An Assessment of Causes of Primary School Principals' Turnover in Arada Sub-city of Addis Ababa City Administration

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This is to certify that the thesis prepared by Elias G/Yesus Melles, entitled: *An Assessment of Causes of Primary School Principals' Turnover in Arada Sub-city of Addis Ababa City Administration* and submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts (Educational Leadership) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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Abstract

The main purpose of this study was to assess the causes of principals' turnover in government and public primary schools of Arada sub-city administration of Addis Ababa. Descriptive research method was employed in this study. Document analysis was employed to examine the rate of principals' turnover within the past five years (1999 E.C. – 2003 E.C.). A total of 78 respondents (28 on-duty primary school principals, 30 primary school ex-principals, 5 primary school cluster supervisors, 5 Sub-city educational officials and 10 other Woreda educational experts) from Arada sub-city administration, Addis Ababa were selected based on purposive sampling technique. Data collection for this study relied on self-report questionnaire, semi-structured interviews and document analysis. The questionnaires were prepared to collect data from on-duty principals, ex-principals and cluster supervisors about the problem under investigation. In addition, interviews were conducted with five sub-city Educational Office Officials and ten other Woreda Education Office Experts so as to crosscheck and enrich the data gathered through the questionnaire. Depending on the type of basic questions and the nature of the data, the frequency counts were converted into percentages as well as other computations such as mean scores were employed to analyze the data. Figures were also used to interpret and summarize the findings where necessary. SPSS (Version 16) was also employed to see the relationship between job dissatisfaction and principals' turnover. In addition, the information that was obtained through interview and document analysis was presented through narrative description to complete the data obtained by means of questionnaires. The findings of the study showed that: 1); among others, inadequate selection and promotion method, poor supervision and poor working condition are the administrative related causes of principals' turnover; 2) principals also quitted their job as a result of socio-economic related causes such as low pay and non-salary benefits in addition to administrative related causes; 3) the most serious potential source of principals' turnover is found to be 'administrative related causes'; 4) principals' turnover has debilitative effects on students, on teachers and on the overall works of the school; 5)there is moderate negative relationship ($r=-.51$, $p=<0.01$) between principals' turnover rate and job satisfaction; and 6) most of on-duty principals have plan to leave their current jobs for good. Based on the findings of this study, among others, some of the recommendations that were made are as follows: 1) educational officials at Sub-city and Woreda levels should make the administrative system transparent in which principals and teachers feel that they are part of the system; 2); experts and/or officials of Woreda and Sub-city Educational Offices should ensure employee-consulted leadership style; 3) There should also be equity of promotional opportunity among employees of the same qualification and work experience; and 4) Woreda and Sub-city Educational Offices should establish effective grievance system at all levels.

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ACRONYMS AND ABBREVIATIONS

MoE - Ministry of Education

UNESCO - United Nations Educational Scientific and Cultural Organization

WEO - Woreda Education Office

ASEO - Arada Sub-City Education Office

F - Frequency

ESDP - Education Sector Development Program

X - Weighted Mean

FDRE - Federal Democratic Republic of Ethiopia

IDS – Incomes Data Services

CHAPTER ONE

1. INTRODUCTION

This chapter of the study discusses background of the study, statement of the problem, major and specific objectives, significance of the study, delimitation of the study and limitations of the study. It also includes definitions of key terms that are used in the entire study.

1.1 Background of the Study

The development and growth of a nation indicates the overwhelming quality of its important human capital. Likewise, an organization can be effective and successful if it depends on the accessibility and management of important resources such as human, material, finance, time, information and knowledge. It is ubiquitous that all organizations combine these valuable resources to enable the organization competitive and sustainable. However, the contribution of these invaluable resources varies substantially. Thus, human resource is the most important resource that takes the lion's share to the profile of an organization.

According to Melaku (2010), human resources are considered as the crucial element of a given institution or organization because they can shape the production of the organization in a significant manner. Human resources, for example, manage the 'machines' in the organizations. It is also the responsibility of human resources in deciding on financial related issues, plan new products and provide services on the basis of the organization's objectives which are set by the human resources. For that matter, achieving any organization's objectives tend to be difficult without 'effective human resources'. Due to this fact, organization's mission, productivity and effectiveness can be influenced by the management of human resources.

Managing human resource is not a simple task. In school environment, many human resources interact with each other in order to achieve the institutional goal. Huge amount of money is also invested in schools on the input-throughout process, such as students, teachers, principals, other staff workers, books and other materials. Thus, each activity needs budget and many types of materials. Therefore, there must be someone to manage and coordinate those human resources and materials at each school. That person is the principal (Lockwood, 1997).

Education has a paramount importance to bring about development in a country. In the educational system, principals are responsible for organizing, supervising and evaluating teachers. Such sort of supervision and evaluation could equip teachers with all the necessary suggestions which they (teachers) can help students to be successful in any kind of tests of the subject matters and in their day to day life. The assumption is that if principals do their jobs, then teachers will teach and students will learn more effectively than has been the case in the past (Murphy 1994: 6). From this point of view, talented key personnel, teachers and principals in a school set up are the prerequisite to the intended objectives. On the other hand, a loss of these high potential educational professionals is a great worry for the education system in general.

It is known that most of a human resource movement in organizations takes place through promotions, demotions, and transfers. Another form of employee movement involves what is known as turnover. This kind of movement differs from the above set of movement in that the later kind of movement is the movement of employees out of the organization that results from resignations, transfers out of the organization units, discharges etc (Carell et al, 1992: 739).

At this point, it would be desirable to distinguish between involuntary and voluntary

turnover of employees because managerial activities necessary to control the two different types of terminations are based on the nature of the turnover. As the term indicates, involuntary turnover of employees is usually initiated by the employer organization. Sometimes excessive involuntary terminations are seen in organizations because of many circumstances under which a given organization is found. For example, involuntary turnover of employees could result because of performance inadequacies of employees; or perhaps because of unreasonably harsh policies or because supervisors are unduly zealous in applying the rules (Heneman et al., 1996).

Voluntary turnover, on the other hand, is caused by many factors. Some scholars have identified that the major factor for such kind of turnover is job dissatisfaction. Employees become dissatisfied with their employment relationship, which motivates them to search for and join another organization with better conditions. In addition, the labor market is also found to be another factor for voluntary turnover to motivate employees and to find alternative employment opportunities. If the labor market situation is not favorable, however, even if they are dissatisfied with their jobs, they remain until another job is available (Meshane and Glinow, 2000).

Moreover, Carell et al, (1992) by reviewing the extent of turnover, classified it as small amount of turnover and excessive turnover. By doing so, they indicated that a certain amount of turnover is expected and unavoidable in any organization. However, excessive turnover creates unstable work force and increases human resource costs and causes organizational ineffectiveness.

Many authorities believed the importance of the relationship between job satisfaction and turnover. However, their ideas slightly differ concerning the degree of their relationship. Some considered that the relationship between job satisfaction and turnover is moderate

and others asserted that it is high or strong.

Baron (1983), for example, considered that the relationship between the two (job satisfaction and turnover) is moderate. The argument behind this idea is that turnover can be affected by many different variables of which job satisfaction is apart. These variables can include general economic conditions, the level of skills workers possess as well as attitudes of employees toward their job. Hence, given the impact of these and many other factors, the relationship between job satisfaction and turnover can only be expected to be moderate.

On the other hand, Larwood (1984) citing Vroom (1964) attempts to go beyond the moderate relationship of job satisfaction and turnover. He indicates that the relationship between job satisfaction and turnover is straight forward and strong. Similarly other authorities like Sherman et al (1988), Organ and Bateman (1991) also held this position that job satisfaction is strongly and closely related to employee turnover. The most important concept to be noted from the above discussion is that despite their slight difference of opinion concerning the degree of relationship (moderate or strong) between job satisfaction and turnover, however, most of them concluded the following. That is, the lower an individual's level of satisfaction with his or her job, the more likely this person is to resign and seek other opportunities. Put another way, the higher an employee's satisfaction, the less likely resignation will occur.

Thus, high turnover is always a symptom of problem that something is wrong within the organization and/or may be an indicator of better opportunities elsewhere outside the organization. Moreover, studies reveal that excessively high turnover of employees can result in unacceptable replacement costs through recruitment, selection, training and socialization, employment relocation, and additional supervision. Furthermore, too much

turnover can have an adverse effect on recruiting efforts in that prospective staff wants to know why the former employee left or were discharged impacts negatively on those remaining employee creating a feeling that may be something is wrong with the organization or that opportunities are better elsewhere. In general, turnover can affect the whole human resource management process (Taylor, 1998).

In some cases turnovers can be taken as desirable, i.e. some of them seem to be healthy and desirable; they tend to decrease the cost of employee benefits and to eliminate non-productive employees. This provides opportunities for the employment of bright, creative newcomers and open channels for promotion. Though some turnovers are expected and desirable, and whatever the reason is acceptable or unacceptable it is beneficial to know what loss is an occurring and effect result on the organization's operations. Turnover can be anticipated and controlled within acceptable limits. The first step in managing turnover includes determining why people leave, through 'exit interviews', which should uncover the employee's real reason for leaving. That is, managers should constantly keep in mind that employees have reason for job dissatisfaction and resignation (Killian, 1976).

Moreover, well-organized plans should be devised, managed, examined and modified in order to ascertain retention of the costly supply of skilled man power in an organization and initiate such man power (Killian, 1976). He also asserts that it is the responsibility of the organization to utilize and develop such plans, but to fail doing so results to the discharge or resignation of employees which in one way or another becomes failure and wastage of that particular organization. In other words, the resignation and discharge of employees can be due to the failure of inappropriate leadership in the organization which fails to develop and utilize their responsibilities that they are supposed to perform.

In a nut shell, a health organization- (be it education organizations or others) have to put in

place a favorable working environment for their employees. Organizations are expected to create a harmonious working relationship between the organization and the employees to facilitate a conducive working atmosphere and maintain a satisfied, self-controlled and motivated work force. Furthermore, organizations should clearly identify the rights and obligations of employees, sustain mutual understanding and peaceful working conditions as well as ensure that staff development and personnel policies are managed in a consistent, transparent, equitable and effective manner.

The FDRE (1994) education policy is in line with the above argument. It states that "The management of educational personnel will be organized, on the basis of professional principles, including professional code of ethics, salary, working conditions, incentives, professional growth and overall rights and duties (p 30-31)''. In practice, however, high turnover of professional personnel was found to be one of the critical problems (MoE, 2002). With high turnover problem, it is difficult to expect the sector to produce knowledgeable, trained and skilled human resource.

In this regard, the MoE of FDRE has made significant effort to provide schools with necessary educational leaders at national level. However, the problem is not yet solved. This problem is worse in urban centers where professional demand is very high, particularly public and government primary schools are the main victims. Especially Arada sub-city (the study area) is one of the ten sub-cities of Addis Ababa City Administration that shares the above mentioned problem. Assessing the causes of turnover of primary school principals in this sub-city is, therefore, the concern of this study.

1.2 Statements of the Problem

The researcher is inspired to undertake this research for three reasons. First, he has worked in different Woredas of the sub-city for the last fifteen years as primary school principal and secondary school supervisor. Thus, the researcher has had the opportunity to witness that principals turnover is an issue of concern in the sub-city.

Second, in its ESDP III report, A.A Education Bureau has indicated that there is a high staff/principals turnover and posts remained unfilled at regional as well as sub-city levels. A five years (1999 – 2003 E.C) report from the sub-city reveals that the rate of turnover during this period was 7% (in 1999 E.C), 8.8 % (in 2000 E.C), 10.4% (in 2001 E.C), 15.7%, (in 2002 E.C) and 36.6% (in 2003 E.C) of public and government primary school principals left their position either voluntary or involuntarily. This shows that there is a considerable rate of turnover (an average of 15.6% within five years) in public and government primary schools of the sub city.

Third, although turnover of principals is one of the leading problems in the education sector, unfortunately, to the researcher's knowledge the area has not been investigated both in primary and secondary schools. The fact that there is no research made in the magnitude cause and consequences of principals turnover in Arada sub-city public and government primary schools can be taken as a sound rational for conducting a research in the area.

Hence, this study attempts to assess the causes of principals' turnover in government and public primary schools at Arada sub-city. For that matter, the study tries to seek answers to the following basic questions so as to address the major and specific objectives. Thus, the major research questions of this study are:

1. What are the major causes and effects of staff turnover of primary school principals?
2. Is there any relationship between job satisfaction and primary school principals' turnover in Arada sub-city?
3. To what extent do primary school principals of Arada Sub-city intend to leave their job for good?
4. How does the Addis Ababa Education Bureau attempt to reduce primary school principals' turnover?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study is to assess causes of principals' turnover in government and public primary schools of Arada sub-city administration, Addis Ababa.

1.3.2 Specific Objectives

On the basis of the major objective, the study will try to address the following specific objectives.

1. To describe major causes and consequences of voluntary/ involuntary turnover of primary school principals in Arada sub-city.
2. To see the relationship between job satisfaction and principals turnover in Arada sub-city.
3. To investigate on-duty principals' intention to leave their job for good.

4. To discuss ways of controlling primary school principals' turnover so as to retain on-duty principals.

1.4 Significance of the Study

The significance of this study might be its contribution to the field of school-leadership. As principals' turnover is currently common in the study area, the study will take the initiative to look at the major causes of principals' turnover in primary schools. For that matter, this study will uncover the major sources of principals' turnover and may enable concerned bodies at sub-city and Woreda levels to consider the causes and take corrective actions so as to minimize principals' turnover. It may also add causes of principals' turnover to current literature from the Ethiopian context point of view. The results of this study may also contribute to quality of education if concerned bodies (educational offices at sub-city and Woreda levels) work to minimize principals' turnover and create a pleasant working environment for effective principals.

1.5 Delimitation of the Study

Unless any research will be delimited to a manageable size, it cannot be conducted successfully. So, it has to be delimited both in depth and scope for its effective implementation. Bearing this in mind, the study will focus on principals' turnover in public and government primary schools of Arada sub-city of Addis Ababa city administration. Arada sub-city is structured in ten Woredas and has twenty two public and government primary schools at the end of 2003E.C academic year. To make the study manageable it was confined to ten public and government primary schools which are found in ten Woredas. Moreover, the sub-city was selected because the researcher has been working as a primary school principal and sub-city secondary school supervisor and has the experience

to the problem of principals' turnover in public and government primary schools of the sub-city.

1.6 Limitations of the Study

Needless to say that it is obvious to share a number of challenges while conducting any study. As far as this study is concerned, certain limitations of this study should be considered when interpreting the results. First, this study didn't include all the cases of turnover of principals of the research area namely Arada Sub-City Administration. The second limitation lies in the use of self-report instrument (questionnaire in this case) in general, because respondents might be reluctant or unable to provide honest responses regarding their own experiences. Thirdly, during the data collection time, some teachers were in a confused position as 'teachers' salary increment' became talk of the town. For this reason, principals were busy in holding continuous meetings with teachers and Woreda officials. So, it was, for one thing, time consuming to get the data from principals and Woreda officials; for another thing, even though the researcher managed to gather the necessary data through uninterrupted contact, the data may be, to some extent, affected by the situation. Therefore, the findings of this study may not be able to provide a representative picture of the entire cases of principals' turnover at Woreda or regional levels. Consequently, there need to be cautious when interpreting the research findings.

1.7 Definitions of Key Terms

To avoid ambiguity and have clarity in the study, the following terms or phrases are explained with the following operational definitions.

- **Principal**: the administrative head and professional leader of a primary school.

- **Primary school**: in the Ethiopian context, an educational level which includes grades *1* to *8*.
- **Turnover**: any permanent departure of employees out of the employer organization.
- **Woreda**: lower echelon of administrative division of the FDRE that has defined authorities and responsibility (Proclamation No. 7/1992) with estimated population of about 100,000.
- **Sub-city**: it is an intermediary administrative division between the region and Woreda.

1.8 Organization of the Study

The study is organized into five chapters. The first chapter deals with the background of the study and its approach. The second chapter presents the review of the related literature. Chapter three comprises with the research design and method. The fourth chapter is about the presentation, analysis and interpretation of the data. Finally, summary of the findings, conclusions and recommendations is presented in the fifth chapter.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter of the study attempts to incorporate reviewed information from various literatures on the basis of relevance.

2.1 Concepts of Turnover

Following the free market system adopted by many nations, employees have got opportunities to be employed somewhere else easily. The case of globalization and introduction of national policy which favors employees to get certain benefits when they leave an organization had brought labour turnover. Obviously, organizations usually lose employees due to various reasons such as retirement, death, resignations or any number of factors forcing employees' separation from the firm. However, loss of qualified manpower by resignation is incomparable with the rest loss of manpower, and it is costly to any organization. Such kind of termination of manpower is said to be turnover. Turnover can be defined in many ways by different scholars. But, in a nutshell 'turnover' refers to the movement in and out of an organization by the workforce. This movement may be an index of the stability or instability of that force.

It is known that most of a human resource movement in organizations takes place through promotion, demotions, and transfers. Another form of employee movement involves what is known as turnover. This kind of movement differs from the above set of movements in that the later kind of movement is the movement of employees out of the organization that results from resignations, transfers out of the organizational units, discharges etc (Carell, et al., 1992).

Concerning the definitions of turnover given by many scholars and researchers, even though they define turnover differently, the meaning remains the same. For instance, Armstrong (2001) defines turnover as a term used to describe the departure of people from their organization. Bittel (1980), on his part, states that turnover is the name given to the measure of how many people come to work and don't stay for one or another reason. In the same vein, Griffin, (2000) states that turnover occurs when people quit their jobs. From these three definitions, we can notice that employees' turnover refers to the *in* and *out* of an organization for either their own reasons or the organization's.

Moreover, employee turnover refers to a process in which employees leave an organization and let the organization to replace them. The replacement of terminated employees involves increased costs on recruitment, selection and training. In addition, high labour turnover may lead to disruption of production, problems in quality control and difficulty in building team work and morale (Aswathappa, 1999).

To William & Davis (1985:220), turnover, which they refer as separation, "is a decision for the individual and organization to part which may be initiated by disciplinary, economic, business or personal reasons." Similarly, Melaku (2010:15) defines separation as:

> '...*a* human resource management *which* functions specifically *and* deals with activities related to an employee leaving the organization for good. Most workers do not die on the job. An organization is responsible for meeting certain requirements of due process in separation of workers that quit for such reasons as retirement, layoff, out-placement and discharge.

To sum up, the concept of turnover involves on the quitting of employees from their employer organizations for a number of reasons.

2.2 Types of Turnover

As it is discussed earlier in this section, turnover is employees quitting from an organization where they work for different reasons. Such quitting from work can occur in diverse forms. Saying it in different words, from the perspective of the employee, the turnover can be either voluntary or involuntary. For that matter, turnover can be classified into two types. Therefore, the classification is done on the basis of whether or not employees quit their job voluntarily. In other words, the two types of turnover are voluntary and involuntary turnover. In relation to types of turnover, Robbins and Coulter (2006) state that turnover is voluntary and involuntary permanent withdrawal from an organization.

Furthermore, according to Carell et al. (1992), turnover can be classified into two in terms of its magnitude. These are small amount of turnover and excessive turnover. They also assert that a certain amount of turnover is considered beneficial to organization in two ways. Firstly, new employees may inject fresh blood in to the firm by introducing new ideas and more effective ways of doing things. For example, new employees may be energetic, on the one hand, due to the fact that they may only focus on their assigned jobs to show they fit to the position; on the other hand, they may need some time to familiarize themselves with the old system if there was a system in which employees did not perform duties effectively. They may also be creative and introduce new things as an indication of their capability as compared to the employee who left that particular position. Secondly, turnover may help rectify poor hiring and placement decisions. In some organizations, employees might be hired without clear set of criteria or on the basis of acquaintance. For that matter, such employees may be unfit to the positions they are assigned/hired. And recruiting employees for the positions left by the ex-employee may create opportunities to reconsider poor hiring and placement system. Such reconsideration may enable an

organization to set clear criteria and then hire employees on the basis of merit. Consequently, when employees are selected on the basis of merit and set of criteria, a stagnating organization can be renewed since employees may fit the jobs they are assigned to.

Excessive turnover, on the other hand, creates unstable work force and increases human resources' costs and causes organizational ineffectiveness, the basic ideal that they share with other authorities. In general, as to Carcell et al. (1992), the following are some of the major additional expenses in any organization resulted by excessive turnover of employees. At the first place, excessive turnover is expensive in terms of the cost that would be spent for the recruitment, selection, and placement of new employees. It can also increase training and development costs as new employees require a sort of training. Obviously, no new employee is a 100 percent efficient at a new work. So, there need to expend much money for training new employees and facilitating the transaction. Secondly, as efficient and successful employees of an organization may leave their jobs, the productivity of the organization can be reduced. Beyond lowering the productivity of an organization, a high rate of turnover can affect the quality of productivity because new employees need to spend some time in order to be familiar with the working environment. Thirdly, excessive turnover can be a cause for the disruption of programs and projects of an organization. In other words, it can affect the ongoing planned programs as employees leave their jobs in excessive numbers. Thus, there may be interruption of performing activities as per to the plan of an organization since it takes time to recruit new employees and fill the positions left by excessive turnover.

2.2.1 Voluntary Turnover

Voluntary turnover refers to termination initiated by employees (Heneman et al, 1998).

Gomez-Mejia et al. (1995) also say voluntary employee turnover occurs when an employ decides, for personal or professional reasons, to end the relationship with the employer. Put differently, voluntary turnover refers to termination instigated by employees. In nearly the same way, Bennell, (2004) points out that voluntary turnover happens due to resignation or early retirement.

Moreover, voluntary turnover can be caused by many factors. Some scholars have identified that the major factors for such kind of turnover is job dissatisfaction. Employees become dissatisfied with their employment relationship which motivates them to search for and join another organization with better conditions. In addition, the labor market is also found to be another factor for voluntary turnover to motivate employees and to find alternative employment opportunities. If the labour market situation is not favorable, however, even if they are dissatisfied with their jobs, they remain until another job is available (McShane and Glinow, 2000).

Employee could also decide to quit from an organization for different reasons. The decision could be based on the employee's obtaining a better job, changing careers, or wanting more time for family or leisure activities (Gomez-Mejia et al, 1995).

Alternatively, the decision could be based on the employee's finding the job he/she quitted unattractive due to poor working condition, low pay, a bad relationship with supervisors and so on. In most cases, the decision to leave is a combination of having attractive alternatives and being unhappy with aspects of the job he/she quitted (Ibid).

In general, all resignations not formally initiated by employers are voluntary resignations. Voluntary turnovers are further distinguished between functional and dysfunctional turnover. Functional turnovers are the resignation of substandard performers and

dysfunctional turnovers refer to the exit of effective performers (Loguercio, et al., 2006). They also classified dysfunctional turnover, which is the most concern of management due to its negative impact on the over whole activities of the organizations. Such turnovers can be avoidable turnover (which can be caused by lower compensations, poor working conditions, etc.) or unavoidable turnover (like family moves, serious illness, death, etc.) over which the organization has little or no influence (Ibid). Hence, management should give special attention to, especially; avoidable turnover for it can control and improve the situation of its staff retention.

2.2.2 Involuntary Turnover

As the term indicates involuntary turnover of employees is usually initiated by organizations. Sometimes excessive involuntary turnovers are seen in organizations because of many circumstances under which a given organization is found. For example, involuntary turnover of employees could be resulted because of performance inadequacies of employees, or perhaps because of harsh policies or because of supervisors are unduly zealous in applying the rules, etc. (Heneman et al., 1996).

Involuntary turnover is the one in which employee has no choice in the termination as it might be due to long term sickness, moving overseas, or employer-initiated termination (Heneman et al, 1998). Taylor, (1998) also puts involuntary turnover as a departure initiated by the employer organization. More specifically, involuntary turnover is the manifestation of involuntary separations. These types of turnover are usually initiated by the employer; or they occur when management decides to terminate its relationship with an employee due to poor performance of the employee, financial problems, and/or age of employee.

Due to the fact that involuntary turnover is done without the willingness of the employees, it may result in very serious and hurting decisions that may have a thoughtful impact on the entire organization, especially to the employee who loses his/her job. All in all, this type of turnover involves the following specific elements of separation: discharge, layoff, and involuntary retirement.

2.3 Causes of Turnover

There are several factors that can cause employee turnover to occur within an organization (Griffin, 2001). One cause of turnover, among others, is transferring from one organization to another for different reasons. Such turnover can be caused due to personal decision, administrative or socio-economic issues. From the perspectives of the organization and a source country, alternatively, turnover can be internal or external.

2.3.1 Internal and External Causes

(a) Internal Causes of Turnover

Internal turnovers (push factors) are those attributes of the job that initiate a worker to leave his/her job. There are different causes of internal turnover. According to Griffin (2001), internal causes of turnover generally include aspects of the job, the organization, the individual, the labor market, and a poor person-job fit. Habtamu (2006) specifically lists the major causes of turnover such as low salary and benefit, challenging work and lack of promotion, social and political conflicts, discrimination in appointment, lack of democratic practices, etc.,. In rather different angle, Bishop (1989) looks internal turnover as internal brain drain to mean when professionals migrate from one part of a country to the other or from one sector to another sector within a country. In other words, internal brain drain may

occur either from one profession to another or from an area to another within the same profession.

(b) External Causes of Turnover

Unlike the internal causes of turnover, any causes that are external to the job can be taken as external causes of turnover. Regarding this, Habtamu (2006) defines external causes of turnover as pulling factors those aspects that are external to the work. On the other hand, Habtamu (2006), Dovlu (2004) point out that external brain drain occurs when professionals migrate from one country to another or from ones homeland to alien or recipient country.

Comparing the consequences of these two causes, Bishop (1989) insists that internal brain drain benefits a country, albeit it weakens the capacity of a region, organization or sector. On the contrary, external brain drain harms the country due to loss of skilled man power.

2.3.2 Personal Causes

Personal causes refer to an individual's needs and aspirations which determine job satisfaction along with group and organizational factors such as relationship with co-workers, supervisors, working conditions, work policies and compensations. Employees who are dissatisfied with these factors in the organization may experience stress that disrupts co-workers and they will continually be looking for another job (Griffin, 2001; Getachew, 1999).

2.3.3 Administration Related Causes

In the above discussions, it is tried to raise some factors that are related to administrative

issues. For example, external turnover can be, in one or the other way, resulted from issues related to administration. As to Vroom and Jago (2007:28) leadership is "a process of motivating people to work together collaboratively to accomplish great things." However, if educational officials use their leadership to demotivate employees, in this case principals, it can result high principals; turnover. Such problem happens due to officials' lack of efficiency in their leadership. In relation to this, ESDP IV (2010:67) asserts that "many Woreda offices of the emerging regions do not have sufficient experts to perform their tasks efficiently". This can be an indication of lack of skilled manpower in the educational offices at Woreda level. The environmental setting of the school can also be another cause that can be related to administrative issues (Vroom and Jago, 2007). In this case, if there is no pleasant working environment, employees cannot stay in their job rather they will look for any other job.

Besides to the above discussed administrative related causes of turnover, Deverell (1968), cited in Ayalew (2010), summarizes some of organizational factors (in this case administrative related causes) that can result employees turnover. The summary includes the following:

1. *Inadequate selection and assignment method*: this may cause unrest and dissatisfaction among new employees as employees may be placed in jobs that are too difficult or their skills may be under used. In either case new employees may become discouraged and may quit in the hope of obtaining more employment elsewhere.
2. *Inadequate requirement information*: unable to set crystal clear criteria and unable to make this set of criteria transparent to job seekers may result in hiring under qualified or over qualified employees. And such situation may let employees be discouraged and quit from their jobs.

3. *Unsatisfactory working conditions/surroundings*: if an organization doesn't create a conducive working condition, and if adequate compensation is not made to offset such conditions, employees may be discouraged.
4. *Lack of opportunity for advancement*: if there is no opportunity for further career through seniority, employees may be dissatisfied. Consequently, an employee may think of another job for better opportunities until he/she finally quits.
5. *Inadequate or poor supervision*: employees need guidance, especially when they are new on the jobs. So, lack of good supervision at this critical time can result employees turnover.
6. *Lack of a well-organized training program*: If employees do not get training such as short term training which can help them to improve their weaknesses and keep their strengths, they may start thinking of quit their jobs.
7. *Ineffective grievance procedures*: when the grievance procedure in an organization is ineffective and when there are delays in acting on grievances, employees may quit.
8. *Lack of proper facilities and appropriate services*: when an organization is unable to provide facilities such as housing, transportation, health and safety provisions, adequate employee changing rooms, etc., employees may be dissatisfied and decide to quit.

2.3.4 Socio-economic Related Causes

One of the issues that can be considered as socio-economic related cause is satisfaction with salary (Vroom and Jago, 2007). This means that employees quit their job as a result of low pay. Being dissatisfied with the salary employees paid, they find better job and quit their job immediately. Another issue related to socio-economic cause is the nature of incentives (Ibid). Likewise, it is indicated in ESDP IV (2010) that turnover remains high

and trained staffs leave quickly due to incentive and unpleasant working environment cases.

In Addition, Deverell (1968) cited in Ayelew (2010), points out that inadequate or unsound wage classification structure may cause dissatisfaction and may result in turnover. This can be an instance for socio-economic related cause of turnover as some new employees often wonder why they receive less money than an associate who is apparently performing the same job functions.

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

Some employee turnover may positively benefit an organization. This may happen whenever a poor performer is replaced by a more effective employee, and could happen when a senior retirement allows the promotion or acquisition of welcome ' fresh blood'. Moderate levels of staff turnover could also help to reduce staff costs in organizations where business levels are unpredictable month on month. In such situations when business is slack, it is advisable to postpone vacancies for some weeks.

Dalton (1981) has also suggested that levels of turnover are often overstated that some

turnover is beneficial or functional. This is the case when a person wants to leave the organization and the management is unconcerned about the loss. This lack of concern may be due to the poor evaluation of the person's performance inability. If a researcher adds this type of turnover to what is called dysfunctional turnover the number of turnover is overstated, dysfunctional turnover occurs when a person leaves an organization and the firm wants to retain the person.

Thus, the focus of this study is on principals' turnover voluntarily and involuntarily. Turnover intention is the dependent factor in the study. This concept is used because the target group is the existing employees within the organization, which is measured in terms of their intention to resign. The researcher believes that turnover intention links with the actual turnover.

In this regard, Fishbein and Aizen (1975:369) point out that theory of attitude postulates "... the best predictor of an individual's behavior will be measures of his intention to perform that behavior". Shore and Martin (1989) also note that turnover intention is an appropriate dependent variable because it is linked with actual turnover. Bluedorn (1982), and Price and Mueller (1981) even recommended the use of turnover intention over actual turnover because the latter is more difficult to predict as there are many external factors that affect turnover behavior. Moreover, turnover intention may be a better barometer of management practices than actual turnover.

2.4 Turnover, Motivation and Satisfaction

Most reasons for turnover can be explained by Herzburgls two-factor theory: satisfaction and dissatisfaction (Nias, 1981). He states that worker quit their present job depending on the employees' level of dissatisfaction with the job, and the alternatives the employees have

outside the organization. Gomez-Mejia, et al. (1995), Heneman (1980), and Taylor (1998) also agree with the ideas that the level of dissatisfaction of the present job and the needs of attractive alternative employment outside the organization are the results of the lack of motivations which are extrinsic with the present job.

Intrinsic motivators are factors that lead to job satisfaction and high motivation (Gomez-Mejia et al., 1995). In the absence of intrinsic motivators, employees will probably not be satisfied with their job or motivated to perform up to their potential. Motivators are: the work itself, achievement, recognition, responsibility, opportunity for development. On the other hand, the dissatisfactions factors, which are found in, the work environment, are: company policies, working conditions, job security, salary, employee benefits and human relations.

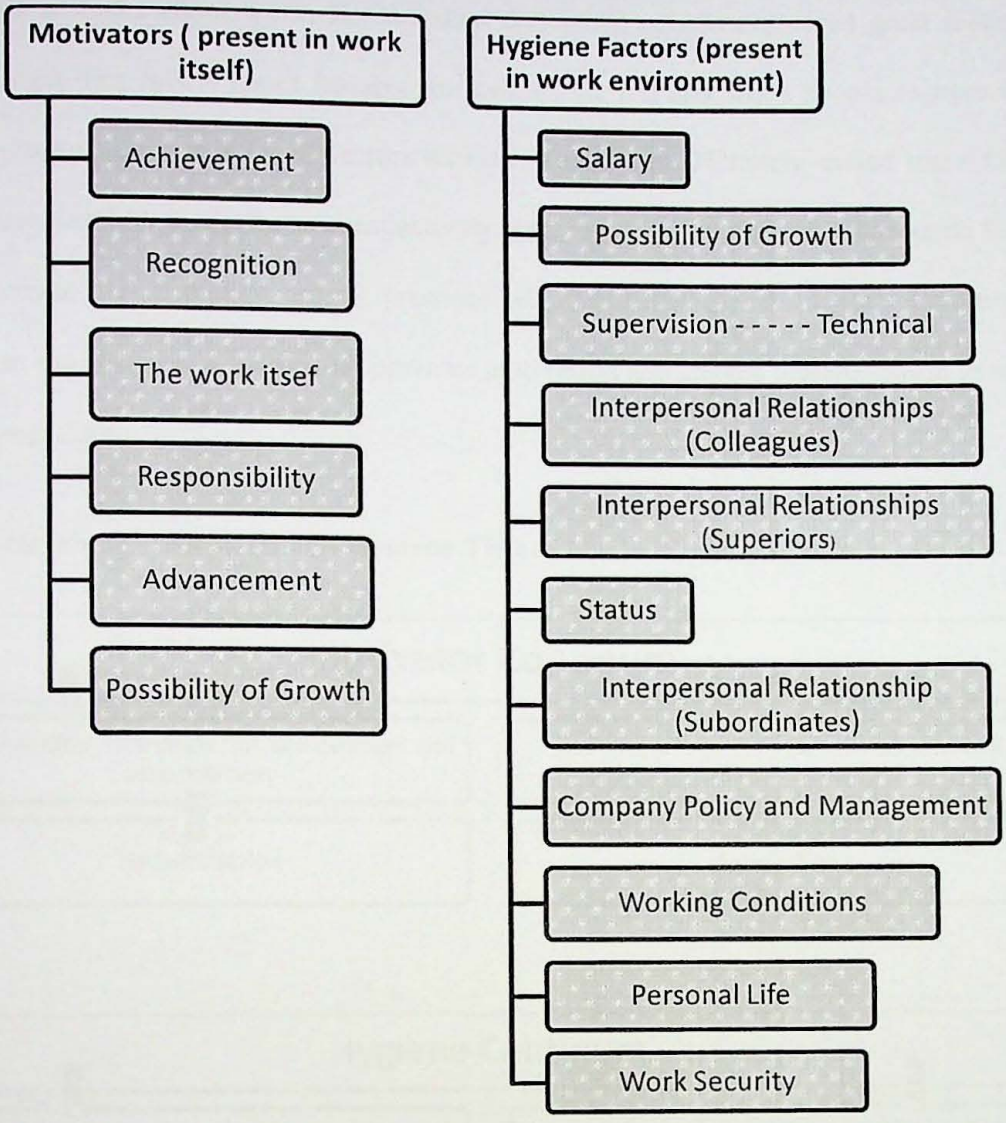
The absence of maintenance factors can lead to active dissatisfaction and demotivation, and, in extreme situation, to avoidance of the work together.

The motivators and the hygiene factors focus on two distinct categories of experience: satisfaction and dissatisfaction. Feelings of satisfaction are generally allied with motivation factors, whereas feelings of dissatisfaction most often are connected with hygiene factors. (See Fig. 1)

In other words, when individuals state incidents in which they felt particularly good, happy, or pleased with their jobs, most of the time they cite the positive features of the work itself achievement, recognition, responsibility, and advancement, but not the positive features of hygiene factors. Conversely, when employees describe events during which they felt especially bad, unhappy, or unpleasant, they usually cite negative features of organizational policy, administration, supervision, salary, personal life, but not the negative aspects of the

motivation factors.

Fig. 1 Factors of Herzberg's categories of Motivation and Satisfaction



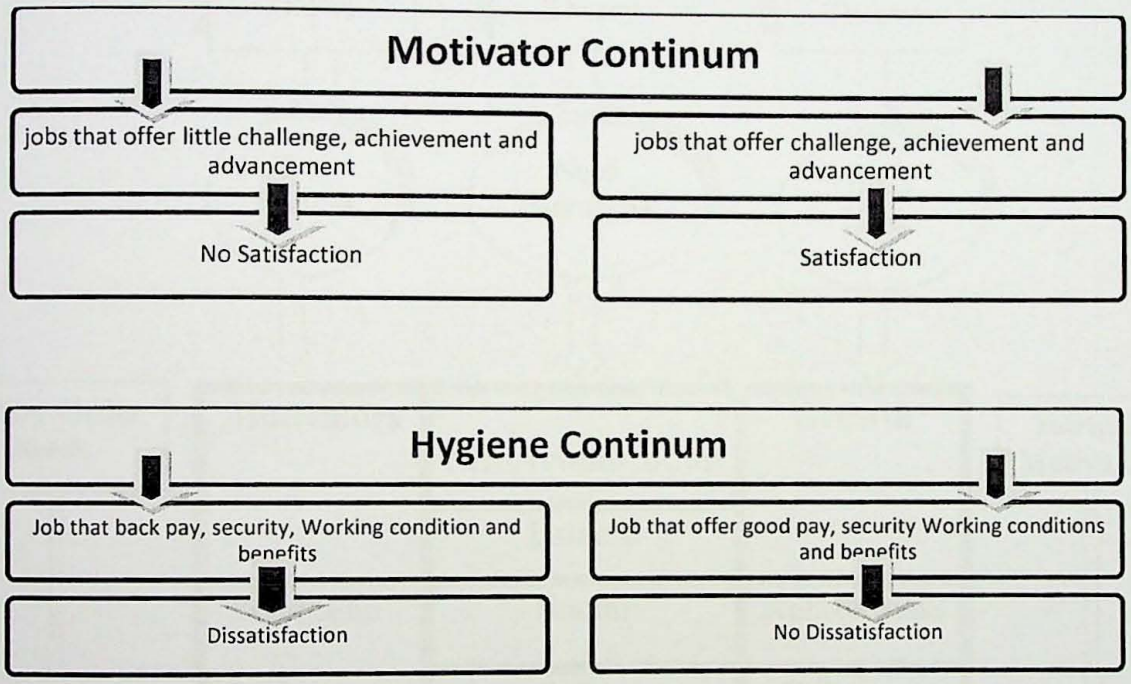
Source: *Ayalew Shibeshi, (1991: 130)*

According to Morphet et al., (1982), cited in Ayalew (1991), the hygienic factors or dissatisfies are similar to Maslow's lower level needs (physiological, security and social). They are essentially preventive factors that reduce dissatisfaction. In other research works, hygienic factors which is absent in the job, lead to high levels of dissatisfaction, it present they create "Zero dissatisfaction" or neutrality. By themselves, hygienic factors do to

motivate to better performance.

Herzberg (1964) constrains a two- dimensional paradigm of factors having an effect on people's attitudes about work. He indicated that when people expressed good feeling or satisfaction they talked about features intrinsic to the job and when people expressed job dissatisfaction they mentioned factors extrinsic to the job. Herzberg called these factors motivation and hygienic factors respectively (see Fig. 2). The absence of hygiene factors could create dissatisfaction but the presence would not motivate or create satisfaction. In contrast, the absence of motivators prevents motivation and creates dissatisfaction (Rao and Narayana, 2000).

Fig. 2 Herzberg's Motivation – Hygiene Theory

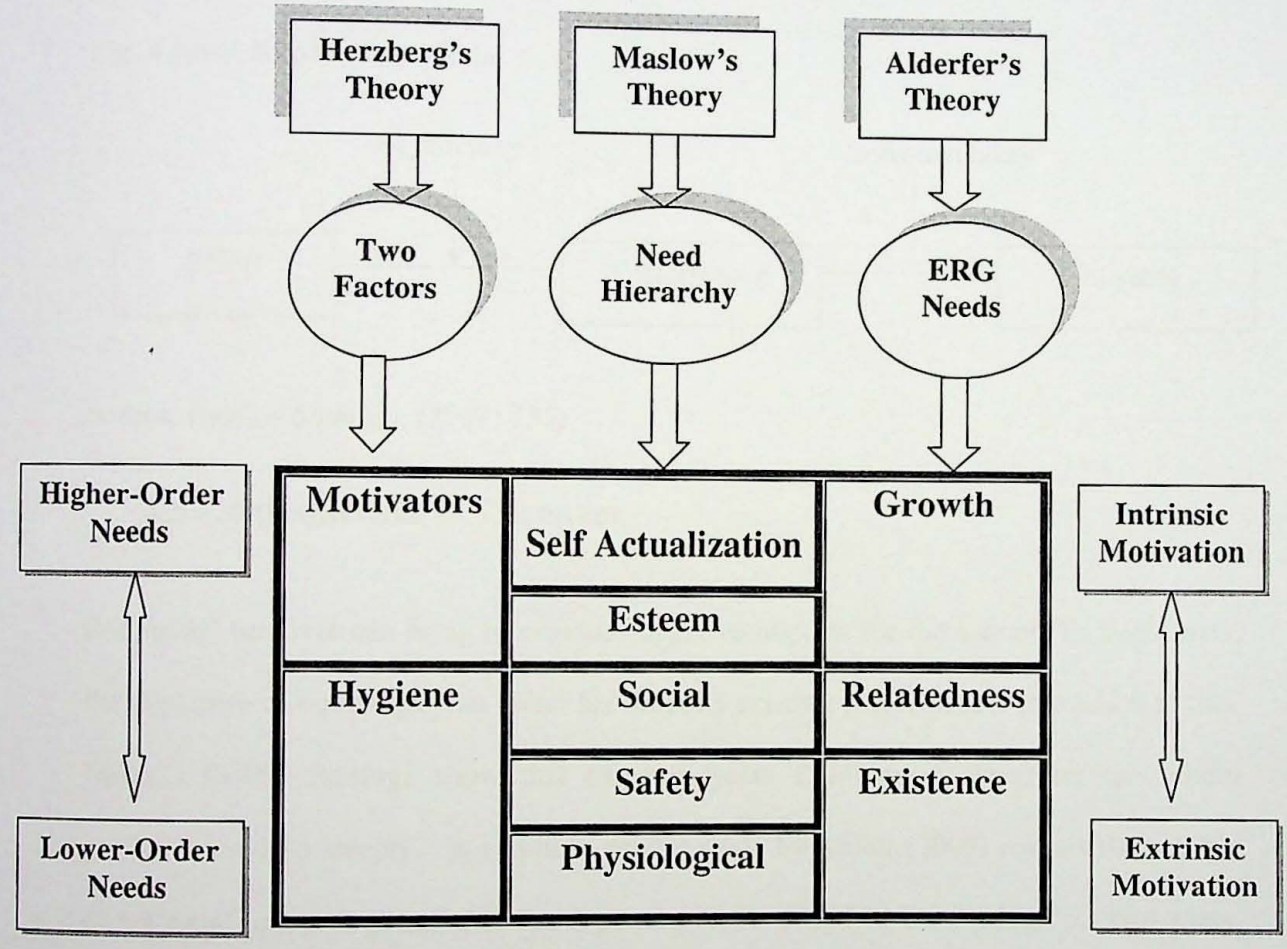


Source: *A.D, Szilaygyi (1981:412) in Ayalew Shibeshi, (1991: 132)*

Furthermore, Alderfer (1972) cited in Ayalew (1991) has extended Herzberg's and Maslow's theories, and he has developed a three category theory known as existence, relatedness and growth (ERG) theory. As to him, material and physiological needs refer to

the first category – existence needs which, more or less, represents the physiological and safety needs of Maslow's theory. The second category, relatedness need, is about the personal relationship of people with other people whom they work or live with. Relatedness needs is an extension of Maslow's of social needs. The third category is growth needs. Growth needs pertain the internal satisfaction of an individual that helps the individual in developing his/her potentiality. Maslow's self actualization needs and esteem needs are the correspondence of this category. The relation of motivation theories is presented here under. (See Fig. 3)

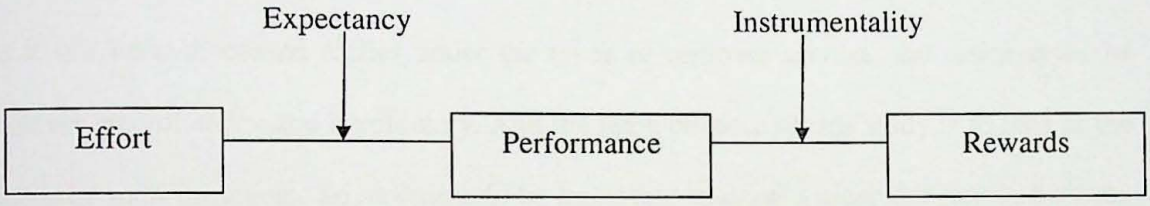
Fig. 3 Relationship among Motivation Theories



Source: *Ayalew Shibeshi, (1991: 135)*

Vroom (1964) cited in Ayalew (1991), on his part, reported that there is a constant relationship between job satisfaction and the possible occurrence of turnover. The expectancy theory of Vroom suggests that if a reward is more attractive to an individual, it is more likely to motivate him/her towards future actions, as long as the individual believes that there is an instrumental link between her/his behavior and his/her receipt of the desired rewards. Thus, individuals who are satisfied with their job have a high probability of remaining at their present occupation. On the other hand, those individuals receiving little job satisfaction have a high probability of quitting their present occupation (Vroom, 1964). Dissatisfaction is a major factor for the departure from the profession of experienced and efficiency of education in developing countries (Murray, 1997). (See Fig. 4)

Fig. 4 Basic Expectancy Model



Source: *Ayalew Shibeshi, (1991: 137)*

2.5 Consequences of Turnover

Principals' turnover can bring tremendous negative impacts for the school. To begin with, the departure of a principal can affect his school's existing performance. In relation to this, Miller's (2009) findings show that the two years following a departure the school performance drop steeply. In addition, similar study by Miller (2009) reveals the number of teachers' turnover going after the departure of the principal is very high for two years. The separation of the teachers also leads to additional consequence to the school since it disturbs the healthy conditions or the normal processes of the school. It may interrupt the

school activities that bring additional burdens of works to the remaining staff members such as in recruiting, assigning and training. As a result, the performance and achievement of the school can be influenced. Duffrin (1994) cited in (Xaba, 2003) supports the problem that incurs on the school and further elaborates the point that often times it is challenging to the school to replace the vacancy that is left by turn over teachers and principal. Moreover, students do not escape to be disrupted by the turn over of principal and its consequence as they are members of the school community. Students' confidence to pursue their education will be interrupted. By the same token, if the loss of the principal is followed by the teachers, the situation will be the worst for the students since they miss their valuable classes and time.

2.6 Ways of Controlling Turnover

As it has been discussed earlier under the types of turnover section, the major types of turnover are voluntary and involuntary. And the main purpose of this study is to look at the causes of such turnovers. So, it seems to be important to draw a clear distinction between these types of turnover and their causes so as to alleviate the problems that can affect the educational system as a whole and the teaching process in particular. Undoubtedly, turnover can create unnecessary expenses and reduce efficiency in productivity. For instance, in the case of involuntary turnover, the concerned bodies, in this case educational officers, should examine for what reason has an employee been forced to termination. This could minimize terminations happened due to performance inadequacies as the concerned bodies can provide trainings after identifying the causes related to such type of turnover.

Moreover, it would also be very essential to explore causes of voluntary turnover because such turnover could let organizations lose experienced and better performed employees. Such employees could terminate voluntarily due to dissatisfaction, inconvenient working

environment or any other reason related to socio-economic issues. For that matter, organizations or employers should design retention strategies for both the employer and employee benefits. In this section, among others, some of the strategies suggested by different scholars in relation to the purpose of this study are discussed hereunder.

To begin with, IDS (2004) suggest that where there is general turnover problems within the organization, companies often take a holistic approach aimed at fully engaging with staff. This may encompass a wide range of measures such as:

- Keeping pay in line with appropriate market rates.
- Offering an attractive employee benefits package.
- Creating a pleasant working environment.
- Communicating and consulting effectively with employees.
- Improving recruitment procedures.
- Supporting new recruits during the critical first new weeks in the job.
- Providing clear career paths, interesting work & support for personal development.
- Considering work- life balance issues.

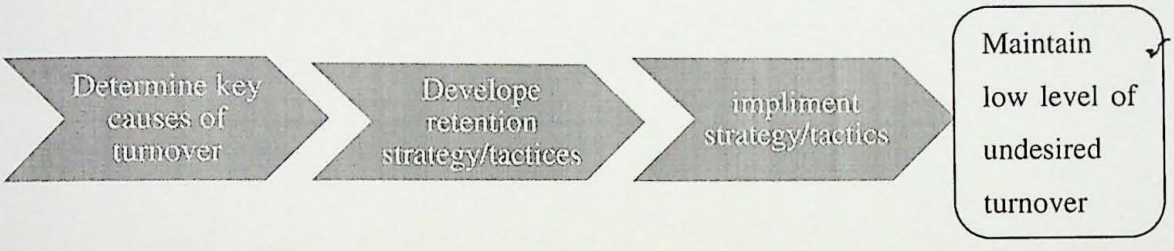
In nearly the same way, Killian (1976:137-174) also discusses some important ways of controlling turnover. These are:

- Indentifying (Democratic) leadership required for results.
- Creating a favorable human climate.
- Building the communication bridges between leaders and subordinate and among themselves.
- Developing and monitoring supervisory leadership skills;
- Creating and monitoring leadership credibility;

- ❖ Building teamwork among workers.
- ❖ Designing and implementing balanced, competitive, and enough incentive compensations:
- ❖ Designing attractive compensation considerations including salary;
- ❖ Ensuring full utilizations of talent workers;
- ❖ Ensuring freedom to discuses mobility for employees.
- ❖ Planning productive use of human time; and
- ❖ Building individual confidence on the work and leaders etc.

Besides the above listed strategies, Shaw (1999) cited in Xaba (2003:291) has developed a summarized model for managing turnover. (See Fig.5)

Fig. 5: Managing Turnover



- Conduct analysis
- Reach conclusion
- Present, involve leader

- Identify/engage team
- Develop potential solution to address causes of turnover
- Define implementation plan
- Present, involve leaders to approve, gain commitment to solution

- Begin executing implementation plan
- Communicate positives
- Continuously measure, monitor retention effectiveness
- Maintain ongoing leadership focus

Source: *Xaba (2003:291)*

To sum up, in this section of the research paper, it has been tried to discuss issues related to the major concern of this study – principals' turnover. The discussion begins with the overall concept of turnover and then attempts to describe types and causes of turnover. Relationship of satisfaction and turnover, consequences of turnover and ways of controlling turnover are also given due attention under the review of the related literature.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

In this study, a descriptive research design was used because it enables a researcher to describe the state of the existing principals' turnover in Arada Sub-city Administration. As noted by Seyoum and Ayalew (1989: 17), descriptive research design becomes useful when the purpose of the research is to picture out the current situation. It also allows collection of the data using tools and documentary analysis.

3.2. Sources of Data Collection

Both primary and secondary data were used as major sources of data in this study. The main reason of using these data sources is that a research study cannot be accepted if it is done without data sources. The primary data was directly collected from all sampled respondents. On duty principals and ex-principals, primary school supervisors (cluster supervisors), WEOs, Sub-city Educational experts and heads/officials were the primary sources of data in this study. The selection of these people as source of data was based on the expectations that they would provide better information with to their experience in relation to the topic. Secondary sources of data were collected from written documents, published and unpublished materials which include books, journals, official reports, documents from the Ministry of Education, Addis Ababa City Administration Education Bureau and from Arada Sub-city Education and Training Offices as well as records from public and government owned sampled schools of the study area.

3.3. Sample Size and Sampling Techniques

Conducting research on educational issue is not an easy task since it is an ever-existing institution where qualified work force has been produced that would in turn serves in all other institutions. In line with this, to get deep information for the research work, the researcher used both probability and non-probability sampling to select the respondents from the total population.

The population of this study was ten public and government primary schools in Arada Sub-city Administration. All the schools' on-duty principals (head principals and vice principals), primary school cluster supervisors, WEOs, Sub-city's Educational Office officials, and primary school ex-principals were taken as a sample frame for this research work. To gather valuable information for this study, both probability and non probability sampling techniques were employed. There were ten Woredas in Arada Sub-city Administration. For this study all the Woredas were included by involving one primary school from each Woreda so as to make all Woredas represented in the study. Accordingly, for selecting schools, the researcher used simple random sampling. From the selected school samples, all the principals were included in the study.

As the administrative structure of primary schools indicates that there should be one head principal and two vice principals (a total of three leaders) in a particular primary school, the researcher planned to have 30 on-duty principals (10 head and 20 vice principals) from ten randomly selected primary schools of Arada Sub-city Administration (three from each school). However, two of the randomly selected schools didn't have two vice principals for each; rather there was only one vice principal in each of these two primary schools. Thus, a total of twenty-eight on-duty principals (ten head principals and eighteen vice principals) were included in the study. Besides, thirty ex-principals were also

selected on the basis of availability sample selection technique to collect data for this study. Five primary school cluster supervisors, ten other Woreda Educational Office Officials – [this includes Teachers' and Educational Leaders' Development Process Owners (TELD), Educational Quality Assurance Process Owners (EQA), Curriculum Design and Teaching Learning Process Owners (CDTL), and Woreda Educational Office Heads (WEOH)] and five Sub-city Educational Office Officials were also purposefully included as subjects of the current study. In general, 28 on-duty principals, 30 ex-principals, 5 primary school cluster supervisors, 10 other officials/experts and 5 sub-city educational officials of the study area were subjects of the study which means a total of 78 respondents were taken for this study.

3.4. Instrument of Data collection

To collect the relevant data and information, three instruments namely; questionnaires, semi-structured interviews and document analysis were employed. In most cases of the questionnaires which were designed for both ex- and on-duty principals, the questions were close-ended supplemented with few open ended items. But the questionnaire which was designed for cluster supervisors had mostly open ended items. Questionnaires were prepared for on-duty principals, ex-principals and primary school cluster supervisors in light of the basic questions and literature review. Questionnaire were used as the main source of data gathering tool because it has an advantage of mass produced and allows mass collection of very large quantity of information. Besides, UNESCO (2005) suggested that questionnaire is advantageous in descriptive survey research because the respondent is restricted to a finite set of response; they are easy and quick to answer; they have response categories which are easy to code, and they permit the inclusion of more variables in a research study. Furthermore, in order to measure the degree of agreements

or disagreements among respondents towards issues stated in the questionnaire with regard to major research questions of the current study, Likert-scale rating items were included in the questionnaires.

The researcher also conducted interview. The main purpose of interview was to triangulate data gathered through the questionnaire and to acquire qualitative data about various issues related with the problem under study. Hence, an interview guideline questions was prepared, and face-to-face interviews were conducted with Sub-city's and Woreda's Educational Office Officials.

Moreover, document analysis was used to examine the turnover rate of primary school principals within the past five years (1999 E.C. – 2003 E.C.). This could also be a means to get information which cannot be obtained through other methods of data collection such as questionnaire and interviews. All of the questionnaires and interview guide questions were written in English as the researcher believed that respondents could understand the questions.

3.5. Procedures of Data Collection

The following procedures of data collection were used in the assessment of causes of primary school principals' turnover in Addis Ababa: The case of Arada sub-city. First, questionnaire, semi-structured interview were prepared. After the preparation of the questionnaire, it was given to experts working in education to assess, review and make adjustment concerning how well the items in the questionnaire represent the intended content area. Then the questionnaire was submitted to the advisor for further examination. Before the main study, the questionnaire was pilot tested. It was checked by two WEO experts so as to see the content validity. In other words, the purpose of this check was to

examine the appropriateness of the questionnaire items and to make necessary corrections based on the feedback obtained from the experts. Accordingly, amendments were made for the relevance and quality of some of the items and some ambiguous words were avoided from the items. After the necessary correction was made, the final draft of the questionnaire was administered to the sample respondents. At the initial stage of questionnaire administration, the researcher made the objectives of the study clear to respondents so as to avoid unnecessary confusions. After distributing the questionnaire, time for the interviews was arranged and held with the concerned sample respondents.

3.6. Methods of Data Analysis

In view of the descriptive nature of the study, the raw data were collected through both close-ended and open-ended questions which were carefully tallied, tabulated and organized. Depending on the type of basic questions and the nature of the data, the frequency counts were converted into percentages as well as other computations such as mean scores were employed to analyze the data. Figures were also used to interpret and summarize the findings where necessary. SPSS (Version 16) was also employed to see the relationship between job dissatisfaction and principals' turnover. In addition, the information that was obtained through interview and document analysis was presented through narrative description to complete the data obtained by means of questionnaires.

For the purpose of this analysis, the responses to "Strongly agree" and "Agree" were combined to create an overall score of agreement with each item, and the sum of responses to "Disagree" and "Strongly disagree" were similarly calculated to gain a measure of disagreement. Thus, for simplicity of summarizing the responses to Likert-scale rating items mean scores above 3.00 were considered as indicators of agreement, and mean scores below 3.00 were remained as indications of disagreement. So, mean

score close to 5.00 shows a strong agreement; mean score close to 1.00 indicates strong disagreement of each items, and mean scores around 3.00 indicate moderate agreement/disagreement.

The qualitative data were discussed qualitatively. Thus, the summary of the responses to the interviews and open ended questions were analyzed separately, but comparisons were made so as to cross check the data gathered through the closed-ended questions in the questionnaires. Finally, the Spearman correlation analysis was used to test the relationship between primary school principals' level of satisfaction and primary school principals' rate of turnover.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF DATA

4.1 Demographic Characteristics of Respondents

Description of the demographic characteristics of the target population provides basic information such as sex, age, educational qualification, field of study and marital status about the sample population included in the study.

Table 1: Respondents' Characteristics

No	Characteristics	Variables	Respondents										Total	
			On Duty Principals		Terminated Principals		Clusters Supervisors		ASEOs		WEOS			
			No	%	No	%	No	%	No	%	No	%	No	%
1	Respondent's Sex	Male	18	64.3	24	80	3	60	4	80	8	80	57	73.1
		Female	10	35.7	6	20	2	40	1	20	2	20	21	26.9
		Total	28	100	30	100	5	100	5	100	10	100	78	100
2	Respondent's Age	21-25	3	10.7	-	-	-	-	-	-	-	-	3	3.8
		26-30	9	32.1	2	6.6	3	60	-	-	1	10	15	19.2
		31-35	1	3.5	1	3.3	2	40	-	-	1	10	5	6.4
		36-40	5	17.8	6	20	-	-	2	40	6	60	19	24.4
		40 & above	10	35.7	21	70	-	-	3	60	2	20	36	46.2
		Total	28	100	30	100	5	100	5	100	10	100	78	100
3	Respondent's Educational Qualification	MA/MSc	-	-	-	-	1	20	1	20	-	-	2	2.7
		BA/BSc/BEd	13	46.4	23	76.6	4	80	4	80	8	80	52	66.6
		Diploma	15	53.6	7	23.4	-	-	-	-	2	20	24	30.7
		Total	28	100	30	100	5	100	5	100	10	100	78	100
4	Respondent's Field of Study	EdPM Graduate	1	3.5	3	10	-	-	1	20	-	-	5	6.4
		Non-EdPM Graduate	27	96.5	27	90	5	100	4	80	10	100	63	93.6
		Total	28	100	30	100	5	100	5	100	10	100	78	100
5	Respondent's Service in Years	0-5	5	17.8	-	-	-	-	-	-	-	-	5	6.4
		6-10	8	28.5	2	6.6	5	100	-	-	1	10	16	20.5
		11-15	-	-	1	3.3	-	-	-	-	1	10	2	2.7
		16-20	4	14.3	6	20	-	-	1	20	6	60	17	21.7
		21 & above	11	39.3	21	70	-	-	4	80	2	20	38	48.7
		Total	28	100	30	100	5	100	5	100	10	100	78	100
6	Respondent's Marital Status	Single	12	42.8	2	6.6	4	80	2	40	3	30	23	29.5
		Married	16	57.2	28	93.4	1	20	3	60	7	70	55	71.5
		Total	28	100	30	100	5	100	5	100	10	100	78	100

From the data collected and tabulated, the following demographic characteristics of respondents have been obtained.

As the data in Table 1 above show, 57 respondents (73.1%) of this research were male; and only 21 respondents (26.9%) were female. All in all, 78 respondents (100%) were the total sample population of this research. However, the respondents were consisted of 28 on duty principals, 30 terminated principals, 5 cluster supervisors, 5 ASEOs and 10 WEOs.

Regarding respondents' age, most principals' (both on duty and terminated) age was 40 and above that accounts 35.7 % and 70% respectively whereas the age of all supervisors was below 35. The age of ASEOs and WEOs was above 35. This may show that turnover of principals is worsen when principals get older due to economical problem. This can be one of the causes of principals' turnover. Moreover, Terminated principals age is by far older than their supervisors' might be another reason for the resulted turnover.

Concerning respondents' educational qualification, the majority of the respondents (52= 66.6%) were first degree holder while some of the respondents (22=34.9%) were certified in college diploma. However, only two of the respondents qualified with MA. The majority of terminated principals (23=76.6%) were with first degree in contrast to (7= 23.4%) with diploma. This may entail that turnover of principals might be related to seeking better job in other organization when principals level of qualification increase.

With regards to respondents' field of study, the majority of the respondents (63= 93.6%) were from non-EdPM fields of study. However, only 5 (6.4%) were from EdPM. When we look at the data on Table 1 particularly to terminated principals' field of study, the majority (27= 90%) were from non-EdPM fields of study. This may show that having inappropriate fields of study might be one of the reasons for job dissatisfaction and turnover of principals.

As far as respondents' service in years is concerned, highly, averagely and lowly experienced respondents account for 38 (48.7%), 19(24.4%), and 21 (26.9%) respectively. Among the group of terminated principals 2 (6.6%), 7(23.3%), and 21(70.1%) had low, average and high experience respectively. However, cluster supervisors' service years were reported between 0-10 which might be considered as low and less experienced as compared to terminated principals. Hence, this implies that the high rate of turnover among highly experienced principals might be related to inexperienced supervisors as one of the causes for quitting their jobs.

Respondents' marital status is the last from the list in Table 1. The Table depicts that 23 (29.5%) respondents were single whereas the number of married respondents were 55 (71.5%). Regarding this, the number of married and single terminated principals are found to be 28 (93.4%), and 2 (6.6%) respectively. This may reveals that the sky rocketing of prices (economical burden) might be the reason for high turnover among married principals as they might not afford to their families basic needs.

4.2 Principals' Turnover

4.2.1 Principals' Turnover Rate

An attempt was made to analyze documents to examine the rate of turnover within the past five years (1999 – 2003). Table-2 below presents the rate of turnover.

Table 2: Rate of Principals Turnover from 1999-2003 E.C.

No.	Year	Male	Female	Total
1	1999E.C.	4	1	5
2	2000E.C	4	2	6
3	2001E.C	5	2	7
4	2002E.C	7	3	10
5	2003E.C	19	5	24
	Total	39	13	52

Source: Field Survey (Report from ASEO)

According to Table 2, the rate of principals' turnover gradually increases at alarming rate from 5-24 within five consecutive years from 1999E.C to 2003 E.C. Within these periods of time, a total of 52 principals quitted their jobs; among them the majority (39) were males, and the rest (13) were females.

4.2.2 Turnover Types and Principals' Satisfaction

The following items were designed to see whether ex-principals quit their jobs voluntarily or involuntarily, and to collect data on whether or not principals are satisfied in their jobs. Table-3 presents their responses.

Table 3: Types of Principals' Turnover and their Satisfaction

No	Items		Responses				Total	
			On Duty Principals		Terminated Principals			
			No	%	No	%	No	%
1	Did you leave your position voluntarily or involuntarily?	Voluntarily	-	-	22	73.3	22	73.3
		Involuntarily	-	-	8	26.7	8	26.7
		Total	-	-	30	100	30	100
2	Were/Are you satisfied with your position at present?	Yes	5	17.8	7	23.3	12	20.7
		No	23	82.2	23	76.7	46	79.3
		Total	28	100	30	100	58	100

Table 3 depicts if respondents left their position as voluntarily or involuntarily. As a

result, the majority of them (22= 73.3%) replied their type of turnover was voluntarily whereas only 8 (26.8%) were found to be principals who quitted their job involuntarily. This implies that the main type of the sample population principals' turnover was found to be voluntary turnover. From this, we may conclude that many of the ex-principals left for better jobs as they have indicated that they were not satisfied with their previous jobs.

As it can also be seen from the above table, the two groups of respondents were asked if they were satisfied with their position. In response to this, very high number of (23= 82%) on duty principals responded 'No' to the question, but very few respondents (5=17.8%) replied 'Yes'. Similarly, large number of terminated principals (23=76.7%) ticked 'No' in response to their position satisfaction; however, the rest (7=23.3%) reported as they had job satisfaction. This implies that, principals' turnover is intimately related to job satisfaction. From this one can understand that when there is low job satisfaction there will be high turnover rate or vice versa.

4.3 Causes of Principals' Turnover

4.3.1 Administrative Related Factors of Turnover

Items were designed to gather data on factors that are related to administration. Table-4 below presents their responses.

Table 4: Administrative-related Causes of Principals' Turnover

No	Items	Agree				Neutral				Disagree				Mean	
		On Duty Principals		Terminated Principals		On Duty Principals		Terminated Principals		On Duty Principals		Terminated Principals		On Duty Principals	Terminated Principals
		No	%	No	%	No	%	No	%	No	%	No	%		
1	Unequal opportunity of promotion	16	57.1	21	70	6	21.4	2	6.6	6	21.4	7	23.3	3.43	3.73
2	Interference in decision making	13	46.4	21	70	3	10.7	1	3.3	12	42.8	8	26.6	3.14	3.80
3	Unfair selection of candidates	20	71.4	20	66.6	7	25	-	-	1	3.6	10	33.3	4.29	3.43
4	Poor support of supervisors.	11	39.3	19	63.3	9	32.1	2	6.6	8	28.6	9	30	3.14	3.33
5	Political outlook based Evaluations	13	46.4	16	53.3	4	14.2	4	13.3	11	39.3	10	33.3	3.00	3.27
6	Inconsistent performance evaluation	22	78.6	21	70	6	21.4	2	6.6	-	-	7	23.3	4.18	3.93
7	Non-merit selection of principals	20	71.4	22	73.3	2	7.1	1	3.3	6	21.4	7	23.3	3.86	3.73
8	Lack of well-organized training	18	64.3	18	60	6	21.4	4	13.3	4	14.3	8	26.6	3.69	3.30
9	Misuse of decentralization	18	64.3	20	66.6	3	10.7	3	10	7	25	7	23.3	3.61	3.87
10	Occupational Disrespect	12	42.8	20	66.6	9	32.1	2	6.6	7	25	8	26.6	3.21	3.53

As it is depicted in Table-4 above, the majority of the terminated principals (70%) and more than half of on-duty principals (57.7 %) show their agreement for the existence of unequal promotion opportunity in their work place during their stay as primary principals. However, a considerable number of the ex-principals (23.3%) and 21.4 % of on-duty principals have reported that they have no complaint for the promotion opportunity. As can be seen in the same table, the overall calculated means of both respondents (on-duty- and ex- principals) show that they agree with the existence of bias on promoting principals as the calculated means fall between 3.00 and 5.00. Therefore, from the above data, we may conclude that unfair promotion opportunity may force principals leave their positions for good.

As shown in Table-4., 70% of the ex-principals say that Supervisors and Educational Bureau Officers interfered in decision making at school level. As it is also depicted in the same table, a significant number of on-duty principals (46.4 %) indicate that there is still interference on decision making at school level by Supervisors and Educational Office Officers. But 42.8 % of on-duty principals and 26.6 of ex-principals indicate their disagreement for the same item. It is also shown in the table that the mean calculated of on-duty principals is 3.14, whereas that of the ex-principals is 3.80. Therefore, emerging from the data, we might conclude that interference on decision making at school level by Supervisors and Educational Office Officers may be one of the cases of principals' turnover.

With regard to responses of Item-3 of the same table, 71.4 % of on-duty principals and 66.6 % of terminated principals claim that there exists unfair selection of candidates for further education. But, insignificant number of on-duty principals (3.6 %) and about one third of ex-principals (33.5 %) indicate their disagreement. It is also depicted in the table that the calculated mean of ex-principals is 3.43 whereas that of on-duty principals is 4.29. This might indicate that there exists unfair selection of candidates for further education, which might be one of the causes for turnover.

As shown in Table-4, more than half of ex-principals (63.6 %) and a considerable number of on-duty principals (39.3 %) report that there is poor supervision support. However, around one third of both ex-principals and on-duty principals, 30 % and 28.6 % respectively, claim their disagreement of item-4. The calculated means of both respondents (on-duty- and ex- principals) indicate that they agree with *'There was/is poor support from supervisors.'* since the calculated means fall between 3.00 and 5.00. This may show that inadequate supervision support may be a cause for principals' turnover.

In response to Item-5, 53.5 % of ex-principals and about half of on-duty principals (46.4 %) report that principals' evaluation is held on their political outlook basis. However, one-third of ex-principals (33.3 %) and 39.3 % of on-duty principals say that they do not think that supervisors evaluate principals on the basis of political outlooks. It is observed in the table that the calculated mean of ex-principals is higher than that of on-duty principals. Therefore, it might be possible to deduce that principals' evaluation on political outlook basis may be one of the sources of principals' turnover.

As it can be seen from Table-4, responses to Item-6 reveal that 78.6 % of on-duty principals and 70 % of ex-principals agree that there is inconsistent performance evaluation criteria and evaluation process in their work place. But 23.3 % of ex-principals report that they don't agree with the statement. It is also shown that the calculated mean of on-duty principals is higher than that of ex-principals. From the data, therefore, we might conclude that inconsistent performance evaluation criteria and evaluation process is still a problem and may be one of the causes that attribute to principals' turnover.

In response to Item 7, majority of ex-principals (73.3 %) and on-duty principals (71.4) say that appointment of principals was not on merit and educational basis. However, a considerable number of on-duty principals (21.4 %) and ex-principals (23.3 %) claim that principals were appointed on the basis of merit and educational qualification. The data also show that the calculated means of both ex- and on-duty principals are more than 3.70 which show respondents agreement to the statement in item-7. Educational profiles of on-duty principals and ex-principals also confirm that, on the one hand, more than half of on-duty principals (53.6 %) hold diploma which is under-qualification for elementary school principals' position, on the other hand, majority of ex-principals (76.6 %) are first degree holders (see Table-1). From the data, therefore, we might conclude that appointment of

under-qualified persons may discourage qualified ones and let them remain dissatisfied and quit their position/job.

With regard to Item-8, 64.3 % of on-duty principals and 60 % of ex-principals confirm that there was lack of well-organized training program. However, quite very few of on-duty principals (14.3 %) and a considerable number of ex-principals (26.6 %) report that they do not think that there was lack of well-organized training program. As indicated in the table, since the mean calculated of on-duty principals is higher than that of ex-principals, well-organized training program is still a concern. Therefore, it may be possible to conclude that lack of well-organized training program may attribute to principals' turnover.

Responses to Item-9 show that the majority of on-duty principals (64.3 %) and ex-principals (66.6 %) say that there was misuse of decentralization by the Woreda's and sub-city educational bureau officials. However, one-fourth of on-duty principals (25%) and about one-fourth of ex-principals (23.3 %) claim that there was no misuse of decentralization by the Woreda's and sub-city educational bureau officials. The calculated means show that there was misuse of decentralization by the Woreda's and sub-city educational bureau officials as mean scores fall between 3.00 and 5.00. From this data, we might deduce that misuse of decentralization may attribute to interference in decision making at school level which may be one of the causes for principals' turnover.

Table-4 reveals, 66.6 % of ex-principals and 42.8 % of on-duty principals confirm that they question the grievance procedure in their work place. But 25 % of on-duty principals and 26.6 % of ex-principals show their disagreement to the statement: 'There was inefficient grievance procedure in my work place'. It is also shown in the table that the calculated mean of on-duty principals is 3.21, whereas that of the ex-principals' is 3.53.

Therefore, as the majority of ex-principals agree that there was inefficient grievance procedure, we might conclude that lack of efficient grievance procedure may attribute to principals' turnover.

4.3.2 Socio-economic Factors of Turnover

Items were also designed to gather data on socio-economic factors. Table-5 below presents their responses.

Table 5: Socio-economic Related Causes of Principals' Turnover

No	Items	Agree				Neutral				Disagree				Mean	
		On Duty Principals		Terminated Principals		On Duty Principals		Terminated Principals		On Duty Principals		Terminated Principals		On Duty Principals	Terminated Principals
		No	%	No	%	No	%	No	%	No	%	No	%		
1	The salary I got/get was/is not adequate and proportional to other positions of the level in other jobs.	27	96.4	30	100	1	3.5	-	-	-	-	-	-	4.79	4.53
2	I felt/feel as a low status within the society as I am paid less.	20	71.4	1	3.3	-	-	8	26.6	8	28.6	21	70	3.57	2.17
3	There was/is lack of incentives for better performance.	27	96.4	29	96.7	3	10.7	1	3.3	-	-	-	-	4.64	4.47
4	I felt/feel insecure towards my job/position.	20	71.4	19	63.3	5	17.8	1	3.3	3	10.7	10	33.3	3.86	3.33
5	My spending much time at my work for inadequate salary creates/d disagreement with my family.	20	71.4	7	25	2	7.1	4	13.3	6	21.4	19	63.3	3.64	2.47
6	I decide/d to leave my position due to the negative perception by the society forwards the teaching profession as whole.	15	53.6	3	10	4	14.3	1	3.3	9	32.1	26	86.7	3.32	1.97
7	I couldn't/can't afford my expenses due to the rise of price of commodities.	21	75	20	66.7	3	10.7	2	6.6	4	14.3	8	26.7	4.04	3.67
8	I felt/feel unsecure for medical & other benefits such as transport & house allowances.	25	89.3	27	90	1	3.5	1	3.3	2	7.1	2	6.7	4.50	4.23
9	I felt/feel that I am living in a declining living standard.	21	75	17	56.7	2	7.1	3	10	5	17.9	10	33.3	3.89	3.27
10	I felt/feel that the society I live with disrespect my occupation.	11	39.3	1	3.3	6	21.4	6	20	11	39.3	23	76.7	3.11	2.00

As it is depicted in Table-5 above, almost all of the respondents, 100 % of the ex-principals and 96.4 % of on-duty principals agree that the salary they got is inadequate as compared to payments of the same positions of other organizations. The overall calculated means of item-1 in the table above of both respondents (on-duty- and ex-principals) also show that they strongly agree with the inadequate payment as the calculated means fall near to 5.00. Therefore, from the above data, we may conclude that inadequate salary may force principals leave their positions to seek better-paid jobs.

As shown in Table-5, 71.4 % of the on-duty principals and insignificant number of ex-principals (3.3 %) say that they feel as low status due to the fact that they are paid less. On the contrary, the majority of ex-principals (70 %) and a considerable number of on-duty principals (28.6 %) indicate that they do not feel as such low status due to their salary. It is also shown in the table that the mean calculated of on-duty principals is 3.57, which indicates an agreement to the statement, whereas the calculated mean of ex-principals is 2.17, which is an indication of disagreement. Therefore, based on the data, we might conclude that feeling as low status within the society due to less payment can attribute to turnover of on-duty principals as they may look for better-paid jobs.

Regarding to responses of Item-3 of Table-5, nearly all of the respondents (96.4 % on-duty principals and 96.7 % of ex-principals) claim that employees who perform better do not get incentives. It is also depicted in the table that the calculated mean of ex-principals is 4.47, whereas that of on-duty principals is 4.64. This might indicate that absence of incentives for better performing employees may impute principals' turnover since almost all of the ex-principals, except one ex-principal who rate undecided, show their agreement to the statement in item-3. It may also a threat for the retention of on-duty principals since nearly all of the respond that better performing employees are not incentivized.

As can be seen in Table-5, majority of on-duty principals (71.4 %) and about two-third of ex-principals (63.3 %) report that they feel insecure towards their jobs/positions. However, one-third of ex-principals (33.3 %) and quite few number of on-duty principals (10.7) claim that they do not feel job insecurity. The calculated means of both respondents (on-duty- and ex- principals) indicate that they more or less agree with *'I feel insecure towards my job/position.'* as the calculated means are both above 3.00. This may show that job insecurity may one of the causes that impute principals' turnover.

Responses to Item-5 indicate that majority of on-duty principals (71.4 %) and one-fourth of ex-principals (25 %) believe that spending much time at work for inadequate salary create disagreement within their family. However, about two-third of ex-principals (63.3 %) and 21.4 % of on-duty principals show their disagreement. It is also indicated that the calculated mean of ex-principals is less than that of on-duty principals. Therefore, it might be possible to deduce that inadequate salary is, to some extent, the case of on-duty principals may be due to the current inflation and an everyday uprising of commodities.

As it is depicted from Table-5, responses to Item-6 reveal that 53.6 % of on-duty principals and 10 % of ex-principals agree that the society's negative perception towards to teaching profession can be cause for their quitting. But majority of ex-principals (86.7 %) and considerable number of on-duty principals report that they don't agree with the statement. It is also shown that the calculated mean of on-duty principals is 3.32, which more or less show agreement, whereas the calculated mean ex-principals is 1.97, which indicates disagreement. From the data, therefore, we might conclude that negative perception of society towards teaching profession may be one of the causes that can attribute to principals' turnover.

In relation to Item-7, three-fourth of on-duty principals and two-third of ex-principals

(66.7%) report that they couldn't afford their expenses due to rise of price of commodities. However, a considerable number of ex-principals (26.7 %) and few of on-duty principals (14.3 %) claim that could afford their expenses regardless the rise of commodities' price. The data also show that the calculated mean of on-duty principals is 4.04, and the calculated mean of ex-principals is 3.67. Both means show that ex- and on-duty principals agree that they cannot afford expenses due to the uprising costs of commodities. From the data, therefore, we might conclude that unable to afford expenses may be one of the causes of principals' turnover and may also be an obstacle for the retention of on-duty principals as they may look for better-paid jobs.

Concerning Item-8, 89.3 % of on-duty principals and 90 % of ex-principals confirm that they feel unsecure for medical and other benefits. However, quite very few of on-duty principals (7.1 %) and ex-principals (6.7 %) report that they do not feel unsecure for medical and other benefits such as transport and house allowances. As it is also indicated in the table, the mean calculated of both ex- and on-duty principals show their insecurity of medical and other benefits though insignificant numbers of both groups claim they feel secure towards medical and other benefits. Therefore, it may be possible to conclude absence of security of medical and other benefits may attribute to principals' turnover.

Item-9 of the above table reveals that the majority of on-duty principals (75 %) and more than half of ex-principals (56.7 %) report that are living in a declining living standard. However, a considerable number of on-duty principals (17.9%) and one-third of ex-principals (33.3 %) claim that they are not living in a declining living standard. The calculated mean of on-duty principals is higher than that of ex-principals. But both calculated means are above 3.00 which indicate that both groups agree they live in a declining living standard. From this data, we might deduce that declining living standard

of principals may be one of the causes for their turnover.

As shown in Table-5, 39.3 % of on-duty principals and one of the ex-principals (3.3 %) confirm that the society they live with disrespect their occupation. In the contrary, majority of ex-principals (76.7 %) and a considerable number of on-duty principals (39.3 %) indicate that they don't think that the society they live with disrespect their profession. It is also shown in the table that the calculated mean of on-duty principals is 3.11, whereas that of the ex-principals' is 2.00. Therefore, this may indicate, to some extent, that disrespect of teaching profession by the society may attribute to principals' turnover.

4.4 Levels of Relationships

4.4.1 Principals' Level of Relationship

In an attempt to describe principals' relationship with supervisors and vice principals, three Likert-scale items were prepared. Table-6 below presents principals' responses.

Table 6: Principals' Level of Relationship

No	Items	Respondents	Responses									
			V. Good		Good		Fair		Neutral		Bad	
			No	%	No	%	No	%	No	%	No	%
1	How do you rate your relationship with your educational officials (WEQs & ASCETO) during your stay as a primary school principal?	On Duty Principals	7	25	9	32.1	9	32.1	1	3.6	2	7.1
		Terminated Principals	7	23.3	4	13.3	10	33.3	-	-	9	30
2	During your stay as a primary school principal, your relationship with the supervisors was/is:	On Duty Principals	13	46.4	10	35.7	5	17.9	-	-	-	-
		Terminated Principals	9	30	6	20	12	40	-	-	3	10
3	How do you rate your relationship with vice principals during your stay as a primary school principal?	On Duty Principals	11	39.3	5	17.9	1	3.6	2	7.1	1	3.6
		Terminated Principals	8	26.7	8	26.7	2	6.7	-	-	1	3.3

As it is depicted in Table-6 above, 25 % of on-duty principals and 23.3 % of ex-principals rate their relationship with Woreda education bureau officials as very good, and 32.1 % of on-duty principals and 13.3 % of ex-principals rate their relationship with Woreda education bureau officials as good. However, 32.1 % of on-duty principals and 33.3 % of ex-principals report that their relationship is fair. Beside, 30 % of ex-principals and 7.1 % of on-duty principals confirm that their relationship is said to be bad.

Item-2 of the same table reveals that 46.4 % of on-duty and 30% of ex-principals; 35.7 % of on-duty and 20 % of ex-principals claim their relationships with cluster supervisors as very good and good respectively. However, 40 % of ex-principals and 17.9 % of on-duty principals rate their relationships with cluster supervisors as fair where only 10 % of ex-principals say they had bad relationships.

For item-3 of the same table, 39.3 % of on-duty principals and 26.7 % of ex-principals rate their relationship with vice principals as very good, and 17.9 % of on-duty principals and 26.7 % of ex-principals rate their relationship with vice principals as good. However, insignificant numbers of on-duty principals (3.6 %) and of ex-principals (6.7 %) report that their relationship is fair. Beside, about equal numbers of ex-principals (3.6 %) and of on-duty principals (3.3 %) claim that their relationship is said to be bad.

4.4.2 Cluster Supervisors' Level of Relationship

In order to see supervisors' level of relationships with principals and other officials in their organization, the following items were designed. Table-7 below presents their responses.

Table 7: Clusters Supervisors' Level of Relationship

No	Items	Responses				
		V. Good	Good	Fair	Neutral	Bad
1	How do you rate the leadership in your organization?	-	2	3	-	-
2	How do you rate your relationship with primary school principals and vice principals?	-	5	-	-	-
3	How do you rate the relationship among principals & vice principals in the cluster school?	-	5	-	-	-

Table-7 is composed of three items about clusters supervisors' level of relationship. And respondents were asked to rate a five points Likert-scale ranging from 'Very Good' to 'No Answer'. Regarding Item 1, three supervisors rated fair in response to the leadership in their organization. However, only two of the respondents put the leadership of their organization as good. Therefore, most of the respondents construed the leadership of their organization as fair. This indicates that clusters supervisors' level of relationship with their boss is fair. Thus, this might negatively influence principals' job.

As indicated in Table-7, in response to Item 2, all supervisors rated 'Good' regarding to their relationship with primary school principals and vice principals. This shows that supervisors might have positive relationship with principals that increase principals' job satisfaction.

As can be seen from Item 3, supervisors rated 'Good' in response to their cluster schools' principals and vice-principals relationship. This implies that principals and vice principals relationship as positive and this might boost principals job satisfaction.

In general, supervisors rated their relationship with their boss as fair whereas their relationship with their subordinates principals as well as the relationship between principals and vice-principals as good and positive. It might be concluded that from supervisors' perspective the working condition of principals regarding management

relationship is perceived as good and positive; that is, principals have good relationships with their boss and sub-ordinates that may increase their job satisfaction.

4.5 Turnover, Satisfaction and Intention to Quit

4.5.1 Relationship between Satisfaction and Turnover

In order to test the relationship of principals' satisfaction and rate of turnover, correlation coefficient was calculated using Spearman's (in SPSS, version 16.0) Method.

Table 8: Correlation of Job Satisfaction and Turnover Rate

			Satisfaction	Turnover
Spearman's rho	Satisfaction	Correlation Coefficient	1.000	-.510**
		Sig. (2-tailed)	.	.004
		N	30	30
	Turnover	Correlation Coefficient	-.510**	1.000
		Sig. (2-tailed)	.004	.
		N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

As it is depicted in Table-8, there is a significant negative relationship between principals' satisfaction and the rate of turnover. As it is shown in the above table, the correlation coefficient is -0.51 ($p=<0.01$). That is, the higher the principals' satisfaction level, the lower the rate of principals' turnover. It is also shown that more than two-third (76.7 %) of ex-principals were dissatisfied by their jobs during their stay as primary school principal (see Table 3). Besides, in Table-3 more than three-fourth on-duty principals confirmed their dissatisfaction. Therefore, this might indicate that ex-principals quitted their position due to dissatisfaction in their jobs.

4.5.2 Intention to Quit Positions

Three items were designed to examine on-duty principals' intention to leave their jobs.

Their responses are displayed in the following table.

Table 9: Principals' Intention to Leave their Positions

No	Items	Agree		Neutral		Disagree		Mean
		No	%	No	%	No	%	
1	I would like to leave my current position.	19	67.9	2	7.1	7	25	3.75
2	I have a plan to leave my current position.	17	60.7	2	7.1	9	32.1	3.43
3	I plan to stay with my current position as long as possible.	7	25	6	21.4	15	53.6	2.57

Table 10 is about principals' intention to leave their positions. In response to Item1, with moderate mean result 3.75 the majority of principals (19= 67.9%) preferred to leave their current position. However, 7 (25%) disagreed to leave their position. This implies that a great number of principals had intensions to leave their current position.

Considering Item 2, 17 (60.7%) of the principals had plans to leave their job as compared to 9 (32.1%) principals who had not the plan with overall moderate mean result. This reveals that principals turnover were made on purpose and hence, it was voluntary.

Regarding Item 3, almost half of the respondents (15=53.6%) disagreed to stay with their current position whereas about a quarter of them (7=25%) agreed to stay. The central tendency mean (2.57) result is low. Therefore, the findings shows that most principals had not plan to stay albeit the mean result is low. In general, one may conclude that principals had great intentions to leave their position.

4.6 Analysis of Cluster Supervisors Open-ended Items

4.6.1 Reasons for Quitting Positions

4.6.1.1 Reasons for Quitting Positions Voluntarily

In answering open-ended Item 3, cluster supervisors were asked to list reasons for

voluntary principals' turnover. As a result, a total of eleven reasons were identified and summarized into three major categories namely administrative, socio-economic and personal reasons. By lack of administration they mean poor management skills, knowledge, and practices of the bureaucracy at Woreda Education Office and Sub-city levels. This major reason further supported by responses such as education office personnel's misconception of decentralization, selection problem in appointing principals, unnecessary external body interferences, poor working condition and heavy work over load. The second category includes responses related with socio-economic reasons like less competitive salary and other benefits, job insecurity, and seeking better opportunity. The third groups are lists about personal problems such as disagreement with supervisors, and personal life reasons. From the analysis one can understand that the reasons which are listed by respondents were congruent with what is stated in the literature. Therefore, one can conclude that the main push factors for principals' turnover were administrative, socio-economic, and personal.

4.6.1.2 Reasons for Quitting Positions Involuntarily

Ten lists of reasons for involuntary quitting principals were suggested by cluster supervisors. These reasons are grouped into two as suggested by (Heneman et al., 1996) such as inadequacies of employees, and because of harsh policies. Therefore, the respondents listed the following reasons in connection with inadequacies of employees. These were normal age retirement, poor performance, misconduct, lack of qualification, lack of commitment in doing quality work. On the other hand, respondents wrote reasons due to harsh policies or because of supervisors unduly zealous in applying the rules. These were misuse of decentralization by education officers, political interference, inefficient grievance procedures, and unhealthy relationship with external parties. Thus,

as these qualitative data shows, one can generalize that involuntary turnover of principals in Arada Sub-city was attributed to inadequacies of principals and misuse of power by education or other officers.

4.6.2 Procedures of Assignment of New Principals

In answering question number 6, two of the respondents suggested that principals are simply assigned or appointed by Woreda and Sub-city education officials. They further explained the assignment of principals was made without clear screening procedures such as in sorting application, selection tests, background information, and interview etc. In the contrary, the rest three respondents revealed the assignments of principals was mainly done on the basis of merit and followed all the necessary procedures. In their response they specify the procedures from posting vacancy on notice board to screening, testing and, recruiting principals. Therefore, the responses of supervisors in assigning principals in their respective Woredas can be generalized that both by merit and demerit ways of assigning were the sole ways of appointing principals in Arada Sub-city administration. This implies that assigning principals by demerit might be one source of principals' turnover in this particular part of the city.

4.6.3 Factors for Principals' Turnover

Respondents were asked to verify the administrative and socio-economic factors of principals' turnover.

4.6.3.1 Administrative Factors of Principals' Turnover

In their response, supervisors listed out thirteen administrative factors. These are summarized as follows:

- Inadequate selection and promotion method: lack of transparency, unfair appraisals, and unfair and inconsistent administration.
- Poor supervision: decision making is not participatory
- Poor working condition: unnecessary interference by officers
- Poor relationship: unwillingness to solve principals' job related problems
- Absence of job security
- Lack of principals' qualification

Therefore, the above administrative factors for principals' turnover were similar to what is suggested by Deverell (1968). Unlike ineffective grievance procedure and lack of facility of the findings of administrative factors, the rest six factors mentioned by Deverell (1968) were associated with supervisors' responses. Thus most of the administrative factors might be taken as the main push factors for principals' turnover.

4.6.3.2 Socio-economic Factors of Principals' Turnover

Respondents listed out 'inadequate salary' and 'non-salary benefits' as socio=economic factors in the quitting of principals from their position. These reasons were supported by the literature for instance Vroom and Jago (2007) found similar socio-economic factors. Therefore, one can generalize that principals quitted their job as a result of low pay and the lack of incentives or other benefits.

4.6.3.3 Other Factors for Principals' Turnover

Question 10 asked supervisors to list other factors which increase principals' turnover. In their responses, supervisors listed "health problem" and "normal age retirement" as the possible other push factors for principals to quite their position. These factors are taken as involuntary turnover in the literature. Therefore, this implies that principals' turnover in

the sample area might be related with health problem and normal age retirement.

4.6.4 Strategies to Reduce Principals' Turnover

The data collected from this open-ended question about ways of managing turnover in primary school principals matched with the findings of Bernard (2004), IDS (2004), Shaw (1999), and Killian (1976) on ways to alleviate turnover of employee. Respondents recommended the following ways to reduce primary school principals' turnover:

- Pay competitive salary
- Reward outstanding principals
- Create good working environment
- Build team work among, bosses, subordinates and colleagues
- Select principals based on rules, requirements, and guidelines
- Promote principals based with purpose, consistently, fairly, so that principals to be responsible, change of status, qualification, and benefit
- Monitor and evaluate the works of principals for effective performance
- Ensure principals to get confidence on the work and leaders.

The above list shows specific strategies that help to solve administrative and socio-economic barriers that facilitate the alarming increase of primary school principals' turnover. Therefore, the list might be helpful in solving the actual principals' turnover in the research setting.

4.7 Ex- and On-Duty Principals' Open-Ended Responses

4.7.1 Most Serious Cause of Principals' Turnover

Questions related to the most serious cause and the consequences of turnover of primary

school principals.

In answering the open-ended Item 4, the majority of on-duty and ex-principals pointed out administration related problems as the most serious causes of primary school principals' turnover. Therefore, this implies that administration factors might be the main causes of primary school principals' turnover in the Arada Sub-city schools.

4.7.2 Consequences of Principals' Turnover

Both on-duty and ex-principals were asked to jot down the consequences of principals' turnover on education quality. Their responses are summarized into three categories. These are on students, on teachers and on the overall works of the school. Regarding students, a respondent suggested that when a principal quit his/her position, the school becomes unstable due to unnecessary missing of class as a result students' achievement and performance will decrease; and as a result the quality of education will get hampered. Similarly, the consequences of principals' turnover on teachers resulted in them to develop negative attitudes towards the profession of principalship. In relation to this a respondent wrote, "Witnessing frequent loss of principals, teachers started to hate being a principal for fearing not to be fired." Finally, respondents suggested different ideas related to the impact of principals' turnover on the school. For instance a respondent said, "When a principal quit his position, the overall activities of the school will be harmed and everything becomes disorganized as a consequence the quality of the education will be spoiled." Another on duty principal revealed, "I have observed that when a principal moved to another school or quitted his position, there would be loss of important manuals, documents and other valuable materials that would change things from worse to the worst for the successor of the coming principals in particular and for the teaching learning processes of the school in general." Therefore, from this one can understand that the

impact of principals' turnover on education quality might be explained by the direct impacts that students teachers and the school in general suffered from.

4.7.3 Possible Suggestions in Alleviating Principals' Turnover

Respondents were asked to suggest their valuable contribution on as to how to retain primary school principals. Varity of responses were suggested in aspects of administrative and socio-economic related solutions. The following are summary of the list.

- Arranging increment of salary and other benefits
- Creating conducive school environment
- Giving professional freedom
- Developing manageable work description
- Getting appropriate support from supervisors
- Creating good relationships with teachers, supervisors and WEOs

Therefore, respondents listed possible solutions to alleviate the loss of principals in primary schools. Their suggestions were by far matched with supervisors' responses on the same issue. Hence, the suggestions can be taken as a means to decrease the turnover of principals in the research setting.

4.8 Analysis of Data from ASEOs Interviews

Five Arada sub-city education officials (ASEOs) were separately interviewed by the researcher and their responses were analyzed. In the interview, respondents were asked seven plus questions (see appendix D) which are related to primary school principals' turnover. From their responses, the following analysis was made.

4.8.1 Turnover Degree of Seriousness

Respondents were asked whether they felt that turnover of primary school principals in their Sub-city was a serious problem or not. All most all respondents acknowledged that there was a serious problem of principals' turnover in their locality. However, a respondent in contrast said, "Of course there is problem, but it is not a serious one." Therefore, from the responses we can understand that the problem was prevalent and serious in the Arada Sub-city primary schools.

4.8.2 Causes of Principals' Turnover

Interviewees were asked to suggest the causes of primary school principals' turnover. In response to the question a respondent said, "There are different internal and external causes; although there are administrative, social and economic causes of turnover, particularly the main cause of principals' turnover is related to salary". Similarly, another respondent reported, "primary school principals quit their job when they get a well paid job and there is a discrepancy between what is assumed ($3036 birr) and what is actually paid ($2570 birr)." From these two responses and other two responses data shows that socio-economic causes were the central themes of the respondents that were taken as the pushing factors for quitting primary schools principals from their position. Therefore, we can understand that the main cause of principals' turnover might be administrative causes. However, the data came from cluster supervisors' questionnaire as well as the data came from on-duty and terminated principals' questionnaire shows the most serious cause of principals' turnover was found to be administrative. This discrepancy might result may be due to the need of this high officials desire to externalize the problem. But the researcher suspects that the officials of Sub-city did not want to blame themselves as other respondents claimed administrative problems were the root causes behind the high rate of

principals' turnover in the research setting.

In response to the question if the office attempted to conduct or not a study about causes of the problem, all respondents reported that a study about causes of principals' turnover have never been conducted.

4.8.3 Equity of Promotional Opportunity

In response to equity of promotional opportunity, the data shows that there is not equal opportunity of promotion. For instance, a respondent pointed out, "It will be difficult for me to reply yes for this particular question because there are two contradictory things which are accomplished." In his response he continued to reason out his justification that teachers were told to compete for the promotion at Sub-city level while Woredas set precondition criteria which lacks clarity that may contradict with the rules and regulation of the Civil Service. Another respondent also share the above speaker's idea. In his response, He said, "Equal opportunity never given. Even educational opportunity has never been given." The interviewee supported his responses by providing examples. In his response, although primary school principals required to be first degree holders and high school principals required to be second degree holders, actually scholarship has been granted only to high school principals. Another respondent replied the question differently. He said, "The custom of promotion is not promotion rather it is done by a mare counting of service years so it will be difficult to say this promotion." Unlike a respondent who told there was equity of promotional opportunity, the rest all claimed that there is not equal opportunity of promotion among primary schools principals of Arada Sub-city Administration. Therefore, from this one can generalize that the lack of clear promotional opportunity might be taken as one example of administrative factor for the cause of principals' turnover that contradicts with question number two responses, but it

agrees amazingly with data from questionnaires in response to the main causes of principals' turnover.

In relation to interview question number three, the next question asked respondents to list the criteria and procedures of promotion. Only a respondent reacted to this question by suggesting "qualification", "work experience" and "current efficiency" were listed as criteria for promoting principals in the research setting. As the other four researchers responded no to the former Item they did not responded to the later one. From this we can conclude that administrative causes might be the major cause that includes unfair promotion as the main push factor for turnover.

4.8.4 Responding to Vacant Position

All respondents unanimously agreed that there was no immediate way of filling the vacant positions. The respondents explained that the procedure took a considerable period of time because there was not integrated work between the school, the supervisors, the WEO, and the SEOs. For instance one of the interviewee said, "When the need comes from the schools, the recruitment will be done at the level of Sub-city; however, to accomplish this will take longer time." Similarly, another respondent reported, "This is the problem of commitment on the part of responsible persons and workers who study and collect data about the vacant positions because when we say commitment it includes many things." Thus, this implies that the inability of resolving vacant positions as soon as possible may have diverse effects on the quality of education in general and on the school community in particular.

4.8.5 Turnover Reduction Strategies

In relation to turnover retaining strategies, almost all respondent suggested that things

were not like previous years. For example an interviewee said, "In much better than last year's much more effort has been exerted in assigning principals; instead of assigning principals as usual, selection or recruitment of principals is made based on merit." Others mentioned such as frequent discussion was conducted so that to improve salary, scholarship granting was also started to be practiced for high schools' principals, recently indorsed directions about career structure and promotion enables principals to get incentives and other benefits, attempt to answer principals and vice-principals question of transfer, showed great concern to solve the questions of principals, in general the positive attitudes of officials in attempting to answer the questions of principals can be taken as good mechanisms in retaining principals' turnover. Therefore, one can understand from the responses of ASEOs that the Sub-city might be considered as having the awareness of retaining strategies of principals' turnover.

4.8.6 Solutions of Principals' Turnover

Respondents listed possible solutions for retaining principals' turnover. The following are some of the lists:

- Introducing activities of assigning and promoting based on merit.
- Scaling up the opportunity of education and in-service training.
- All job related tasks should be clear and transparent.
- Lessening the burden of principals job
- Introducing new incentive mechanisms
- Creating good working condition
- Harmonizing the directives came from Civil Service and Addis Ababa Education Bureau
- Introducing the activities of transferring based on clear, fair and free from bias.

- Electing and organizing PTSA based on merit.

Therefore, the lists suggested by respondents about possible ways of solving principals' turnover in the research setting were matched on one hand with the findings of open-ended data, on the other with the vast literature which is suggested by different scholars like Bernard (2004), IDS (2004), Shaw (1999), and Killian (1976).

4.9 Analysis of Data from WEOs Interviews

A total of ten respondents who were involved in this research were composed of Woreda Education Office heads and WEO subordinate experts. Interview sessions were separately conducted with these WEOs. In the interview, respondents were asked seven plus questions (see appendix D) which are related to primary school principals' turnover. Their responses were analyzed hereunder.

4.9.1 Turnover Degree of Seriousness

Respondents were asked whether the problem of turnover in their Woredas was serious or not. The majority of respondents agreed turnover of principals were the most serious problem. In relation to this, a respondent described the situation, he said,

> Principals' turnover in our Woreda is the most serious problem. Let me give you a very recent data on the issue till now from public school two principals and four vice principals have quitted. Similarly, a principal and two vice principals left their job from government schools. When you computed this it will be fall between 70% - 80%. That's why I said the problem is very serious.

However, in contrast to the above justification three respondents reported that the problem was not as such serious whereas for others turnover of principals was not the problem of

their Woreda. Regarding this an interviewee confessed, "In our Woreda it is not a problem but in others it can be taken as problem. The reason is that in our Woreda there are only two primary schools." Therefore, from the data, we can understand that the majority of the respondents admitted that primary schools principals' turnover might be taken as a serious problem in the research settings. The data from ASEOs interviews supported the same findings.

4.9.2 Causes of Principals' Turnover

Respondents were asked to suggest the actual causes of primary school principals' turnover. Despite mentioning three respondents about the inexistence of principals' turnover in their Woreda, most respondents blame administration as the cause of primary school principals' turnover. In their response, one of the respondents replied briefly, "Because of many administrative and lack good governance." While another respondent justify his reasons with concrete example, he said, "Assigning principals to other educational institutions and to non-educational institutions or other sectors." A considerable number of respondents chose socio-economic problem as the main cause. This claim could be well explained by the words of an interviewee. In his response he urged, "Let alone the responsibilities we shouldered, we are paid less than what is paid to a high school teacher even though we have equal educational status and work years' experiences." Therefore, from the data comparing those who experienced turnover in their Woredas, one can generalize that the majority of the respondents claimed that administrative causes might be taken as the main causes of primary school principals' turnover in most Sub-city of Arada. This finding is almost similar to the data got from questionnaires.

Respondents were asked if the office attempted to conduct or not a study about causes of

principals' turnover, all participants unanimously agreed that they haven't heard anybody conducted a study about causes of principals' turnover.

4.5.3 Equity of Promotional Opportunity

In response to equity of promotional opportunity, the data shows that there was not equal opportunity of promotion. For instance, a respondent pointed out, "It will be difficult for me to reply yes for this particular question because there are two contradictory things which are accomplished." In his response he continued to reason out his justification that teachers were told to compete for the promotion at Sub-city level while Woredas set precondition criteria which lacks clarity that may contradict with the rules and regulation of the Civil Service. In relation to this, another respondent blamed the political intrusion and bias in selecting principals to the main competition. By the same token, another interviewee put the above idea explicitly, he said, "I do not believe that there is equity of promotional opportunity because although it is not direct, there is indirect political bias and prejudice in selecting principals. The administrative problem was not only associated in selecting principals to hold the position but also in giving scholarship to principals. In connection to this a respondent said, "Equal opportunity never given. Even educational opportunity has never been given." The interviewee supported his responses by providing an example. He told that although primary school principals required to hold first degree while a second degree is the criteria to be a high school principal, actually scholarship has been granted only to high school principals albeit some primary school principals are diploma holders. Therefore, the majority of WEOs claimed that there was not equal opportunity of promotion for all principals and they believed that this happened as a result of administration problem. Thus based on the above discussion we can generalize that principals' turnover from their position might be attributed to lack of unfair

administration such as lack of transparency in the process of selecting principals in the form of bias and preventing principals to have equal opportunity in promotion.

4.9.4 Selection Criteria

Respondents were asked if they agreed to the above question of having equal opportunity. In response to this, four respondents agreed that there were clear criteria to select principals. They argued on this point that the selections were done based on the manual came from Civil Service Bureau. One of the respondents listed out the criteria such as work performance, service year's experience, and accepting and believing in the government's policies. While another added on the above list the criteria of qualification. However, the majority of the respondents did not agree to the question of having clear criteria used to select or promote principal. They also debated on the point that first and foremost the bias came due to the informal selection that were done. A respondent explained in the connection to this, "During the process of selection there is unfair political influence especially at the pre-selection stage which is used as a precondition criteria for the main selection." From the analysis, one can understand that there might not have clear criteria for the selection of principals. Moreover, the criteria which were listed by some of the respondents like the criteria of believing and accepting the policies of the government might be one of the criteria which were blamed by the other respondents used to discriminate principals based on their political views. As a consequence, this might be one cause of principals' turnover which might be associated to what is suggested in the literature that administrative problem can be taken as the main pushing factor of principals' turnover.

4.9.5 Responding to Vacant Position

Respondents were asked if they immediately filled the vacant positions when a principal quit. Seven respondents answered no to the question since there was no immediate way of filling the vacant positions. For instance a respondent said, "due to excess meetings and trainings I have heard about a school in our Woreda spent the whole academic year without a principal."Regarding this, another respondent reported that both the ASEO and the WEO had a great problem in solving the problem. Considering the issue, the analysis of ASEOs' interviews result shows similar outcome that there was lack of integration among the school, WEO, and ASEO. Therefore, this implies that there might be administrative problems in solving vacant position as soon as a principal or vice principal quit and this might have great impacts on the quality of education.

4.9.6 Turnover Reduction Strategies

In relation to turnover retaining strategies, a respondent said, "a meeting was held with newly assigned principals and with principals that have intention to leave." In the same way, a respondent said, "Identifying their (principals) problems, efforts have been done through discussions about the solutions." While another explained his Woredas retaining strategy "…although it is tentative, we tried to solve the problem." However, a respondent suggested in rather different way as compared to the others. He suggested, "Efforts have been done in solving administrative and social problems." One can understand from the above data that the respondents were not well aware of turnover reduction strategies. Their responses show that they attempted to solve the problem only through discussions while most of the problems were administrative in their nature, they did not attempt to improve these problems or to improve the working environment of principals although they acknowledged administrative problems are the root causes of principals' turnover.

4.9.7 Solutions of Principals' Turnover

WEOs listed possible solutions for retaining principals' turnover. The following are some of the lists:

- Introducing a mechanism that allow fair educational opportunities
- Ceasing or improving assigning principals to other sectors
- Creating job-centered good rapport among educational experts at school, Woreda and Sub-city levels.
- Solving problems related to principals' salary considering and checking the amount of others' salary of the same level.
- Implementing the introduction of getting benefits other than salaries.
- Creating conducive working environment.
- Eliminating internal or external involvement of politics and introducing assigning principals based on profession and efficiency or merit.
- Introducing the easiest and best ways to solve vacant positions.
- Giving best solutions to salary related problems.
- Introducing fair and transparency to all job related tasks.
- introducing participatory decision making processes

Therefore, the lists suggested by WEOs about possible ways of solving principals' turnover were found to be almost similar both with the findings of open-ended data and with the findings of ASEOs interviews.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter puts summary, conclusion drawn from findings and recommendations which try to suggest some solutions so as to alleviate the problem under investigation. The summary section summarizes major findings of the study in relation to the major objective and research questions. And both conclusions and recommendations are also divided into four parts. These four sections under conclusions and recommendations are organized in a way in which they can address the four research questions of the current study.

5.1 Summary

The main objective of the study was to assess causes of principals' turnover in government and public primary schools of Arada sub-city administration, Addis Ababa. In order to achieve this objective the following basic research questions were stated and treated:

1. What are the major causes and effects of stuff turnover of primary school principals?
2. Is there any relationship between job satisfaction and primary school principals' turnover in Arada sub-city?
3. To what extent do primary school principals of Arada Sub-city intend to leave their job for good?
4. How does the A.A Education Bureau attempt to reduce primary school principals' turnover?

In order to answer these research questions, questionnaire, interview and document analysis were used as data collecting tools.

The subjects of this study were 28 on-duty principals in the sampled schools, 30 ex-principals who left the public and government primary schools during the last five years (1999 – 2003 E.C.), 5 primary school cluster supervisors, 10 Woreda education officials and 5 Sub-city education officials.

Simple random sampling technique was employed to select sample schools from each Woreda. Whereas, purposive sampling technique was used to select on-duty principals, cluster supervisors, WEOs and Sub-city education officials, and availability sampling was used to select ex-principals. Depending the data collected different statistical tools were used. These are percentages, mean score and Spearman's correlation coefficient, of which percentage is the major statistical tool employed throughout the study. Therefore, analysis and interpretation was done on the collected data and the major findings of the study are summarized as follows:

1. The main type of the sampled principals' turnover was found to be voluntary turnover. Besides, three-fourth on-duty principals confirmed their dissatisfaction towards their jobs.
2. Majority (70%) of the ex-principals claimed that there exists unfair promotion opportunity among principals. They also report that the interference on decision making at school level by Supervisors and Educational Office Officers.
3. Respondents indicated that there was inadequate supervision support. In addition, 64.3 % of on-duty principals and 60 % of ex-principals confirmed that there was lack of well-organized training program.

4. Majority of ex-principals (73.3%) and on-duty principals (71.4%) reported that appointment of principals was not on merit and educational basis. Likewise, majority of on-duty principals (64.3%) and ex-principals (66.6%) asserted that there was misuse of decentralization by the Woreda's and sub-city educational bureau officials.
5. Almost all of the respondents, 100 % of the ex-principals and 96.4 % of on-duty principals agreed that the salary they got is inadequate as compared to payments of the same positions of other organizations. And nearly all of the respondents (96.4% on-duty principals and 96.7% of ex-principals) claimed that employees who perform better do not get incentives.
6. Majority of on-duty principals (71.4%) and about two-third of ex-principals (63.3%) report that they felt insecure towards their jobs/positions. Similarly, three-fourth of on-duty principals and two-third of ex-principals (66.7%) reported that they couldn't afford their expenses due to rise of price of commodities.
7. 89.3 % of on-duty principals and 90 % of ex-principals confirm that they feel unsecure for medical and other benefits. The majority of on-duty principals (75%) and more than half of ex-principals (56.7%) report that are living in a declining living standard.
8. With regard to correlation between rate of turnover and job satisfaction, it was found out that there was a significant negative (-0.51, $p=<0.01$) relationship between principals' satisfaction and the rate of turnover.
9. The majority of principals preferred to leave their current position. 60.7% of the principals had plans to leave their job as compared to 9 (32.1%) principals who had not the plan with overall moderate mean result. And almost half of

the on-duty principals (15=53.6%) disagreed to stay with their current position.

10. The majority of on-duty and ex-principals pointed out administration related problems as the most serious causes of primary school principals' turnover.

5.2 Conclusions

Emerging from the findings of this study, the following conclusions are drawn:

5.2.1 Major Causes and Consequences of Voluntary/Involuntary Turnover of Primary School Principals

With regard to major causes of voluntarily or involuntarily primary school principals' turnover, two categories emerge as major causes: administrative related causes and socio-economic related causes.

a) **Administrative Related Causes**

Regarding the administrative-related causes of staff turnover, the findings of this study show that there are plenty of factors that impute primary school principals' turnover. These causes are directly related to the unfairness of the leadership in the study area – Education office Arada Sub-city Administration. To be specific, there exists unequal promotion opportunity and unfair selection of candidates for further education among principals. Besides, the findings reveal that the assignment of under-qualified persons as principals, lack of well-organized training program and poor supervision support are found to be administrative-related causes. Decision making interference (misuse of power), political outlook-based evaluation, inconsistent performance and inefficient grievance procedure evaluation are also among the administrative-related factors which

attribute to principals' turnover.

In addition, the majority of on-duty and ex-principals pointed out administration related problems as the most serious causes of primary school principals' turnover. Therefore, this implies that administration factors can be the main causes of primary school principals' turnover in the Arada Sub-city schools. However, educational officials claim to put socio-economic factors as a major problem that attribute primary school principals' turnover.

b) Socio-economic Related Causes

In relation to socio-economic related causes of principals' turnover, the results of this study show that inadequate salary, the declining living standard of principals and lack of incentives are among the causes. It is also found that principals felt as low status within the society due to their less payment and their inability to afford expenses of the sky rocketing prices of commodities. Moreover, negative outlook of the society towards teaching profession, absence of job security, being disrespect by the society and lack of medical and other benefits are also attributing to the primary school principals' turnover. Thus, principals quitted their job as a result of socio-economic related causes such as low pay, societal disrespect and lack of incentives or other benefits in addition to administrative related causes.

c) Consequences of Turnover

The findings of this study show that primary schools principals' turnover is a serious problem in the research setting. So, turnover can have debilitative effect on teaching-learning process and school administration in one way or another.

Regarding to consequences of principals' turnover, be it voluntarily or involuntarily, the results of this study show that it can directly or indirectly affect the teaching-learning process. More specifically, the findings reveal that it has debilitative effects on students, on teachers and on the overall works of the school.

In terms of the students, when a principal quit his/her position, the school becomes unstable and students unnecessarily miss classes which results to the decrement of students' achievement and performance that can indirectly hamper quality of education.

On the teachers' side, principals' turnover let such fellow teachers develop negative attitudes towards the profession of principalship. It can also impress the overall works of the school as there would be loss of important manuals, documents and other valuable materials that would change things from worse to the worst for the successor of the coming principals in particular and for the teaching learning processes of the school in general.

Therefore, based on the findings of the current study, the impact of principals' turnover on education quality can be explained by the direct/indirect impacts that students, teachers and the school in general suffer from.

5.2.2 Relationship between Job Satisfaction and Primary School Principals' Turnover

From the findings of the current study, principals' turnover is intimately related to job satisfaction in which when there is low job satisfaction there will be high turnover rate or vice versa.

Even though cluster supervisors rate their relationships with subordinate principals as

good and positive, a significant number of both ex- and on-duty principals confirm that their relationship with cluster supervisors is said to fair and bad which can appertain to job dissatisfaction.

Regarding the correlation coefficient, there is moderate negative relationship (-0.51; p=<0.01) between the primary school principals' turnover rate and level of job satisfaction, i.e. the higher the principals' level of satisfaction, the lower the primary school principals rate of turnover or vice versa.

5.2.3 Intention to Leave Job for Good

In relation to intention to leave positions for good, the results of this study indicate that majority of on-duty principals prefer to leave their current job which can be an indication of their dissatisfaction towards their current positions. Besides, much more than half of them had plan to leave their job for good and they don't want to stay in their current positions. Therefore, most principals had not plan to stay in their current jobs and they will leave their jobs immediately when they get opportunity for better jobs. In other words, they stay in their current jobs until opportunities for better payment appear.

5.2.4 Suggestions to Reduce Primary School Principals' Turnover

Regarding to suggestions recommended by the respondents, an extended list of ways to reduce primary school principals' turnover is summarized in the following paragraph.

Based on the findings of this study, paying competitive salary or arranging increment of salary and other benefits would minimize principals' turnover. Likewise, selection of principals based on rules, requirements, and guidelines would attribute to the retention of principals. In addition, developing sense of team work among bosses, subordinates and

colleagues which result in creating good relationships with teachers, supervisors and WEOs and fair monitoring/evaluating system of principals' performances would also play great role in reducing principals' turnover. It is also suggested that to reward outstanding principals and create good working environment or to create conducive school environment in which principals develop manageable work description would reduce principals' turnover. Lastly, to ensure principals' professional freedom, which enable principals to perform their duties with confidence, would also impute to the reduction of principals' turnover.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

5.3.1 Overcoming Major Causes and Consequences of Principals' Turnover

As the findings have clearly indicated, administrative related factors are the major possible push for ones quit from principalship though socio-economic related problems have also their own share in the push. Therefore, Arada Sub-city Educational Office with the respective Woreda Educational Offices should look into within-administrative systems so as to identify the potential problems that appertain to principals' turnover. This would enable educational officials and experts to internalize the attributes of principals' turnover and work on solutions rather than eternalizing the problems and blame others. They (Education Officials) should also openly discuss with principals as well as teachers on issues related to administration, and they should closely work with principals so as to build team work among, bosses, subordinates and colleagues which enable them to identify causes of turnover and act upon immediately.

Since administrative related causes can be easily resolved as compared to socio-economic

related problems, say, through creating good working environment, educational officials at Sub-city and Woreda levels should make the administrative system transparent in which principals and teachers feel that they are part of the system. To put it differently, if the system is transparent, employees (in this case, principals) could get opportunity to observe how things operate, for instance, assigning of principals, selection of employees for further education and their procedures, etc. Such condition could play its role in minimizing principals' turnover regardless the socio-economic related causes since employees feel satisfied with their organization administrative system.

Besides, socio-economic related causes should be addressed to make on-duty principals stay in their current position. Of course, all socio-economic related causes couldn't be resolved at ease as that of administrative related causes. But some of the problems can be solved through discussions with concerned bodies. For example, medical benefits can be assured through discussion with the Woreda's Health Office or Ministry of Health on whether to secure teachers medical benefits free of charge or at low cost in which the rest cost could covered by the government or NGOs. And such benefit can retain principals as it can increase their satisfaction towards their current position.

5.3.2 Ensuring Job Satisfaction and Retaining Primary School Principals

The results of this study reveal that majority of the respondents are not satisfied with their jobs. For that matter, there need to devise practical strategies so as to retain on-duty principals and ensure job satisfaction. All concerned bodies, specifically Woreda and Sub-city Educational Office Experts and Officials should be involved in devising strategies that attribute to job satisfaction. Here are some of the practical strategies which educational experts and officials can design at no cost or at a very low cost in order to ensure principals' job satisfaction.

- ✓ Developing sense of self responsibility among employees (in this case, primary school principals) – this can be done through creating a participatory decision making process at all levels, i.e. at school, Woreda, and Sub-city levels. When experts and/or officials of Woreda and Sub-city Educational Offices value employees' ideas/contributions to the betterment of the teaching-learning process as a whole, principals would develop sense of inclusion in the decision making process which in one way or another appertains their job satisfaction. In other words, experts and/or officials of Woreda and Sub-city Educational Offices should ensure employee-consulted leadership style as such system brings stable man power due to the following reasons:

    1. It provides satisfaction to employees since they are consulted before decision making;
    2. It enables leaders to improve his/her decision making ability through consultations with employees during decision making;
    3. It initiates employees to show their talents/ability.
    4. It increases employees' moral and job satisfaction.

- ✓ Establishing effective grievance system at all levels – this is part of making the administrative aspect of the organization transparent. There should be a system at any level of the organization in which employees' complaints can be heard and solved on the basis of rules and regulations of the organization rather than considering employees' personal attachment with experts/officials and employees' political outlooks. If employees' voices are heard and their complaints are resolved free of bias and as per to the organizations' rules and regulations, they will not leave their jobs due to unfairness and non-transparent system of administration.

- ✓ Rewarding outstanding principals – reward, in this sense, is not totally reinforcing better performing principals in terms of money, but rather recognizing principals' performance/achievements publicly, awarding certificate that recognizes their better performance and give them opportunity to continue their further education as a reward of their better performance. This would, on the one hand, initiate on-duty principals stay in their positions and get an opportunity for further education by doing well; on the other hand, fellow employees would be interested to apply for principalship positions.
- ✓ Providing training opportunities – Woreda and Sub-city Educational Office Experts and Officials facilitate training and experience programs, which would equip principals with the knowledge, awareness, skills and new inventions that help them stick to their professional ethics, discharge their duties effectively and improve their professional efficiency.

5.3.3 Minimizing Intention to Leave Job for Good

As to the findings of the current study, most of on-duty principals do not want to stay in their current positions and they tend to leave their jobs for good as a result of job dissatisfaction for various reasons which can lay in either the category of administration related causes or socio-economic related causes. Of course, considering the forerunner set of recommendations in the previous sections can minimize principals' intention to leave their jobs for good; because if causes of turnover are overcome and job satisfaction is ensured, employees would naturally stay working since they do not have any reason to quit. However, there are some basic things that Woreda and Sub-city Educational Office Experts and Officials should consider in minimizing principals' intention to quit positions. At the first place, mini research studies, like action research, should be

conducted in identifying the major reasons which impute to principals' intention to leave jobs. After the major problems are once identified, WEOs and ASCOs should immediately address the problems that can be resolved at their level of administration. But if problems are beyond their level of decision making, say, a request for salary increment, they should assure employees that their request would be sent to the concerned body – MoE.

Moreover, WEOs and ASCOs should also conduct an exit interview or survey with principals who quit their jobs for any reason. An exit interview of survey would enable them to identify the major problems that impute principals' intention to leave jobs beforehand. This identification of major imputes of principals' intention to leave jobs would enable WEOs and ASCOs to act up on so as to minimize principals' intention to leave jobs and increase principals' retention. There should also equity of promotional opportunity among employees of the same qualification and work experience.

5.3.4 Minimizing Primary School Principals' Turnover

In the previous sections of the recommendations part, some major points have been discussed in relation to overcoming major causes of turnover, ensuring job satisfaction and minimizing principals' intention to quit jobs. Obviously, when an organization overcome major causes of turnover, ensure job satisfaction and minimize intention to quit job, it is able to minimize turnover. Therefore, the devises/suggestions stated in the previous section could also work to minimize primary school principals' rate of turnover.

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Appendix-A: Questionnaire for On-duty Principals

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

Questionnaires to be filled by On-duty Principals

The main purpose of this questionnaire is to collect information about the causes of turnover of primary school principals among public and government primary schools in Arada Sub-City of Addis Ababa City Administration. This questionnaire, which you are being requested to fill, is for ONLY academic purpose as a requirement for fulfillment of MA degree in Educational leadership. I assure you that, all your responses will be kept in absolute confidentiality and you will not be held responsible for the research outcome.

The success of the study entirely depends up on your genuine, sincere & timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. I would be most grateful if you would answer all the questions in the questionnaire.

Thank you for your kind cooperation!

NB.

- You don't need to write your name at all.
- Answer the questions based on the instructions given for each section of the questionnaire.
- Please respond to all the questions as accurately as possible, and respond at your earliest possible time.

General Direction:

Please give short and brief answers for items requiring completion of blank spaces, put a tick (√) mark for items that require marking and circle alternatives for questions with alternatives.

Part-I: Personal Characteristics of Respondents

Put a tick (√) in one of the boxes given as alternatives for each characteristic.

1. **Sex:** Male ☐ Female ☐
2. **Age in years**:
   21 – 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐ 41 & above ☐
3. **Educational Qualification**:
   MA/MSC ☐ BA/BSC/Bed ☐ College Diploma ☐
   Certificate (12+ TTI) ☐ Any Other (Please specify) _____
4. **Field of study/Specialization:**
   EdPM/School Administration Graduate ☐
   Non-EdPM/School Administration Graduate ☐
5. **Work experience/service in years:**
   0 – 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & Above ☐
6. **Marital status:**
   Married ☐ Single ☐

Part-II: Organizational Information

<u>Section A</u>: Questions related to job satisfaction. Please point your job satisfaction or dissatisfaction indicators by circling the alternatives.

1. Are you satisfied with your position at present? (a) Yes (b) No

2. If your answer to question N<u>o</u>. 1 is 'Yes', which of the following issues reflect the presence of satisfaction indicators in your work place? You can choose more than one indicators from the alternatives by circling the letters.

a) Recognition for good work
b) Good chance for promotion
c) Interesting job
d) Ways of future career advancement
e) Responsibility & freedom of work
f) Getting in-service training opportunities.

3. If your answer to question Nº. 1 is 'No', which of the following issues reflect dissatisfaction indicators in your work place? You can choose more than one indicators.

a) Unfair & inconsistent administration.
b) Poor supervision.
c) Poor working conditions.
d) Inadequate salary.
e) Poor principals – educational officers/supervisor relationship.
f) Absence of job security.
g) Poor relation with coworkers (Vice principals)

Section B: Questions related to administrative and socio-economic factors for quitting the positions of principals, and intentions to leave positions.

Instruction: The following statements are about issues of turnover which are related to administrative, socio – economic factors & intention to leave position. Please, read each statement carefully and then put a tick (√) mark in the box that correspond the statement to show your agreement or disagreement. The rating scale is as follows:

Strongly Agree = 5 **Agree** = 4 **Undecided** = 3 **Disagree** = 2 **Strongly Disagree** = 1

Nº.	Items	Rating Scales (Alternatives)				
	(a) Administrative-related issues	5	4	3	2	1
1	There is unequal opportunity of promotion in my work place.					

Nº.	Items	Rating Scales (Alternatives)				
		5	4	3	2	1
2	Supervisors & officers of Education office interferes in decision making at school level.					
3	There is unfair selection of candidates for further education.					
4	There is poor support from supervisors.					
5	Supervisors evaluate principals on the basis of their political outlooks.					
6	There is inconsistent performance evaluation criteria & evaluation process.					
7	Principals are not selected on the basis merit & educational qualification					
8	There is lack of well-organized training program.					
9	There is a misuse of decentralization by the Woreda's or/and sub-city educational offices.					
10	There is inefficient grievance procedure in my work place.					
	(b) Socio-economic related issues					
11	The salary I get is not adequate and proportional to other positions of the level in other jobs.					
12	I feel as a low status within the society as I am paid less.					
13	There is lack of incentives for better performance.					
14	I feel insecure towards my job/position.					
15	My spending much time at my work for inadequate salary creates disagreement with my family.					
16	I decide to leave my position due to the negative perception by the society forwards the teaching profession as whole.					
17	I can't afford my expensed due to the rise of price of commodities.					
18	I feel unsecure for medical & other benefits such as transport & house allowances.					

Nº.	Items	Rating Scales (Alternatives)				
		5	4	3	2	1
19	I feel that I am living in a declining living standard.					
20	I feel that the society I live with disrespect my occupation.					
	(c) Intention to leave the position					
	I would like to leave my current position.					
22	I have a plan to leave my current position.					
23	I plan to stay with my current position as long as possible.					

24. If you think of other issues related to administrative or socio-economic factors, please specify them.

a) Administrative factors:

_____

_____

_____

_____

b) Socio- economic factors:

_____

_____

_____

_____

Section C: Questions related to relationships with educational officials and vice principals. Please, read each statement carefully and then Rate your level of relationship with educational officials, supervisors and vice principals by putting a tick (√) mark in the box that correspond the statement.

No.	Items	V-Good	Good	Fair	Neutral	Bad
1	How do you rate your relationship with: a) Cluster Supervisors					
	b) Quality Assurance Officers					
	c) TDP Officers					
2	How do you rate your relationship with vice-principals of your school?					
3	How do you rate your relationship with principals of cluster schools?					

Section D: Questions related to the most serious cause and the consequences of turnover of primary school principals.

4. Among the causes of turnover of primary school principals you think of, what is the most serious cause?

_____

5. What are the consequences of principals' turnover on education quality? Please jot down the consequences you think of.

_____

_____

_____

_____

6. Can you think of ways/suggestions to reduce/alleviate turnover of primary school principals? Write your suggestions that contribute to the retention of primary school principals below.

_____

_____

_____

_____

_____

Appendix-B: Questionnaire for Terminated Principals

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

Questionnaires to be filled by Terminated Principals

The main purpose of this questionnaire is to collect information about the causes of turnover of primary school principals among public and government primary schools in Arada Sub-City of Addis Ababa City Administration. This questionnaire, which you are being requested to fill, is for ONLY academic purpose as a requirement for fulfillment of MA degree in Educational leadership. I assure you that, all your responses will be kept in absolute confidentiality and you will not be held responsible for the research outcome.

The success of the study entirely depends up on your genuine, sincere & timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. I would be most grateful if you would answer all the questions in the questionnaire.

Thank you for your kind cooperation!

NB.

- You don't need to write your name at all.
- Answer the questions based on the instructions given for each section of the questionnaire.
- Please respond to all the questions as accurately as possible, and respond at your earliest possible time.

General Direction:

Please give short and brief answers for items requiring completion of blank spaces, put a tick (√) mark for items that require marking and circle alternatives for questions with alternatives.

Part-I: Personal Characteristics of Respondents

Put a tick (√) in one of the boxes given as alternatives for each characteristic.

1. Sex: Male ☐ Female ☐

2. **Age in years**:

22 – 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐ 41 & above ☐

3. Educational Qualification:

MA/MSC ☐ BA/BSC/Bed ☐ College Diploma ☐

Certificate (12+ TTI) ☐ Any Other (Please specify) _____

4. Field of study/Specialization:

EdPM/School Administration Graduate ☐

Non-EdPM/School Administration Graduate ☐

5. Work experience/service in years:

0 – 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & Above ☐

6. Marital status:

Married ☐ Single ☐

Part-II: Organizational Information

<u>Section A</u>: Questions related to types and reasons of quitting your position. For questions 2 & 3, you can choose two or more than two reasons by circling the alternatives.

1. Did you leave your position voluntarily or involuntarily? I left my position:

A. Voluntarily B. Involuntarily

2. If your answer to question Nº. 1 is 'A', what was the reason? The reason was:

a) Performance inadequacy.
b) Absence of chance for promotion.
c) Unfair treatment by supervisors & education bureau officers.
d) Transfer to higher position.
e) Poor working condition
f) Inadequate salary
g) Lack of job security
h) Any other reason - state your reasons:

_____

_____

3. If your answer to question Nº. 1 is 'B', what was the reason? The reason was:

a) Performance inadequacy
b) Disciplinary case
c) Illness/disability (medical problems)
d) Unfairness of supervisors and education office officers
e) Any other reasons - state your reasons:

_____

_____

4. Were you satisfied with your job during your stay as a primary school principal?

(a) Yes (b) No

5. If your answer to question Nº. 4 is 'Yes', which of the following issues reflect presence of satisfaction indicators in your work place during your stay? You can choose more than one indicator from the alternatives by circling the letters.

a) Recognition for good work
b) Good chance for promotion
c) Interesting job
d) Ways of future career advancement
e) Responsibility & freedom of work

f) Getting in-service training opportunities.

6. If your answer to question Nº. 4 is 'No', which of the following issues reflect dissatisfaction indicators in your work place? You can choose more than one indicators.

a) Unfair & inconsistent administration.
b) Poor supervision.
c) Poor working conditions.
d) In adequate salary.
e) Poor principals – educational officers/supervisor relationship.
f) Absence of job security.
g) Poor relation with coworkers (Vice principals)

Section B: Questions related to administrative and socio-economic factors for quitting the positions of principals.

Instruction: The following statements are about issues of turnover which are related to administrative and socio-economic factors. Please, read each statement carefully and then put a tick (√) mark in the box that correspond the statement to show your agreement or disagreement. The rating scale is as follows:

Strongly Agree = 5 **Agree** = 4 **Undecided** = 3 **Disagree** = 2 **Strongly Disagree** = 1

Nº.	Items: (a) Administrative-related issues	Rating Scales (Alternatives) 5	4	3	2	1
1	There was unequal opportunity of promotion in my work place.					
2	Supervisors & officers of Education office interfered in decision making at school level during my stay.					
3	There was unfair selection of candidates for further education.					

Nº.	Items:	Rating Scales (Alternatives)				
		5	4	3	2	1
4	There was poor support from supervisors.					
5	Supervisors evaluated principals on the basis of their political outlooks.					
6	There was inconsistent performance evaluation criteria & evaluation process.					
7	Principals were not selected on the basis of merit & educational qualification during my stay.					
8	There was lack of well-organized training program.					
9	There was a misuse of decentralization by the Woreda's or/and sub-city educational offices.					
10	There was inefficient grievance procedure in my work place during my stay.					
	(b) Socio-economic related issues					
11	The salary I got was not adequate and proportional to other positions of the same level in other governmental or non-governmental jobs.					
12	I felt as a low status within the society as I was paid less.					
13	There was lack of incentives for better performance.					
14	I felt insecure towards my job/position during my stay.					
15	My spending much time at my work for inadequate salary created disagreement with my family.					
16	I decided to leave my position due to the negative perception by the society towards the teaching profession as a whole.					
17	I couldn't afford my expenses due to the rise of price of commodities from time to time.					
18	I felt unsecure for medical & other benefits such as transport & house allowances during my stay.					
19	I felt that I was living in a declining living standard.					
20	I felt that the society I lived with disrespected my occupation.					

21. If you think of other issues related to administrative or socio-economic factors, please specify them.

a) Administrative factors:

_____

_____

_____

_____

b) Socio- economic factors:

_____

_____

_____

_____

<u>Section C</u>: Questions related to relationships with educational officials and vice principals. Please, read each statement carefully and then rate your level of relationship with educational officials, supervisors and vice principals by putting a tick (√) mark in the box that correspond the statement.

No.	Items	V-good	Good	Fair	Neutral	Bad
1	How do you rate your relationship with your educational officials (WEOs & ASEO) during your stay as a primary school principal?					
2	During your stay as a primary school principal, your relationship with the supervisors was:					
3	How do you rate your relationship with vice principals during your stay as a primary school principal?					

Section D: Questions related to the most serious cause and the consequences of turnover of primary school principals.

1. Among the causes of turnover of primary school principals you think of, what is the most serious cause?

_____

2. What are the consequences of principals' turnover on education quality? Please jot down the consequences you think of.

_____
_____
_____
_____
_____

3. Can you think of ways/suggestions to reduce/alleviate turnover of primary school principals? Write your suggestions that contribute to the retention of primary school principals below.

_____
_____
_____
_____
_____
_____
_____

Appendix-C: Questionnaire for Cluster Supervisors

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

Questionnaires to be filled by Cluster Supervisors

The main purpose of this questionnaire is to collect information about the causes of turnover of primary school principals among public and government primary schools in Arada Sub-City of Addis Ababa City Administration. This questionnaire, which you are being requested to fill, is for ONLY academic purpose as a requirement for fulfillment of MA degree in Educational leadership. I assure you that, all your responses will be kept in absolute confidentiality and you will not be held responsible for the research outcome.

The success of the study entirely depends up on your genuine, sincere & timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly. I would be most grateful if you would answer all the questions in the questionnaire.

Thank you for your kind cooperation!

NB.

- You don't need to write your name at all.
- Answer the questions based on the instructions given for each section of the questionnaire.
- Please respond to all the questions as accurately as possible, and respond at your earliest possible time.

General Direction:

Please give short and brief answers for items requiring completion of blank spaces, put a tick (√) mark for items that require marking and circle alternatives for questions with alternatives.

Part-I: Personal Characteristics of Respondents

Put a tick (√) in one of the boxes given as alternatives for each characteristic.

1. Sex: Male ☐ Female ☐

2. Age in years:

23 – 25 ☐ 26 – 30 ☐ 31 – 35 ☐ 36 – 40 ☐ 41 & above ☐

3. Educational Qualification:

MA/MSC ☐ BA/BSC/Bed ☐ College Diploma ☐
Certificate (12+ TTI) ☐ Any Other (Please specify) _____

4. Field of study/Specialization:

EdPM/School Administration Graduate ☐
Non-EdPM/School Administration Graduate ☐

5. Work experience/service in years:

0 – 5 ☐ 6 – 10 ☐ 11 – 15 ☐ 16 – 20 ☐ 21 & Above ☐

6. Marital status:

Married ☐ Single ☐

Part-II: Organizational Information

Section A: Questions related to types and reasons of quitting primary school principals from their positions. For questions with alternatives, circle one of the alternatives, but for questions that require filling the blank spaces, please write your answers in the space provided.

1. Do primary school principals quit their positions for different reasons? (a) Yes (b) No

2. If your answer to question Nº. 1 is 'Yes', which type of turnover outnumbers - voluntarily or involuntarily? (a) Voluntarily (b) Involuntarily

3. If your answer to question Nº. 2 is '(a)', what do you think of the reasons for quitting voluntarily?

_____

_____

_____

_____

4. If your answer to question Nº. 1 is '(b)', what do you think of the reasons for quitting involuntarily?

_____

_____

_____

_____

5. Does your office take an immediate action to replace the terminated principals?

(a) Yes (b) No

6. If your answer to question Nº. 5 is '(a)', on what basis is the assignment of new principals done? Please specify the procedures of new assignment of principals.

_____

_____

_____

_____

7. If your answer to question Nº. 5 is '(b)', what are the reasons for not replacing the positions immediately?

_____

_____

Section B: Questions related to administrative and socio-economic factors for quitting the positions of principals.

Instruction: The following questions are about issues of turnover which are related to administrative, socio-economic factors. Please, read each question carefully and then provide your genuine answers.

8. Are there administrative or socio-economic factors which increase principals' turnover?
   (a) Yes (b) No

9. If your answer to question Nº. 8 is 'yes', what are the administrative or socio-economic factors? Please specify them.

   a) Administrative factors:

   _____

   _____

   _____

   _____

   b) Socio- economic factors:

   _____

   _____

   _____

   _____

10. If your answer to question Nº. 8 is 'no', what other factors that can facilitate primary school principals' turnover do you think? Please specify them.

    _____

    _____

    _____

    _____

Section C: Questions related to relationships with principals and vice principals. Please, read each statement carefully and then rate your level of relationship with principals and vice principals by putting a tick (√) mark in the box that correspond the statement.

Nº.	Items	V-good	Good	Fair	Neutral	Bad
11	How do you rate the leadership in your organization?					
12	How do you rate your relationship with primary school principals and vice principals?					
13	How do you rate the relationship among principals & vice principals in the cluster school?					

Section D: Questions related to the most serious cause and the consequences of turnover of primary school principals.

Instruction: The following questions are about issues of turnover which are related to administrative, socio-economic factors. Please, read each question carefully and then provide your genuine answers.

14. Among the causes of turnover of primary school principals you think of, what is the most serious cause?

_____

15. What consequences of principals' turnover have you noticed on quality of education? Please jot down the consequences you think of. -

_____

_____

_____

_____

16. Can you think of ways/suggestions to reduce/alleviate turnover of primary school principals? Write your suggestions that contribute to the retention of primary school principals below.

Appendix-D: Interview for Woreda and Sub-city Educational Officials

Addis Ababa University

College of Education

School of Graduate Studies

Department of Educational Planning and Management

Interview Guideline Questions

1. Do you feel that turnover of the primary school principal in your Sub-city / Woreda is a serious problem?
2. If 'yes', what do you think are the cause of turnover of primary school principals? Did the office attempt to conduct a study that enables to point out the causes?
3. Do you think that there exists equal opportunity of promotion for all principals?
4. If 'yes', what are the criteria and procedures that are used to select or assign to promote principals on/to the available principals positions in your Sub-city / Woreda?
5. Do you immediately recruit for positions of principals in which the previous principal left for any reason? If yes, how; if no how do you manage the work in the vacated principals' position?
6. What strategies are being used and implemented to reduce turnover of primary school principals?
7. What solution/s do you suggest to solve and minimize the rate of turnover of primary school principals?

Thank you very much for your cooperation!

አራዳ ክ/ከተማ ትምህርት ጽ/ቤት
ARDA-SUB-CITY ADIMINISTRATION Education office
Addis Ababa

☎ 0111-57-18-64 / 0111-59-09-07
✉ 2257

ቁጥር አ/ክ/ከ/ት/ጽ/ቤት ~~ሀ~~232/ 2004
ቀን 10/ 09/ 2004

ለአዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባሕሪ ጥናት ኮሌጅ
አዲስ አበባ ፤

ጉዳዩ :- አቶ ኤልያስ ገ/የስ መረጃ መሰብሰባቸውን ስለማረጋገጥ ፤

አቶ ኤልያስ ገ/የስ በተቋማችሁ የ2ኛ ዲግሪ ተማሪ መሆናቸውን ገልፀው በሚያጠኑት ርዕስ ዙሪያ በክ/ከተማችን ባሉ ት/ቤቶች ዙሪያ አመራሩን አስመልክቶ ቅደም ተከተል ባለው ቃለ መጠይቅ (Structured interview) በወረዳና በክ/ከተማችን ማከናወናቸውን የሚገልፅ ደብዳቤ ይዛፍልኝ ሲሉ ጠይቀውናል ። ስለሆነም ተጠቃሹ የተቋማችሁ ተማሪ ከወረዳና ከክ/ከተማ ትምህርት ባለሙያዎች በት/ቤት አመራር ዙሪያ ከላይ በተጠቀሰው ተጠቅመው የመረጃ መሰብሰቢያ ዘዴ መረጃ መሰብሰባቸውን እንዛውቃለን።

ከሰላምታ ጋር
ምልክት
ባለሙያ

ግልባጭ :-
- ለት/ጽ/ቤት
አዲስ አበባ ፤

Declaration

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

Name: Elias G/Yesus

Signature_____

Place: College of Education
Addis Ababa University
June 2012

This thesis has been submitted under my approval as University advisor.

Name: Melaku Yimam (Ato)

Signature _____

Date: _____