachers turnover. Accordingly, 72.8%, 21.2%,2.0%,2.6% and 1.3% of current teachers with 4.62 high mean score and 70.0%,10.0%,10.0%,0% and 10.0% of former teachers with 4.30 high mean score depicted their rate of agreement with the item as strongly agree, agree, undecided, disagree and strongly disagree respectively. This response quite clearly show that large majority of both respondents regard teachers participation in school decision making as a means to minimize the problem of current existing teachers turnover.

Appreciation and compensation for work performed had also an important effect on teachers turnover so as to alleviate the problem related to teachers turnover. The large majority obtained from result item 6 in table 12 above, Show that 73.5% of current teachers with 4.62 high mean value and 6.0% of former teachers with 4.0 high mean value indicated their level of agreement as strongly agree respectively. Few respondents that amount to 20.5%,2.0%,2.0% and 2.0% of current teachers and 20.0%,0%,10.0% and 10.0% former teachersexpressed their response as agree, undecided, disagree and strongly disagree respectively.

In relation to the response to item 7 as depicted in table 7 above, majority of respondents 71.5% of current teachers with 4.60 high mean value and 6.0% former teachers with 4.10 high mean value rated their response as strongly agree with the item stated as relationship with colleagues is positive possible measure that should be taken to alleviate teachers turnover in the target schools.However,22.5%,2.0%,2.0% and 20.0%,0%,10,0% and 10.0% of current teachers and former teachers replied their response as agree, undecided, disagree, strongly disagree respectively to show their degree of agreement to the stated item.

As stated in Table7,66.9% of current teachers with 4.48 high mean score and 50.0%,30.0%,0%,10.0% and 10.0% of former teachers with 3.80 high mean value

confirmed their response in rating as strongly agree, agree, undecided, disagree and strongly disagree respectively that reduction of class size is one of the possible measures that should be taken to alleviate teachers turnover.

With respect to improving government polices and dialogue with professionals at all levels as possible measure that should be taken to alleviate teachers turnover, majority of current teachers that constitute 80.8 % and 4.6 high mean value 60.0% of former teachers with 4.30 high mean value expressed their level of agreement as strongly agree to signify importance of the above item to minimized problem of teachers turnover.

The remaining respondents amounted to 13.2%, 0.7%,4.6% and 0.7% of current teachers and 30.0%,0%,0% and 10.0% of former teachers indicated their rate of agreement as agree, undecided, disagree, strongly disagree respectively that improving government policesand dialogue with professionals at all levels was regarded as possible measures that should be taken to alleviate teachers turnover.

As indicated in item 10 of Table 7 ,majority of both ,82.1% of current teachers with 4.77 high mean value and 60.0% of former teachers with 4.30 high mean value expressed their response as strongly agree with that providing incentives for efficient teachers is among possible measures that should be taken to alleviate teachers turnover. Similarly the remaining respondents that constitute 13.9%,3.3%,0% and 0.7% of current teachers and 30.0%, 0%, 0% and 10.0% of former teachers indicated their level of agreement as agree, undecided, disagree and strongly disagree respectively.

Regarding responses to item11 in Table7, 78.8%, 17.9%, 2.6%, 0% and 0.7% of current teachers with4.74 high mean value and 50.0%, 30.0%, 10.0%,0% and 10.0% of former teachers with 4.10 high mean value indicated their replay as strongly agree, agree, undecided, disagree and strongly disagree respectively and regarded supporting new teachers through induction and monitoring to be one of possible measures that should be taken to alleviate teachers turnover.

CHAPTER FIVE

5. SUMMARY, CONCLUSTION AND RECOMMENDATION

5.1 SUMMARY

This last chapter of the study summarizes the major findings of the study and researcher forward recommendations being based on the identified findings and conclusion.

The Main purpose of the study was to assess the factors for the turnover of teachers in Addis Ababa the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administrationand to identifying possible solutions to minimize turnover and increase teachers' retention. To attain the objective of the study the following basic questions were formulated.

1. What are the major factors that influence teachers' turnover in private secondary schools of Yeka Sub-City of Addis Ababa City Administration?
2. What are the causes that affect teacher turnover in private secondary schools of Yeka Sub-city of Addis Ababa City Administration?
3. What is the intention of the practicing and former teachers toward the teaching profession?
4. What strategies should be formulated to reduce teachers' turnover and increase retention of teachers in the private secondary schools at Yeka Sub-city of Addis Ababa City Administration?

In order to deal with the basic questions, the study employed both quantitative and qualitative research approaches. Moreover, a descriptive survey method was used. The subjects of the study were 151 current teachers from 7 private secondary schools of Addis Ababa City Administration, 10 former teachers who no longer work in private secondary schools and 7 principals from sample schools. To select the respondents of current teachers' proportional stratified sampling technique were applied. Moreover purposive sampling and availability sampling technique was used to select principals and former teachers respectively. Data gathering instruments of the study include questionnaire and interviews. All the close-ended questionnaires were analyzed quantitatively using frequency count,

percentage, average mean. Besides, the data obtained from open-ended questions, interviews were transcribed to supplement the quantitative data.

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

The result of the study revealed that current teachers and former teachers of private secondary schools entered in to teaching profession without their interest that lead them to consider teaching as a spring board for other jobs.

This study found that inadequate salary that teachers get, poor school leadership, lack of teachers professional development and promotion, high workload, availability of opportunity of other occupations with better payment and incentive and Poor working condition and low recognition for secondary schools teachers by community were basic causes of that led and will lead teachers to leave teaching in private secondary schools of Yeka Sub city in Addis Ababa City Administration.

In addition this study found that the major impact of teachers turnover are it affect student induction and achievement, it costs the school on hiring and terminating activities, it decreases professional ability of the school and harms continuity of lessons, it minimize trust of parents on the school, it increase tangible costs of selection, recruitment and training of employees and it incur intangible costs incur such factors as the morale of employee, job pressure and disintegrated performance.

Moreover the findings of this study indicated that ineffectiveness of communication, lack of professional and personal advancement, lack of recognition and reward, performance appraisal and feedback attitude of the employee and personal factors, demographic factors such as sex, age, qualification, experience and personal factors such as health problem, family related issues, children education and social status were factors influencing teachers turnover in private secondary schools.

Finally, this study found that reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification, improving disciplinary problems of students, improving the working environment within the school, providing opportunity for further education and professional development, teachers participation in school decision making, appreciation and compensation for work performed, positive

relationship with colleagues, improving government policies and dialogue with professional at all levels, providing incentives for efficient teachers and supporting new teachers through induction and monitoring are possible measures that should be taken to alleviate teachers turnover.

5.2 CONCLUSTION

Initial commitment to the teaching profession is a prerequisite for further commitment to continue in the profession and job satisfaction(Gold, 1996). The finding of this study show that assigning trainees to join teaching profession without their interest affects the motivation of the trainees and also that lead them to consider teaching as a spring board for other jobs. 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.

As this study ineffectiveness of communication, lack of professional and personal advancement, lack of recognition and reward, performance appraisal and feedback attitude of the employee and personal factors, demographic factors such as sex, age, qualification, experience and personal factors such as health problem, family related issues, children education and social status are the factors that this study has identified as a reasons for turnover of teachers turnover in private secondary schools of Yeka Sub-City of Addis Ababa city Administration. This turnover of teachers reduces the overall effectiveness of the school which leads to deterioration of quality learning. Because, teachers are crucial to the success of students and the school, the continuous turnover of teachers will affect the students achievement and the overall school activity.

Thus addressing the problem of teacher retention is an important concern for schools. The data from this study suggest that improvement in the condition of teaching job would bring about the desired outcome. Particularly reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification, improving disciplinary problems of students, improving the working environment within the school, providing opportunity for further education and professional development, teachers participation in school decision making, appreciation and compensation for work

performed, positive relationship with colleagues, improving government policies and dialogue with professional at all levels, providing incentives for efficient teachers and supporting new teachers through induction and monitoring contributes to lower rate of turnover and ultimately enhance the performance of theschool.

5.3 RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are suggested to alleviate teachers turnover and realize retention of teachers in private secondary schools of Yeka Sub city in Addis Ababa city administration.

- Initial commitment to teaching profession is 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.

- Salary of teachers should be improved because inadequate salary is major reasons that teachers give to quite their job.Unless teachers are paid well they will continue to leave. It is well known that Ethiopia is one of the developing countries in the world and it might be difficult to increase the salaries of teachers however teachers have paramount significance for the over development of the society. The private school owners should try to improve the salary of teachers and should create opportunities where teachers can get incentive in terms of their preparation, workload and experience.

- Poor working environment and lack of positive relationship with each other may discourage teachers to stay in the profession. If the working environment be improved and relationship with colleagues become positive in each private secondary schools of the sub city, current teachers and new employees might be more initiated to stay there. Thus school principals and owners as well as school community should work hard to make the school environment more attractive and pleasant.

- There is a need to improve students' disciplinary problem.This problem can be addressed through appropriate policies set by consensus of concerned bodies: parents, teachers, community representatives, school administrators and government.
- Educational opportunities that help the teachers to develop their knowledge and skills should be created and facilitated by school administrators and education officials.
- It also important to change the societies low perception to teaching which results low morale and high dissatisfaction among teachers. Dealing with this perception will be a crucial part of the fight to retain teachers in the class room.It will require sustained public education by the government and concerned bodies to counter the wrong perception not only among teachers but equally importantly ,among the public in general.

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APPENDIX-A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management (Human Resource and Organizational Development)

Questionnaire to be filled by Teachers currently working, Former teachers and Principals of Private Secondary Schools.

The main purpose of this questionnaire is designed to collect relevant data for a Master's research paper entitled;factors for the turnover of teachers in Addis Ababa the case of private secondary schools of Yeka Sub-city of Addis Ababa city Administration. and finally to recommend possible solutions. Since, the success of this study depends on your genuine response; you are kindly requested to be honest in answering the questions. Your responses will be kept confidential and used for academic purpose.

In responding to the questionnaire, please note the following:

1. You are not required to write your name;
2. All your responses will be kept confidential and will be used only for the academic purpose;
3. Make a check Mark''√'' For the set choice questions;
4. You can choose and thick more than one option.

Thank you for your kind Cooperation!

PART ONE:General Characteristics of Respondents

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

1.1.Sex (1). Male [ ] (2). Female [ ]

1.2Age (1). 20-25 [ ] 2).26-30 [ ] .31-35 [ ]
(4).36-40 [ ] (5).41-45 [ ]
(6). 46 and above [ ]

1.3. Marital Status (1).Married [ ] 2). Single [ ]
(3).Divorced [ ] 4)Widowed [ ]

1.4. Educational Level (1).Diploma [ ] (2).BA/BSC [ ]
(3).MA/MSC [ ] (4).Others_____

1.5. Field of Specialization_____

1.6. Work experience in teaching (1).1-9 [ ] (2).10-20 [ ]
(3).21-30 [ ] 31 and above [ ]

1.7. The name of the school where you are teaching/last taught_____

PART TWO: Main reasons for becoming a teacher. There are five alternatives answers are given. **(5).Strongly agree (4).Agree (3).Un decided (2).Disagree (1).Strongly disagree**

Read each question and put '√''mark in the space provided for the response which expresses your own view.

No	Items	choices				
		5	4	3	2	1
1	Theuniversity assigned me to teaching field of study based on my entrance exam result					
2	joined teaching profession as a last alternative due to lack of training opportunity					
3	interested in teaching as a career					
4	Teaching serves as a spring board for other jobs					
5	Entering to teaching profession was easy					

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

_____

_____

_____

_____

PART THREE:**The teaching profession itself**.There are five alternatives answers are given. **(5).Strongly agree (4).Agree (3).Un decided (2).Disagree (1).Strongly disagree**

Read each question and put '√''mark in the space provided for the response which expresses your own view.

No.	Items	choices				
		5	4	3	2	1
1	Is very interesting work					
2	Is better than expected					
3	Is worse than expected					
4	I am successful at my work					
5	Since teaching is a pleasant job ,I will advise new teachers not to leave their profession					
6	If I had to do it over again I would not become teacher					
7	Mostly full of routine activities					

If there are unstated attitude towards the profession in the above table, please specify them

_____

_____

_____

_____

PART FOUR: Basic Causes of Teachers 'Turnover

The following are some of the basic causes that influence teachers to leave their jobs. Please indicate your opinion by putting '√''mark in the space provided for the response which expresses your own view. The numbers indicate

(5).Strongly agree (4).Agree (3).Un decided (2).Disagree (1).Strongly disagree

S.No	Items	choices				
		5	4	3	2	1
1	Inadequate salary compared to other occupation					
2	Poor school leadership					
3	Lack of Teachers Professional Development and Promotion					
4	Student disciplinary problems					
5	High workload					
6	Availability of opportunity of other occupations with better payment and incentive					
7	Poor working condition					
8	Low recognition for secondary school teachers by community					

If there are any other Basic Causes of Teachers Turnover, not stated in the above table please write in space provide bellow _____

PART FIVE: Factors influencing teachers' turnover

The following are some of the factors influencing teachers' turnover. Please indicate your opinion by putting '√''mark in the space provided for the response which expresses your own view. The numbers indicate

(5).Strongly agree (4).Agree (3).Un decided (2).Disagree (1).Strongly disagree

S.No	Items	choices				
		5	4	3	2	1
1	Ineffectiveness of communication					
2	Lack of professional and personal advancement					
3	Lack of recognition and reward					
4	Performance appraisal and feedback					
5	Attitude of the employee and personal factors					
6	Demographic factors such as sex, age, qualification and experience					
7	Personal factors such as health problem, family related issues, children education and social status.					

Please write if there are any other factors influencing Teachers Turnover which are notstatedintablefive_____

_____

_____

_____

PART SIX: Possible Measures should be taken to alleviate teacher's turnover in private secondary schools. The following are some of possible measures should be taken to alleviate teachers turnover. Please indicate your opinion by putting '√''mark in the space provided for the response which expresses your own view. The numbers indicate

(5).Strongly agree (4).Agree (3).Un decided (2).Disagree (1).Strongly disagree

S.No	Items	choices				
		5	4	3	2	1
1	Reconsidering teachers' salaries to be at least proportional to others with similar experience and qualification.					
2	Improving disciplinary problems of student					
3	Improving the working environment within the school					
4	Providing opportunity for further education and professional development					
5	Teachers 'participation in school decision making					
6	Appreciation and compensation for work performed					
7	Positive relationships with colleagues					
8	Reduction of class size					
9	Improving government policies and dialogue with professionals at all levels					
10	Providing incentives for efficient teachers					
11	Supporting new teachers through induction and mentoring					

Please write if there are any other Possible measure should be taken to alleviate TeachersTurnoverinprivate secondary schools_____

APPENDIX-B

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

(Human Resource and Organizational Development)

INTERVIEW GUDING QUESTIONS FOR THE SCHOOL PRINCIPALS

1. How do you see the commitment of teachers for their profession?
2. Is there any voluntary teachers' turnover in your schools?
3. At list how many teachers leave your school in a year?
4. Which group was more prone to turnover in terms of sex, qualification, experience and subject area in your school?
5. What are the major factors that force teachers to leave the private secondary schools?
6. What are the major causes that make the teachers leave or move from the school?
7. Do you think the same causes could possibly explain teacher turnover in your school?
8. Are there problems encountered as a result of teacher turnover at your school? How did you tackle these problems?
9. What measure do you suggest to be taken in order to reduce teachers' turnover and attract the best recruits to the profession in general?
10. Please, forward if you have any other suggestions (comments) in relation to the problem.

Thank you for your kind Cooperation!

STATEMENT OF DECLARATION

I, the under signed, declare that this study, **Factors for the Turnover of Teachers in Addis Ababa: The Case of Private Secondary Schools of Yeka Sub-City of Addis Ababa City Administration,** has been carried out by my own under the guidance and support of research advisor, AyalewShibeshi (Associate Professor) . And that it is my original work which has not been presented for a degree in any other university. All reference materials used for the study have been duly acknowledged.

Name HAWI GIRMA

Signature _____

Date _____

This study has been submitted for examination with my approval as a University advisor

Name AyalewShibeshi (Associate Professor)

Signature _____

Date _____