

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**TEACHER RETENTION AND ATTRITION
IN BENISHANGUL-GUMUZ REGIONAL
STATE**

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May, 1999

Addis Ababa University

School of Graduate Studies

**TEACHER RETENTION AND ATTRITION IN
BENISHANGUL – GUMUZ REGIONAL STATE**

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IN BENISHANGUL - GUMUZ REGIONAL
STATE**

**A Thesis Presented to The School of
Graduate Studies
Addis Ababa University**

**In Partial Fulfilment of the Requirements
for the Degree of Master of Arts in Educational
Administration**

**By
Tesfaye W/ Michael
May, 1999**

Acknowledgement

Profound thanks are due to Dr. Seyoum Teferra, my thesis advisor, for his unfailing encouragement, guidance, constructive comments and useful suggestions. Indeed, without his unreserved dedication, the development and completion of this study would have been impossible.

I also wish to express my deepest gratitude to Dr. J. Batsian for his deep concern and devotion in carefully going through my draft manuscript, and for giving me useful comments and suggestions.

I am also indebted to Ato Alebachew Turuneh who sacrificed his time in processing and computing the data.

My appreciation also goes to my friends: Ato Banjaw G/Michael, Girma Assefa and Daniel Zewde for their help in clarifying some statistical techniques employed in this study.

I am particularly indebted to Ato Hailu Chane, Head of the Education and Culture Bureau, for his generous support in making my field work quite comfortable.

Special thanks are also accorded to my friends and colleagues Berhan Hailu and Bedru Kedir for their material support and editing the final copy.

Finally, I am very much obliged to express my appreciation to W/ro Addis Alem Habte Selassie for sacrificing her leisure time to type the thesis neatly.

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Abstract

The study assessed some of the main factors that affect the retention and attrition rate of teachers in the Regional State of Benishangul - Gumuz. The sample consisted 235 teachers who were drawn from 19 primary and 6 secondary schools. Simple random sampling method was used to select the primary schools and a purposful sampling approach was employed in selecting the secondary schools. In order to address the study's objectives, a descriptive survey method was also used.

To gather the necessary data, a questionnaire, unstructured interviews, and documents were the main instruments employed. The data accumulated from these documents was analysed in percentages and statistical techniques such as the T-test, Chi-square, and ANOVA.

The results obtained from the study suggest that the reasons for leaving the profession were lack of ability to transfer from one region to another and an inadequate opportunity to extend one's education. In addition, most teachers seem to be dissatisfied because of the absence of incentives, such as hardship allowance payment thought to be justified because of the working conditions in the areas. Furthermore, findings reveal that most teachers appear to be displeased with the technical support rendered by supervisors and experts in the region. Moreover, majority of the high school teachers would change their profession even when paid on the same salary

scale. The study also suggested that high school teachers attrition rate was higher than the primary school teachers.

Based on the findings and conclusions, recommendations are made to address the existing problems in the Regional State under study.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

In almost every developing country, teachers form the largest single group of workers in the civil or public service. Their salaries seems to be the largest item in the education budget. For example, in Ethiopia, about 90% of the recurrent budget for education is expended on teacher salaries (PHRD, 1996:62). As the management and delivery of education comes under increasing public scrutiny, the question of how best to manage teachers is receiving much attention. For management, the goal is to have qualified and motivated teachers assigned where they are most needed, with low levels of turnover and attrition and an incentive system that encourages teachers' commitment and professionalism. For parents, the ideal is to have hardworking teachers who provide high quality education for their children. Simple though these goals may seem, they are far from being achieved in many countries. The leaving of teachers from the system, the decline in teacher quality and the evidence of competent teacher shortage, contribute to the concern of educational administrators to identify effective interventions in order to attract and retain good teachers.

Cohn and Rossmiller (1987: 28) conclude that merely developing a cadre of competent personnel at the national/state level is not sufficient to ensure that individual schools will be effective. It is necessary to attract and retain competent teachers by using different motivating mechanisms. Several studies have indicated that job satisfaction is an important influential factor in the psychological health

of teachers (Menlo, 1990). Similarly, job satisfaction influences general life satisfaction according to Davis (1989). Other studies such as Kyriacou 1978; Henlo 1989, as cited in Menlo (1990: 81), have also concluded that teachers with job satisfaction are likely to experience less stress than teachers with little job satisfaction.

Chapman, in his study, contends that the retention of school teachers is an issue of increasing concern in education and that several trends contribute to this effect. First, there is disturbing evidence that the intellectual quality of those choosing to enter and remain in teaching is on the decline. If the quality of teachers declines, the quality of education they provide is likely to follow. However, the retention of highly qualified teachers already in the schools may offset this trend. Second, those already in teaching have experienced a rapid change in working conditions. For example, many people entered teaching in the belief that it would allow considerable career mobility, yet with a declining number of students and a surplus of teachers in some parts of the country, many teachers no longer have the mobility though they were gaining in their choice of careers. Indeed, teachers believe they have little lateral mobility and less upward mobility than people in other careers. Third, the teachers have become the target of considerable criticism among the society. The social status and respect assigned to teachers, in the eyes of some, have diminished. Consequently, some of the non-monetary rewards of teaching have lessened, again contributing to lower levels of satisfaction and, possibly to career insatiability. These factors, among others, highlight the concern of educators with the factors associated with teacher retention. (1983:43).

As cited in Menlo (1990: 87), Hunter (1964), Brown (1965), Chapman (1984), Coombe (1992), Jenkins (1991) teachers wastage, especially of secondary school teachers, who move from teaching to join other sectors of the economy (mainly private) do so for better remuneration.

In some countries the best primary school teachers leave to enter the private sector or to teach at higher levels of education. The annual attrition rate of primary teachers is ten per cent in Haiti, where teaching is viewed as a transitory occupation. Many primary school teachers aspire to become tailors or chauffeurs because the pay is better. In Liberia teachers have left to become executive management officers and medical and legal workers (Liberia, Ministry of Education (1989: 34).

To meet the increasing demand for teachers, countries must reduce attrition. Firstly, countries would receive a better economic and social return they make in training teachers. The longer teachers remain in the profession, the greater the country's return to its initial investment. Secondly, countries would not have to train replacements for the teachers who leave. If the attrition rate were to increase at the same rate as the demand for teachers, countries would have to build more teacher training colleges to meet the growing demand. The current cost of teacher training (salaries, administrative placement costs, and stipends) would also increase. Third, if the teachers who leave have benefited from experience and in-service training, their productive capacity will be higher than that of new teachers. Finally,

communities in which the turnover of teachers is high, often respond by refusing to support new teachers and removing children from school (*Ibid*: 102).

As indicated above the problem of teacher retention and attrition has been studied by different researchers. But in the case of Ethiopia studies dealing with retention and attrition have been very limited. Only one study made by Aklilu Habte on “Brain Drain in Elementary Schools” suggests that if the loss of teachers continues unchecked, then the Ministry of Education may end up as a store house where other agencies shop for qualified and experienced “goods”. This may indicate that the best teachers are leaving the profession, affected by one factor or another (1967; 24).

Since the problem of teacher retention and attrition appear intense, especially in the peripheral regions of Ethiopia and practically no studies have been undertaken an investigation is required, to understand the various dimensions of this problem and to identify possible solutions.

1.2 Statement of the problem

Ethiopia’s educational system have problems of inadequate as it is for the size of the population, is beset by several complex and crucial problems. The absence of meaningful direction, lack of dynamic and professionally competent leadership, the patch nature of the school programme and teaching materials, lack of sufficient number of qualified teachers to staff the ever increasing classrooms of the nation are some of the problems that are observed in the school system.

Improvement of education in the country depends on the ability of the Ministry of Education and the Education Bureaux, to supply and retain reasonably qualified teachers in sufficient quantity. However, what is observed in practice, is that a considerable number of teachers leave their profession for many reasons. In the National Education Conference 1997 in Bahir Dar indicated that the problem of teacher attrition is high especially in the peripheral regions of the country. It was reported that in Benishangul Gumuz, in 1997 out of the newly assigned 87 high school teachers about 28 have left their profession within the same school calander, this being 32 per-cent loss.

This study attempts to answer the following basic questions.

1. What are the main reasons why teachers leave their profession from the region?
2. What work conditions influence teachers to leave their profession?
3. What is the attrition rate of teachers in the region?
4. Do attrition rates differ between primary and secondary school?
5. What motivating mechanisms are being used to retain teachers?

1.3 Significance of the Study

This study may be significant for the following reasons.

It may provide suggestions to concerned authorities to help in the alleviation of the problems faced in the teacher's retention. It will contribute additional information and provide a documented base for further studies for other researchers.

1.4 Delimitation of the Study

This study is delimited to the government primary and secondary school teachers in the Benishangul Gumuz Regional State. This area was selected because the attrition rate of teachers appears to be higher in the peripheral regions of the country and particularly in the aforementioned region. This delimitation was also made because it would be very difficult to manage within the limited span of time and resources if all the peripheral regions were to be included.

The major causes for teachers for leaving the teaching profession could be identified if the leavers themselves were the target groups of the study. This, however is beyond the scope of this study. In identifying the main factors why teachers leave the profession, the results are based on the teachers who are at work. This limitation might affected the degree of reliability of the responses and could be different from those of leavers themselves.

1.5 Limitation of the Study

The following factors created some inconvenience on the researcher during his conduct of the study.

1. The insufficient amount of fund provided by the school of Graduate Studies has created some problems on the researcher to complete the study with better inspiration.
2. The lack of computers for graduate students in the faculty/ department has also been an impediment to avoid some of the technical errors that could be observed in the research paper and complete the work on time.

1.6 The Research Design

For the purpose of this study, a descriptive survey method was employed on the assumption that it could help to reveal the current state of teacher retention and attrition in the Regional State of Benshangul-Gumuz. The relevance of this approach for such a purpose has been noted by Hopkins (198: 270), Kerlinger (1986:377), Seyoum and Ayalew (1989:17), Anderson (1990:37) and others.

To achieve the objective of this study related literature and previous research findings were reviewed. Moreover, necessary data were gathered from primary and secondary school teachers.

1.6.1 Data Sources

The sources of data in this study were;

- (a) Primary school and secondary school teachers.
- (b) Bureau, Zonal and Woreda educational authorities.
- (c) Documents on regulations, guidelines, directives.
- (d) Teacher records.

1.6.2 Sample Population and Sampling Technique

Table 1: Sample Population

No	Zone	Woreda	Population		Sample		Woreda Total Sample	Zonal Total Sample
			Primary School Teachers	High School Teachers	primary School Teachers	High School Teachers		
1	Asossa	Asossa	299	36	36	31	67	67
2	Metekel	Bullen	51	24	18	20	38	122
		Dangur	62	19	17	16	33	
		Dibate	20	22	12	19	31	
		Mandura	39	16	7	13	20	
3	Pawe (special woreda)	Pawe	258	27	28	18	46	46
		Total	799	144	118	117	235	235

Source: Regional Education and Culture Bureau document

As shown in the above table a total of six woredas out of twelve have formed the sample area of the study. Out of the 799 primary, and 144 secondary school teachers in the six woredas (15%) and (81%) teachers were taken as sample size respectively from 19 primary and 6 secondary schools (See Table 1). While purposeful sampling technique was used to select the six Woredas and high schools, a simple random sampling approach was employed to select the primary school samples (See Appendix-F for sample Woredas). Consequently, from the list of teachers in each sample school (primary and secondary) teachers were picked out randomly to fill the questionnaire.

In this study, diploma teachers are considered as high school teachers for most of them are assigned to teach in the high schools.

1.6.3 Variables Included in the Study

The dependent variable in this study was the retention of teachers in the Regional State of Benshangul - Gumuz. The major independent variables considered were the personal characteristics of teachers, perception of teachers towards the teaching profession, satisfaction level of teachers in social relations, and working conditions.

1.6.4 Instruments and Procedures of Data Collection

To gather the necessary data, a closed ended questionnaire was prepared originally in English which was later translated into Amharic to be filled out by the sample teachers. This was used for the main reason that it is a fool-proof tool for obtaining varieties of opinions from a large population within a short span of time.

The questionnaire had five parts. The first part was prepared in the form of structured and unstructured type with the intention of disclosing free responses of the teachers. In part two to part four, items were set up in the form of Likert - type attitude scale which signify the level of agreement/satisfaction by five-point scale ranging from extremely agree to strongly disagree. This scale helped to get information on the level of teachers' agreement/ satisfaction to the given items. The last part of the questionnaire, part five, focused on ranking the given items according to their order of priorities.

Item analysis was used to calculate the coefficient of reliability. To this effect, Cronback's alpha model was applied to estimate the maximum likelihood of the reliability coefficient which showed 0.80. According to Gay (1980:97) , if reliability coefficient is ≥ 0.50 , it can be

accepted as reliable instrument. Based on this criterion, the items were found to have good grounds to be used in collecting the necessary data for the research.

In addition to the questionnaire, the study employed unstructured interview questions to elicit information from the Bureau and Zonal education officers on some issues related to the study. Moreover, information from documents were used in due course of data collection.

1.6.5 Statistical Tools

This section of the study treats the presentation and interpretation of the data collected through the questionnaire.

To analyze and interpret the data the following statistical tools were identified to be appropriate with the purpose of the study.

- a) Percentage has been employed to analyze various characteristics of the sample population.
- b) T-test was used to decide whether or not significant differences exist between the primary and secondary school teachers' perception on the job satisfaction, working condition, and social considerations at $P < .05$ level of confidence.
- c) Chi-square (χ^2) has been calculated to determine the significance of the proportion of item - scores that fall below the minimum satisfactory point of the five stage rating scales. It has also been used to measure the significance of the percentage in part two, three and four of the questionnaire.
- d) Analysis of variance (ANOVA) has also been employed to see the interaction of some variables in the study.

1.7 Definition of Key Terms

Important terms used in this study are defined on the basis of the context and relevance to the objective of the study.

- Attrition rate = The proportion of teachers who leave the profession permanently. It covers all forms of withdrawals from the profession. (Stinnet, 1970:37).
- Job Satisfaction = The quality, state, or level of satisfaction which is a result of various interests and attitudes of a person towards the job. (Muchinsky, 1989: 201)
- Motivation = A concept designating factors that move human beings to achieve goals. (Lunenburg, 1996:169).
- Turn over = Covers all forms of withdrawals from the school (e.g. resignation, death, transfer to another school, further education etc.)(Stinnet,1970: 38).
- Periphery = Rural or remote areas of a country.

1.8 Organization of the Study

This thesis is organized in four chapters. The first chapter deals with the background of the study statement of the problem, significance of the problem, limitations of the study and definition of some key terms used.

Chapter two is the review of the related literature. It consists of the basic concepts, explanations, and research findings on teacher retention and attrition contributed by various authors and researchers.

In chapter three, the effort made is to integrate and interpret the data collected from the field with the concepts of the reviewed literature.

Chapter four provides the gist of the study and concludes itself by citing some suggestions that may mitigate the problem of attrition rate of teachers. And finally, a list of reading materials used in this study has been attached before the appendices.

CHAPTER TWO

Review of Related Literature: Influences on Teacher Retention and Attrition

2.1 The Role of the Teacher

It may be said that education is the corner stone for the development of a society for it accelerates the economic, social, political and cultural development of a society. Musgrave has stated some functions of education:

1. to transmit the existing culture of the society.
2. to provide innovators who can initiate the social change that is necessary for a society to cope with the modern world.
3. to provide political leaders and help in the preservation of the present system of government.
4. to provide the labour force with the quantity and quality of educated man power required under the technical condition (1972:242)

The development of a society is the result of the development of each individual in all aspects. In order to participate in the economic, political, social and cultural development, one has to develop knowledge skills and attitude. These knowledge, skill and attitude, however, may be accumulated in schools growing and developing in size and complexity to meet the overwhelming needs of the community in which they exist. (Aggarawal, 1995: 394).

Schools are human creations and are made up of human elements. Aggarwal suggests that premises and equipment are needed in the education enterprise, but persons are vital to them and a teacher is the supreme factor. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities. Teachers play an important role in molding and shaping the attitudes, habits, manners and above all the character and personality of the students. Extending his explanation, Aggarwal, stated that a teacher is a member of the society, and as a member he plays his role in two ways. Namely (a) inside the school by preparing students for effective citizens (b) outside the school by assuming the role of a social worker and an agent of social change. However, his role, in the school is of vital significance (1995: 395 – 398).

Beyond this, Dove has indicated, the aim of every village school is expected to include not merely the attainment of literacy but the larger objective, that is, the raising of the standard of village life in all its aspects. For many years teachers' responsibilities outside the school were largely a personal and informal affair, but today, the implementation of many community-oriented national schemes, depends on the teachers' willingness and ability to take on the tasks as part of their duties. As a whole, it could be said that in their community role, teachers participate in the initiation conceptualization, implementation and evaluation activities that may promote and sustain community development (1982: 13 – 16).

In many countries rural school districts are continuously faced with the problem of a high rate of teacher turnover, the key human resource. Every year senior administrators endeavour to recruit new teachers for their schools, a task which is expensive in terms of time, energy and financial resources. This situation, no doubt, has an adverse impact on school climate, community school relations, quality of education and continuity of programmes for unstable school staff has many long-term effects for regional growth and development (Dove, 1982: 113).

Hence, to fulfil the needs of the society there is a need to handle properly and retain teachers. To this effect, it is assumed that the Ministry of Education needs to take into account the interplay of certain critical variables that influence teachers' careers so as to minimize the attrition rate of teachers (Dove, 1982: 114).

2.2 Personal Characteristics of Teachers

2.2.1 Sex

Results of researches on sex, as factor in teachers' exit from teaching appear both complex and inconsistent. Charters (1970: 27), studying teachers in Oregon, found attrition was higher for women, though he also found a significant interaction of sex and age. Women were more likely to change careers earlier in their professional lives than men were. Chapman and Hutcheson examining the career pattern of graduates of three Indiana universities, found the sex of teachers was not significantly in teacher attrition (1982: 93).

Likewise, Bloland and Selby (1980: 13), reviewing the research on career change among secondary school teachers, concluded that the effect of sex difference alone appears to be of minimally significant; the importance of the sex variable may be in its interaction with other variables. In addition to the sex by age interaction reported by Charters (1970), Lortie (1975) and Oaklander (1969) cited in Chapman (1983: 44) suggested a sex by marital status interaction, where males were more likely to leave than females, and within that distinction, single persons were more likely to leave than married persons. The findings may be more consistent than they first appear. For example, the findings of Charters (1970) and Mark and Anderson (1978) are compatible – using data from the 1960s, both studies found that women leave teaching earlier than men (*Ibid*: 45).

While sex may not be directly related to attrition, it appears to be related to other variables which, in turn, are related to attrition. Chapman and Lowther (1982: 241) found that men and women differed significantly in their self-rated career satisfaction; women indicated significantly greater satisfaction with their career than men. On the other hand, King (1982:79) revealed married workers report greater satisfaction than those who are single.

2.2.2 Age

The results from some studies (e.g. Hulin and Smith, 1965, Gibson and Klein, 1970, as Cited in Muchinsky, 1989) suggest that global job satisfaction increases with age, especially for males. Thus, the most dissatisfied workers are the youngest and the most satisfied are those nearing retirement. The reasons why job satisfaction

increases as age increases is that individuals become more realistic about what they can expect from a job, and this maturation results in greater satisfaction and younger workers who are dissatisfied eventually quit teaching to find jobs that will satisfy them and employees who like their jobs remain in it (Muchinsky, 1989:49).

Herzberg's (1955, as cited in Bateman, 1991: 59) study showed a consistent trend in job attitudes according to age and length of service. When people begin work (typically in their late twenties or their early twenties), they appear to do so with considerable enthusiasm. This enthusiasm soon wanes, giving way to steady decline in job morale, which reaches its lowest depth in the late twenties or early thirties. Attitudes then become increasingly positive, at least well into the fifties.

Martin and Shehan (1989 as cited in Conley, 1993: 61) found age and work experience to be positively related to job satisfaction. A study made by Sim (1990) on Singapore teachers also indicate that those under thirty years of age show low job satisfaction. Sheppard and Herrick's (1972, as cited in Muchinsky) data showed that among workers aged 20-29, twenty per cent expressed negative attitudes toward work as opposed to 13 percent in the 30 - 44 age bracket and 11 percent in the 45 - 54 range.

In Bateman's findings younger workers are more dissatisfied than older workers may be due to differences in expectations, patience, and adjustment (1991: 38).

2.2.3 Socio-Economic Status:

With regard to the socio-economic status, the lower the socio-economic class of the teacher's parental family, the more likely the person is to remain in teaching; the higher the socio-economic status, the more likely the person is to leave teaching (Boland and Selby, 1980; Pavlko, 1970; Gosnell, 1977; Erickson, Jacobs and Robin, 1968 cited in Chapman, 1983: 46). One widely offered interpretation of this difference is that low socio-economic status families regard teaching as a respectable occupation while higher socio-economic status (SES) families may regard teaching as a step down-ward (Bloland and Selby, 1980:14) Hence, persons from lower SES families are likely to receive greater personal recognition and approval and far better in their own personal definition of success. Lauglo studying Norwegian teachers, found that teachers of higher social origin were less likely to have been committed to teaching at the end of their own education (1975: 287).

2.2.4 Amount of Education

Weaver (1978) as cited by Gaziel (1986:36), found that individuals with more education are less job satisfied. The reason is that individuals with more education have more options in the job market and need develop high identification with a particular job.

In Sim's (1990:29) findings, non-graduated teachers were found to manifest greater job satisfaction while in Israel according to Kremer etal (1990:76), age, education, marital status and seniority did not have any statistically significant effect on job satisfaction. Corwin (1965 cited in Chapman 1983: 45) suggests increased levels of education often

lead to increased conflict with principals and other administrators, leading to a less satisfying work situation and an increased willingness of teachers to consider a job change. Indeed, Oaklander (1969) found a direct relationship between higher levels of education and increased teacher career mobility among veteran teachers (*Ibid*; 45).

On the other hand, teaching has been regarded as an “easy-in, easy-out” career, a condition that allows for low professional commitment and which fosters considerable career mobility (Lortie, 1975: 12). Chapman and Hutcheson, (1982), Lauglo (1975), studying Norwegian teachers, found that students’ commitment to teaching during their university training was significantly and positively related to their persistence in teaching.

It appears that education may have negative, or, positive effects on job satisfaction (Glenn and Weaver, 1982:97). One point of view suggests that education may increase job satisfaction by increasing both the intrinsic and extrinsic rewards of work. A second point of view suggests that education may reduce job satisfaction by raising work expectations that may not be fully realized in the work place (Mottaz, 1984:56)

2.2.5 Teaching Experience and Skill

In relation to the experience of teachers, many literature reviews have been concerned with the discrepancy many teachers perceive between their teacher training program and their first years of teaching experience (Ryan, et al., 1979; Brown and Williams, 1977 cited in

Chapman, 1983: 46). Teachers often discover during their actual teaching that they were not as well prepared as they had thought they were and that they faced unanticipated gaps in their professional competencies. In general the literature argues that beginning teachers need to have a better understanding as to what schools are and can do (Elliot and Steinkellner, 1979: 422). Moreover, early frustration may act to discourage teachers from pursuing their careers, both as it leads to direct job dissatisfaction and as it shapes beginning teachers' professional and social patterns. A positive first teaching experience be positively related to retention and, further, would be substantially related to a person's ratings of the adequacy of his or her teacher preparation programme.

In his theory of vocational choice, Holland posits the idea that vocational satisfaction, stability and achievement depend on the congruence between one's personality and the working environment. People search for environments that will let them exercise their skill and abilities, express their values and attitudes, and take on agreeable problems and roles. Working from Holland's theory, Chapman and Hutcheson found that people who remain in education differed significantly from those who left, both in their self-rated skills and abilities and in the importance they assigned to selected criteria of success (1982: 34).

2.3 Economic Considerations

Policies addressing teachers' economic needs and concerns are based on the assumption that extrinsic rewards and incentives such as salary and other benefits, increased job status, and job security, are

important factors that can be manipulated in order to attract, deploy, educate, and retain effective teachers. According to some authors, policies that address teachers' economic needs and concerns positively affect the quality and quantity of a teaching force. (Dove, 1986, Thompson, 1990 cited in Tatto, 1997: 145). Hence, under this topic issues related to the teachers' salary, and non-salary benefits will be reviewed.

2.3.1 Teachers' Salary

As to Hughes, Meredydd et al suggestions to attract and keep well-qualified and experienced teachers in schools, special payments need to be designed, especially for those schools containing a significant proportion of under privileged and under achieving children (1987: 91). In regard to this Miller, 1991 cited in Tatto has pointed out that:

- (a) low pay and benefits in relation to high cost of living,
- (b) low teacher salaries vis-a-vis comparable occupations;
- (c) high cost of professional preparation compared to alternatives;
- (d) deployment of non-certified, non-licensed teachers;
- (e) relatively poor opportunities for promotion and salary increase;
- (f) little opportunity for secondary employment;
- (g) frequently delayed pay; and
- (h) relatively poor job security issues need to be considered when developing policies to address teachers' economic concerns in the peripheries (1997: 145).

In view of this idea Farrell has pointed out that teachers' salaries play a fundamental role in the allocation of scarce educated labour resources. Pay scales should be based not on education and experience alone, but on a formula which serve better the purpose of individual salaries, as a resource allocation. Aside from differences in education and experience, such a formula needs to make distinctions in teachers' salaries according, to location (1991:62).

According to the study of International Labour Organization (ILO), inadequate pay affects recruitment of teachers as well as the stability of profession. It creates frustrations, which may lead to disruption of education or even bring about a decline in professional standards (1990: 36). Several studies in the early 60's indicate that low salary was a primary cause of teacher attrition (Thorndike and Hagen, 1960; Blaser, 1965). cited in Farrell, 1991: 62). More recently, Chapman and others found that those leaving teaching for other careers obtained a greater salary and was criteria of success (1982: 14).

Edmond J.King when writing about the main criteria on which the salary scales of teachers should be formulated, states;

First of all, they should clearly reflect the vital importance of the teacher's role both in the school and in wider community. Secondly, they should be comparable with the material rewards attaching to other types of work for which a similar level of education and training is demanded. Thirdly, to ensure that their professional standards are maintained and improved, salary scales must provide a standard of living – sufficient to allow the pursuit of appropriate cultural activities and further education (1970:118).

To retain a good teaching force, countries must make sizable investments. As teacher salaries constitute from 80 to 98 per cent of education budgets in most developing countries tight management of teacher career and remuneration policies becomes crucial (Farrell, 1993:2).

According to the Ethiopian Social Sector Study Report the highest percentage of the education budget in Ethiopia goes for salary bills. For example, in 1994/95, the salary bill, which is mainly for the salary of teachers, constituted 92% of the primary, 84% of the secondary and 58% of the higher education recurrent budget. As to the statement of the report the new salary scale introduced with a revised career structure for teachers is expected to motivate teachers and result in great commitment and better performance in their profession (1996: 62). However, whether the new developed career structure has motivated teachers or not is yet studied. But the career structure does not show differences in the amount of salary pay or other remuneration with regard to the peripheral areas of the country.

2.3.2 Non-Salary Benefits of Teachers

Nations, at every level of development, are discussing teaching incentives and are profoundly concerned with the quality of schooling and, in particular, the quality of teaching. In many countries, evidence suggests that students' achievements have declined, as has the academic ability of those entering the teaching profession. Although the causes differ from country to country, the net effects are similar. Systems are experiencing difficulty in recruiting and retaining high caliber teachers. In developing nations where school systems are still

expanding, communications are difficult, finances limited, and the problems of identifying and funding appropriate teacher incentives worse than in countries where resources are more abundant (Farrell and JoaoB., 1993: 145).

Motivating the teaching force and providing monetary and non-monetary incentives for teachers to improve their performance is a matter of concern regardless of a country's level of development. Such incentives may range from typical salary raises and merit pay bonuses to low-cost or cost-free rewards such as public recognition or working hours flexibility. If monetary incentives are crucial for recruiting the teaching force, non-monetary mechanisms can be even important for retaining qualified teachers and improving their performance and overall effectiveness of the work (*Ibid*, 1993: 1-2).

Zymelman and Destefano, 1989 cited by Lockheed and others have indicated that benefits can help offset the low salaries received by school teachers and improve the relative salaries, although teachers do not receive in-kind payments such as bonuses and commissions that many private sector employees do (1991: 108).

Similarly, according to Lockheed, non-salary incentives offer a selective way to augment individual incomes. For instance, in Africa, housing, transportation, and other benefits augment teachers' base salaries by 20 per cent on average. Monthly supplements to primary teacher salaries as a percentage of average monthly salaries range from 45 per cent in Burkina Faso and 33 per cent in Senegal to as low as 8 per cent in Madagascar and Zaire (1991: 109). Moreover,

Lockheed and others have indicated that hardship allowances and in-kind supplements are important incentives for attracting teachers to areas in need. Rural schools, in particular, have a shortage of high quality teachers, and many governments offer a panoply of special benefits for rural assignments: higher pay, more rapid promotion, enriched housing, and subsidized access to public services. In Nepal, for example, the salary premium for rural teachers can exceed 100 per cent of the base salary paid to urban teachers (IEES, 1988 cited by Lockheed, 1991:108).

To attract new teachers and retain those who are at work ILO has proposed that decent housing, free or with a subsidized rent, should be provided for teachers and their families in areas remote from population centers. And special attention should be given to women teachers, particularly those with small children (1990:53).

Although such extrinsic incentives are needed, intrinsic rewards are also important. Mexico, for example, has experimented with a program guaranteeing advanced training based on length of service in rural areas. The provision and encouragement of in-service training, to improve the professional skill of rural teachers, combined with efforts to encourage greater communication within schools, can mitigate the perception that teaching in rural schools is hardship. In addition, teacher candidates from rural areas can be recruited and deployed locally. Returning authority over the recruitment and deployment of teachers to local communities, may reinforce the connection between schools and the community and may promote teacher retention (Dove, 1986: 23).

Moreover, steps can also be taken to lessen the professional isolation of teachers posted in rural areas. In Pakistan, for example, the government built housing clusters for teachers to reduce rural isolation, encourage professional interaction, and increase safety (Lockheed, 1991: 108).

It is also suggested that governments in countries where the base salary of teachers is equal to or greater than salaries in other sectors investment of resources in incentives promote teacher performance. These include direct fiscal incentives, non-salary benefits, and opportunities for promotion (Lockheed, 1991:110). In spelling out the right of everyone to education, the covenant on Economic, Social and Cultural rights states that the material conditions of teaching staff shall be continuously improved (ILO, 1990:36). Teachers want many things such as fairness (in comparison to what others are getting), adequate amount of money to meet expenses, competitive fringe benefits, and security.

2.4 Organizational Support

Policies addressing the organizational support needs of teachers assume that the workplace has powerful socializing and motivational effects. The perception the teachers hold about their expected workplace, at the recruitment and deployment stages, will greatly contribute to whether or not they will choose to work and stay in a school in a peripheral area. Similarly, these and other related policies assume that the effectiveness and success of teachers depend, at least in part, on the organizational support they receive. This in turn will

affect their satisfaction and morale, and their willingness to persevere in peripheral areas. (Tatto, 1997: 148).

Since organizational support is very vast and multi-dimensional issues are related to policy and administrative support, community support, and working conditions will also be reviewed.

2.4.1 Policy and Administrative Support

As Tatto indicated, the perspective most often found in the literature on teacher policy and administration, relates to the needs of the governments (as teacher employers) with respect to recruitment, teacher education, deployment, and retention issues. On the other hand, teacher needs, such as the need for sufficient economic rewards (to cover actual and opportunity costs) the need for supporting structures that will facilitate teachers' success, the need for adequate professional preparation and continued opportunities to develop professionally, and the need to achieve and maintain an adequate social life and social standing in the community need to be taken into consideration in developing teacher policy. (1997:142).

According to Hallak, in planning teacher supply and the demand in the priority areas of finance, training, administrative and pedagogical support, need be considered by responsible authorities. He stated that even if economic conditions are appropriate, there must be policy options in the budget to cover the increase and regulate mechanisms for revision of teachers' salaries to avoid the risk of bureacratising the teaching profession. When economic conditions are not appropriate, there should be a balanced approach which reconciles the need for

salary increase with recruitment, treats the teachers' salary issues in the light of overall changes in the public sector and improves administration of the salary budget. Moreover, the role of incentives should not be overlooked: there may be room for introducing more flexibility in the salary scales in some societies; there may also be room for making rural areas more attractive, in particular by achieving better integration of teachers in the communities they serve. Besides this, there is a need for establishing training strategies to meet educational objectives and society's needs. Where to train, how long to train and what to study are questions to be answered on a case-by-case basis which require (a) the assessments of the cost effectiveness of various approaches to training; (b) design of training programmes that will produce the 'profile' of a structured and organized set of needed skills, and perhaps, (c) the adoption of unconventional arrangements to deliver training (1990: 177-179).

In planning the teacher supply and demand Williams has suggested that the involvement of those who employ and use teachers (local authorities, school boards), those who train teachers (training colleges, universities, and institutes) and the teachers themselves (through their own association) is imperative for the clarity and implementation of the policy to be adopted (1979:97). Hence, as Marburger indicated it teachers should participate in decision making and evaluate results in a process based on trust, not fear (1993:21). And when such recognition is given to teachers, they may probably decide to stay even with difficult assignments (Mitchell et al., 1987: 103).

Practically, as Dove indicated it, only when political direction, administrative support and adequate finance and resources are

available, can teachers' worth whileness in practice be fully appraised (1982: 123). To this end, it is in the administration of personnel policy that an enlightened administration can make each teacher feel he is an individual who counts and what happens to him is important. A common element which runs through teacher responses in morale studies is the depressing conviction that no one takes the trouble to give a little praise or recognition for a job well done for teachers desire and can benefit greatly from accurate, constructive feedback. In relation to this in California, there is a considerable evidence that negative human relationships rank higher as a cause for leaving the profession than inadequate salary (Stinnet, 1970:8). Professional support concerns are particularly relevant to teacher retention; since, like other professionals, teachers are motivated by a sense of accomplishment and satisfaction. Collegiality or peer support is widely regarded as crucial to school-improvement efforts (Tatto, 1997:165).

Generally, in view of Frase, central office administrators must look down stream to principals and serve them, instead of viewing principals as their servants. In turn, principals must view teachers as customers, and determine how they can best help teachers do the job of teaching. It is administrators responsibility to facilitate the creation of a work environment where teachers can achieve success and experience joy in work (1994: 12).

Moreover, educational administrators should examine their sense of fairness and efficiency, particularly over the matter of postings, appointments promotions and transfers etc. for these are supposed to change the behaviour of the teachers in one way or another (Williams, 1979: 56). In the realm of promotion, teachers want fairness, clarity as

to how the promotion system works, and availability of promotion (if they want promotion) (Lock, 1976:26).

Stinnet also suggests that school administrators should set the tone by exhibiting those managerial traits that produce high morale, low turnover, and strong loyalty and interest in professional relationships (1970:70). And to strengthen this relationship, they have to be substantive, honest, realistic and respectful (Beck, 1994:90).

As a whole Lockheed has confirmed that the three major problems severely weaken the managerial and institutional capacity of the education system in developing countries are ineffective organizational structures; lack of managerial competence; and poor information systems. Though addressing these problems requires both time and resources, high consideration should be given to minimize the issues aforementioned (1991: 142).

2.4.2 Community Support

It seems true of teachers and administrators that they can not make many significant improvements in schools without the support, consent, and active help of the community. As Menge and others pointed out, in many countries, schools, which have relatively little contact with the community, were unable to make remarkable advances (1953:138). The importance of community support in school affairs is recognized by a number of authors. Basco, for instance, has stated that the home and the school are an influential power in the lives of many individuals until young adulthood (1982: 827). This is also noted by Epstein. According to this author, research workers, policy makers

and practitioners have included community support in their list of factors of effective schools, as results of teachers and students show beneficial outcomes (1988 :87).

Similarly, according to Brooks Bank and Ackstine, the importance of the community is that a school has the need of a body of people who can advise encourage and warn, presenting the policies of the school to the local community and the concerns of the community to the school (1984: 224).

Concerning the importance of community participation in the schools UNESCO has stated that:

- a) it helps to make the education system efficient, by increasing the mobilization of financial, human and practical resources.
- b) it is necessary to adopt education to the needs, problems, aspirations and interests of the population benefiting from it.
- c) it also constitutes a way to stimulate initiative.
- d) it deals with decision making at all points in the educational process from its initial orientation to its programming (1985;53 - 55).

Moreover, with regard to the value of the community support in school affairs Dean says, school is part of the community so, the local events should not be left to the staff and pupils (1986: 194).

Marsh also stated the importance of the community support is that; (a) it assists that the teaching of the school is not in conflict with the values of people at home, and (b) it helps the school to reinforce

the broad cultural experiences and aspirations of the family and the society (1988: 95).

Community involvement in schooling has also been seen as a means of providing support to isolated teachers in many locations. Hence, community support could be visible and advantageous if members participate in planning, financing, construction and maintenance, controlling student discipline to solve the problems that exist in the schools (UNESCO, 1985; 29). The support of the community could be in the form of a monetary contribution, contribution in kind i.e. in the form of donations of land, staff-housing equipment for school supplies etc. and contribution in the form of free labour which could assist the teacher to do his task in a better way. (*Ibid*: 25).

In line with this, Tatto has indicated that community support can also encourage teachers to remain on the job in the periphery, particularly where the community helps bear the burden by providing tutors, guest instructors, programs of teacher recognition, and even a viable school building. Of course, teaching can still be unrewarding if essential teaching materials (e.g. textbooks and study guides) are missing; resourceful teachers working together can fill in some of the gaps, but local systems of resource provision and distribution have been found to be effective in overcoming the bottlenecks and failures of centralized distribution systems. Stressing the support of the community to the teacher, Tatto has stated that contributions to the teacher's livelihood and welfare would also be vital, since most are unable to earn the kind of additional income that their counterparts in urban areas can (1997: 165).

Therefore, as Dove suggests, an intimate relationship between the school and the community needs to be established in order to facilitate dynamic interaction between the two for better education, better development and higher quality of life of both school children and community members which may also influence the teacher to stay at work (1994: 01).

2.4.3 Working Conditions

School working conditions contribute to teacher commitment levels and perseverance in a challenging placement (Baker, 1988; Dove, 1982; Hurst and Rust, 1990 cited by Tatto, 1997: 148) . In both less and more industrialized countries, poor levels of organizational support have been found to be a powerful reason for qualified individuals not taking a position or leaving it prematurely. Teachers with inadequate resources, and professional isolation during their first years of teaching are particularly vulnerable (Baker, 1988; Moore – Johnson, 1990 cited by Tatto, 1997: 148).

Most of the time, as Fuller suggested it, workplace has powerful socialization and motivational effects. And the perception teachers hold about their workplace at the recruitment and development stages will greatly contribute to whether or not they will choose to work and stay in the place where they are assigned to (1991:12).

A teacher's mental image of working conditions can also be a great incentive or inhibitor for work in the periphery. Teachers can form negative images of peripheral area schools in a variety of ways. One is through their pre service education, which may lead them to expect

work in an idealized setting (Fuller, 1991; 15). The other is a consequence of their lack of input into their school-placement decision, such that they may be coerced to work in a setting and culture vastly different from those of their home area. Moreover, they may perceive the inadequacy of their pre service education for the kind of assignment available; for example, one entailing multi grade teaching and scant support from peers and supervisors (Thompson 1990 cited in Tatto, 1997: 149).

Moreover, the irrelevance of their teacher education curriculum, the inadequacy of their teacher preparation, and the lack of support for coping with the difficulties of peripheral schools is often exacerbated by the poor allocation and use of instructional and material resources (Raudenbush and Bhumirat, 1991: 165).

In some countries, working conditions such as class-size, insufficient or defective amenities and equipment, inappropriateness of teaching assignments, volume of non-teaching assignments and the serious disadvantages attached to teaching in deprived areas are some of the worst problems besetting teachers today (ILO, 1991: 101).

Developing countries, for financial and demographic reasons do not possess the necessary resources to create the ideal environment in which teachers can give of their best. For example, in Nigeria, many of the school buildings were found to be poorly maintained and facilities were inadequate. At one site, according to an internal World Bank report, three schools serving more than 3,000 students were found sharing two pit latrines. In Haiti, many classes have to be taught outdoors (IEEs; 1987 as cited by Lockheed, 1991: 109).

Similarly, Aklilu Habte has found in his study that many Ethiopian high schools were without libraries, audio-visual aids, science laboratories and workshops. Many of them even lacked blackboards, desks and chalk (1967: 34).

Ayalew Shibeshi (1983:132) indicated also that most teachers (62%) have an unbalanced teaching load. The teaching load distributed to all teachers is not the same. In Girma's (1995:46) finding, teachers who were stressed due to the various aspects of the school environment reported less satisfaction and commitment in their job.

As Farell and others study 36% of former teachers who left the profession for another job cited working conditions as one of the main reasons why they left their profession (1993; 83). Teachers prefer a more favourable working environment. Most teachers prefer convenient location and hours, safe and attractive physical surrounding, and equipment and resources that facilitate work accomplishment (Lock, 1976:48)

2.5. Professional Development

Professional development is one of the most powerful routes to teacher motivation and school improvement (Frase, 1994:12) for it involves the whole staff in the operation and management of the school. Much of the work of staff development is also directed towards the improvement of the school as well as the professional advancement of individuals. Thus, it can be argued that professional development should embrace personal development (individual learning) and staff development (the collegiality of group learning (co-learning)). Although

the definition and scope of teacher development is continually changing (Holmes Group, 1996 cited by Tatto, 1998:152), the current review will focus on teacher education, and teacher career development.

2.5.1 Teacher Education

Van Dersal remarked that the better trained the teachers are, the more productive and fairly satisfied they can be, individually and collectively (1962:83).

The teaching force in many developing countries is neither motivated nor trained. Most prospective teachers lack adequate general academic preparation, both new and experienced teachers lack many pedagogical skills, Motivation and professional commitment to teaching are low. Governments and teacher training institutions face the daunting challenge of preparing, training, and retraining vast numbers of primary teachers. To avoid producing new teachers with the same inadequate skills and professional commitment as many incumbent teachers, Lockheed and others have suggested that developing countries must design policies that; (a) raise the level of knowledge of prospective teachers, (b) increase the pedagogical skills of new teachers, and (c) improve the motivation of all teachers (1991: 90-91).

Moreover, these authors indicate that to improve the knowledge and skills of new teachers requires changing recruitment practices and pre service training; to improve teacher motivation requires changing and restructuring the incentives for teachers to perform well.

In preparing new teachers, very few pre-service teacher education programs pay any attention to the context of teaching in the periphery: the language of instruction required, cultural norms and values of the communities, the organizational context of the school, learning resources that are available, and the living and working conditions related to the assignment (Zeichner, 1993:85). Moreover, given the urban location of most institutions of teacher education, few programs will have been able to provide students with student teaching opportunities in the periphery. As a consequence, many new teachers, even the certified ones, arrive on the job unprepared for the kind of work they will be called upon to do (Miller, 1992: 151 – 181).

In relation to this UNESCO – ILO has stated that conditions in which teachers are trained should be profoundly changed so that, essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a first, accelerated training stage, followed by in-service training cycles, should be adapted. (1995:416).

Countries like Belize and Mexico are now offering a “module” on multi grade teaching to teacher trainees who plan to return to a remote village setting (Tatto, 1997:155). The Indonesian Ministry of Education has also developed a program for identifying remote areas where teacher recruitment is especially difficult and providing scholarship support, dormitory space, and special tutoring for local secondary-school graduates who decide to pursue teacher education (World Bank, 1992:37).

In relation to this, Boe and others have suggested that one way to increase minority recruitment into teaching is to develop policies that help them to be enrolled the colleges. These include offering financial assistance to low income students in the rural areas. Finance assistance alone, of course, cannot ensure that any of its beneficiaries will actually enter teaching, but it can increase the pool of graduates available who might consider teaching as a career (1992:84).

To make the in-service training programmes effective Hallak has indicated that they should be designed to fit the pre-service level of the teacher's training. Yet, like other professionals, teachers need continuous in-service training to keep up to date and perform properly (1990:167). To this end, principle No 6 of the UNESCO Recommendations concerning the status of teachers states: "Teaching should be regarded as a profession; it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study (Hallak, 1990:164).

The most effective forms of training are ongoing, rather than one-shot courses with no follow-up. Some experiences of in-service training are, distance teacher upgrading in Kenya, "Cascaid" training in Malaysia and mobile teacher training in Bangladesh (Ibid: 168). It is also stated that induction, in the sense of planned and systematic support to new teachers in a school, is widely acknowledged to be an important type of in-service provision. It can help to consolidate and make up for deficiencies in initial training, help new teachers to overcome unfamiliar teaching and classroom management problems, and reduce feelings of

isolation and frustration. Done well, it can make a substantial contribution to reducing teacher wastage (Ibid: 169).

2.5.2 Career Development of Teachers

This refers to the methods and procedures used to plan and implement a career by means of education, training, job search, and work experience (Lunenburg et al, 1996:546). As Lockheed and others have indicated, career ladder plans have been proposed as one way to retain able and talented teaching staff. Although these plans must be adapted to the particular circumstances of each country, most career ladder plans share certain features, predetermined criteria for advancement (including training and certification), objective evaluation procedures, and opportunities for teachers to accept new roles (such as senior teacher, department head, and vice or assistant or deputy principal). Although attaining new skills and meeting new challenges are important rewards themselves, career ladders motivate teachers best when each higher rung carries the incentive of higher pay. Separating teachers' pay scales from the civil service scales, as Malawi has done by establishing a separate teaching service, can make career ladder easier to implement (Lockheed et al, 1991: 114).

In both the industrialized and developing world, teachers generally face a relatively undifferentiated career structure. Consequently, there are very few career incentives, aside from leaving classroom teaching for administrative positions, for encouraging good teachers with high aspirations to stay in the profession (Darling, 1984; Dove, 1986; World Bank, 1991 as cited in Tatto, 1997: 153). This is particularly the case in the periphery, where there may only be a handful of teachers, of whom

one may also serve as head teacher. The problem in peripheral areas goes beyond the flatness of the career path however; opportunities available elsewhere may not occur simply because appropriate administrative machinery may not operate there (Ibid, 1997: 154).

There have been relatively few instances of teacher professional development being encouraged by a more differentiated career structure. A number of revised teacher compensation structures, based on demonstrated competence, group-based performance, and professional advancement, have been implemented in U.S.A. (Kelley and Odden, 1995 as cited in Tatto, 1997: 157). Similar ideas are being tried out in other countries. For instance, in Kenya, able and experienced elementary school teachers can gain access to leadership positions through pursuing B.Ed and M.Ed degrees (Ibid: 157). Though an investigation has not been yet done to its effectiveness, the Ministry of Education of Ethiopia have introduced a six rung teacher career ladder beginning from 1994.

Besides the career structure above, another means of rejuvenating professionalism among teachers, involves the formation of unions or professional associations with the right to negotiate salaries, benefits, and working conditions. These organizations would allow teachers to improve their lot and participate in decision-making (Lockheed et al, 1991: 114 – 115).

2.6 Social Considerations

Social considerations related to teaching in the peripheral areas may include factors such as the social status of teaching and the

teacher's ability to relate to the local culture. In this paper issues related to the social status and the social integration of teachers will be discussed in short.

2.6.1 Social Status of Teachers

The term 'status' as used in relation to teachers means both the standing or regard accorded to them as evidenced by the level of appreciation of the importance of their functions and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded to them relative to other professions (Aggarwal, 1995: 459). Teachers must have a status, which corresponds to their key role in the advance of education and to the importance of their contribution to the development of the individual and of society as a whole (ILO, 1990:36).

The status of the teacher, his professional competence and his welfare, are all bound to his working environment. If it is congenial, he would know that society values his activities and he could be proud of his role and, therefore, would strive to be worthy of it (*Ibid*, 1995: 458).

Organized education in schools needs the respect and support of the community; otherwise it will not fulfil its essential role. To most people the teacher is the symbol of the school. Confidence in the teacher inspires confidence in the quality and utility of the education offered. (ILO, 1990:1). As Lockheed indicated, status plays an important role in attracting academically prepared candidates and encouraging them to remain teachers. Status depends on how society and prospective teachers perceive the extrinsic compensation and

conditions of the work place and the intrinsic rewards of professional accomplishment (1991:91).

In relation to its characteristics, a number of characteristics of social positions have been studied over the years. Three criteria for status ranking have dominated the literature: prestige, wealth and authority. Members of social positions have prestige when they are able to attract deferential behavior from others who are not members of their social position. They have wealth when they are given or are allowed to control commodities. They have authority when they can get others to follow their dictates (Torsten, 1994:6129).

Historically, teaching was a highly regarded profession. In Korea, for example, teachers received the same honor as the King and as parents. This is not the case in most developing countries today. The status of teachers is low and has declined considerably in the past two decades. The low status-manifested in low salaries, poor working conditions and uncertain career paths means that the more able students do not become teachers. They prefer entering the private wage and public administration sectors, which offer more competitive salaries and better prospects for promotion. (Lockheed, 1991: 92). In Amberber's study on the status of teachers in Ethiopia, 694 and 689 respondents ranked high for the professional groups of Army Officer and Police Officer respectively while only 280 for the teaching profession. This result may show that teachers hold the lowest position among the educated counterparts in other professions. According to his study, teaching was even rated lower than Bank clerks (1971:5).

To Spring's suggestion it is difficult to pin point the exact reasons for the low status of the education profession, but the consequences of that status are evident. Obviously, the lack of prestige of training in education contributes to the low status of the profession and probably influences the relatively poor economic rewards received by teachers as compared with other professionals. Spring, adding to his point higher academic standards, requiring more rigorous training and more selectivity among applicants for teacher education, will help increase teacher rewards and status. They will create among teachers the sense of shared ordeal and the sense of shared technical culture (1994: 43).

The lifting of teachers' morals is a great challenge, since most countries cannot afford additional monetary incentives. But not all measures to regenerate teachers' professional pride and enthusiasm need be costly. Increased provision of instructional materials and better support of supervisory services may improve working conditions, particularly for the many teachers who must work in the relative isolation of rural areas (World Bank, 1989:41).

From the standpoint of upgrading the status of the teaching profession, Spring suggested that it is essential for teachers to become involved in influencing and controlling teacher education. An important function of a professorate is to participate in the quality and training of those entering the field (1994:44).

2.6.2 Social Integration of Teachers

The greater a teacher's involvement in the professional aspect of his or her career and the more social ties that a person has to others in the school, the more likely that teacher will remain employed (Chapman and Hutcheson,). According to these authors, professional integration into teaching may be evidenced by a wide variety of indicators. Four, however, appear to have particular salience: (a) salary (b) the extent to which people assign importance to selected criteria of professional success, (c) the extent to which people believe they have achieved the ends that are widely valued, and (d) the intent to which people feel they possess selected skills and abilities (1982: 13).

According to Delors, when teachers are themselves part of the community where they teach, their involvement is more clearly defined. They are more sensitive to the needs of their communities and better able to work towards community goals. Strengthening the links between the school and the community is therefore one of the most important ways of ensuring that the school is able to grow in symbiosis with its milieu (1996: 150)

In many developing countries, it has been found that teachers were faced with problems related to cultural distance in the community where they were assigned to teach. However, pre-service courses were presumed to include briefings about cultural adjustment and ways to avoid cultural shock and communication problems. These and other related social and cultural problems are reported by teachers who work

in the peripheral areas as issues need to be considered more before and after training (*Ibid*: 151).

According to Lortie, social integration plays an important part in theories of turnover in work organizations. Having close friends employed by the same organization and having obligations to local institutions can serve to reduce job turnover. Applied to teachers, however, social integration is a particularly complicated construct, largely because of the considerable isolation of teachers from their peers and their families when deployed far away in the rural areas. This is, especially, intense if married spouses are assigned in different locations. This problem of social integration has also been linked to career satisfaction and retention (1975: 34).

To ease marital stress connected with remote-area postings in places like Pakistan, researchers have recommended deployment strategies that would keep husbands and wives together (Warwick and Jatoi, 1991 cited in Tatto, 1997: 160).

CHAPTER THREE

3. Presentation and Interpretation of Data Analysis

This part of the thesis tries to analyze and discuss the data collected from the sample schools to seek appropriate answers for the basic questions raised at the beginning of the research. To this effect, 269 copies of a questionnaire were distributed to 25 primary and secondary schools in the selected sample woredas. Out of these questionnaires, 241 and 235 were returned and analysed respectively while the rest six copies have been found incomplete to give the required information.

3.1 Characteristics of Respondants

Description of the characteristics of target population gives some basic information about the sample population involved in the study.

Table 2: Characteristics of Respondants

	Variables	Characteristics Category	Primary school Teachers (T.T.I and below)		Secondary School Teachers (Diploma and digree)		Total	
			No.	%	No	%	No	%
1	Sex	Male	89	75.0	112	96.0	201	86.0
		Female	29	25.0	5	4.0	34	14.0
2	Age range	25 and below	12	10.0	68	58.0	80	34.0
		26 - 30	43	36.0	41	32.0	84	36.0
		31 and above	63	54.0	8	7.0	71	30.0
3	Marital Status	Single	32	27.0	81	69.0	113	48.0
		Married	86	73.0	36	31.0	122	52.0
4	Work Experience	.below 5 years	49	42.0	83	71.0	132	56.0
		. 6 - 10	38	32.0	21	18.0	59	25.0
		. 11-15	19	16.0	13	11.0	32	14.0
		. 16 and above	12	10.0	-	-	12	5.0
		Total	118	100	117	100	235	100

As it can be noted from the above table, most of the sample teachers, 201 (86%) are males. The data shows that the participation rate of female teachers is very low. The low female participation in teaching seems to emanate from the cultural context that are commonly discernable, especially in developing countries of which Ethiopia is one. Because the region is situated in the periphery and remained one of the under privillaged regions in the country, it may possible to say that the retarded development of the region could have an influence to the low participation of females in teaching and other professions as well. With respect to the level of qualification out of the 117 secondary school teachers only 27 (23%) were degree holders which may indicate that most classes of grades 9-12 were conducted by diploma teachers.

Besides this, looking into age aspects of the teachers 70% of them are thirty and below years of age. This data may imply that the region is abound with young teachers who can give their service actively if properly handled. On the other hand, according to Ninomiya and others (1990:37) findings, young groups of teachers may be less likely to be satisfied with the job, partly because they feel some difficulty in adapting to their working environment.

With regard to the marital status of teachers, about 48.0% of the teachers are single while the rest (52%) are married. It is also indicated that most high school teachers (69%) are single while 73% of the primary school teachers are married. It may be inferred from this data that those single high school teachers may not probably stay in the teaching profession while most of the married primary school teachers could stay for marriage is expected to creat stability to some extent.

The analysis prescribed in Table 2 shows that more than half (i.e. 56%) of the teachers have the experience of five years or below. Data revealed that 71% of the high school teachers and 42% of the primary school teachers have five and below years of service. This may show that most high school teachers are inexperienced to their environment which may in turn have an impact on the teachers retention and attrition problems in the region.

Table 3: Teachers' Birth place and Educational Qualification

Region of Birth	T.T.I Graduates	Diploma Graduates	1 st Degree Graduates	Total	%
Region 3	61	53	19	133	56.6
Region 4	25	19	6	50	21.2
Region 6	24 (19.2%)	8 (9.6%)	2 (7.4%)	34	14.5
Other Regions	8	10	-	18	7.7
Total	118	90	27	235	100%

The above table shows that only 14.5% of the total sample teachers' birth place is from Benshangul-Gumuz Regional State. Most of the teachers working in the sample areas (85.5%) are from other regions of the country. This may call the region to produce more teachers of its own (especially for the primary schools) and find best mechanisms to pull and retain the high school teachers and gradually minimize the attrition rate.

Table 4: Training opportunities given for Teachers in the Region.

	Training level	Number of Teachers	Academic Year			%
			1996/97	1997/98	Total	
1	T.T.I. Teachers for diploma	Teachers at work	1344	1455	-	-
		Opportunities given	43	36	79	2.8
2	Diploma for 1 st digree	Teachers at work	146	176	-	-
		Opportunities given	-	35	35	21.0
3	For 2 nd digree	Teachers at work	27	32	52	-
		Opportunities given	2	-	2	3.0

Source: Benshangual - Gumuz Regional State Education and Culture Bureau Documents.

The above table indicates that the opportunity of training teachers is very limited which may not motivate to look for their future development. In fact, the measure taken in 1990 to train teachers for 1st degree level seems to be promising if it continues in the coming years by including other levels of education.

Table 5 Availability of Facilities in the Region

No.	Facilities	Primary Schools		High Schools	
		With	Without	With	Without
1	Pipe water	69	161 (70%)	2	7 (78%)
2	Near by public Health Center	42	188 (81%)	9	-
3	Near by Telephone Service	3	227 (99%)	2	7 (78%)
4	Electric light service	3	227 (99%)	2	7 (78%)
5	Transport within three k.m. distance	52	178 (73%)	9	-
6	Library	19	211 (92%)	5	4 44.4%)
7	Laboratory	-	-	2	7 (78%)
8	Sport Fields	128	102 (44%)	8	1 (11%)

N.B Total number of primary schools are 230 and high schools are nine.

Source: Regional Bureau of Education and Culture Documents

As indicated in the above table, most teachers who work in the 230 primary and 9 high schools appear to be lacking the necessary services within their reach. Beyond that since all teachers are living in hot climatic condition, the scarcity of pipe water, health center and others as mentioned above may intensify the dissatisfaction level of the teachers and could possibly be influenced to withdraw from the teaching profession. Moreover, newly assigned teachers may not be interested to go to the region due to the fear of the problems they may face.

According to Locke (1976:29), most people prefer convenient location and hours, safe and attractive physical surrounding, and equipment that facilitate work accomplishment.

Table 6: Teacher Drop-outs from the Regional State

	Qualification level	1995/96			1996/97			1997/98		
		At work	drop-outs		At work	drop-outs		At work	drop-outs	
		n	n	%	n	n	%	n	n	%
1	Diploma	73	5	7.0	146	15	10.0	176	23	13.0
2	Degree	14	3	21.0	27	7	26.0	32	6	19.0
	Total	87	8	9.2	173	22	12.7	208	29	14.0

Source: Bureau of Education and Culture documents.

In the above table the drop-outs of primary school teachers are not included for the researcher has found it not significant in relation to the diploma and degree teachers in the region. With regard to the diploma and degree teachers as shown above the attrition rate seems to be fluctuating. Especially the attrition rate of degree teachers reached 26% and 19% in 1996/97 and 1997/98 respectively which is a great loss for the very few high schools in the region.

3.2 Teachers level of Satisfaction on Working Conditions

Table 7: Teachers' Responses Towards the Satisfaction Level of Some Selected Factors Related to Working Conditions

Item	Responses										Mean
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
	n	%	n	%	n	%	n	%	n	%	
Most of the time there is opportunity in decision making	40	17.0	88	37.4	23	9.8	54	23.0	30	12.8	3.23
Teacher transfers and deployments are fair	9	3.8	35	14.9	35	14.9	69	29.4	87	37.0	2.19
The weight of teaching load is not heavy in the school	23	9.8	76	32.3	6	2.6	80	34.0	50	21.3	2.75
Salary is paid on time	42	17.9	91	38.7	5	2.1	56	23.8	41	17.4	3.16
There are enough teaching materials	7	3.0	8	3.4	3	1.3	90	38.3	127	54.0	1.63
Assignments of non-teaching duties outside the school are mostly affecting the teaching learning process	38	16.2	45	19.1	30	12.8	77	32.8	44	18.7	2.81

As it is revealed in the above table, only 54.4% of the respondents reflected their satisfaction towards the opportunity of participating in decision making. The total rate (Mean = 3.23) they gave to their level of participation in the decision making seems also not to be adequate.

According to Marburger (1991: 21) teachers should participate in decision making and evaluate results in a process based on trust not fear. And when such recognition is given to teachers, they may probably decide to stay even with the difficult assignments (Mitchell et al., 1987: 103).

With respect to fairness of teacher transfers and deployments 66.4% of the respondents have disagreed that teacher transfers and deployments are done fairly. It is, therefore, apparent that majority of the teachers are dissatisfied with the actions taken regarding the transfer and deployment activities. Since the issue of transfer and deployment is a concern of most teachers, as Williams (1979:56) suggested it, educational administrators should examine their sense of fairness and efficiency, particularly over the matter of postings, appointments, promotions and transfers etc. for these are supposed to change the behaviour of the teachers in one way or another.

As displayed in the above table, respondents rated the weight of teaching load 2.75. This result may reflect that teachers in the sample ^{do} are not ^{have} with heavy teaching loads. It could be inferred from this data that teaching load may not affect the teachers to leave their profession.

In response to "salary is paid on time" 56.6% of the respondents have agreed that salary is mostly paid on time. Since about 43.4% are saying that salary is not paid on time, it is the responsibility of the Bureau of Education and Culture to find a mechanism to alleviate the dissatisfaction level of teachers. The effectiveness and success of

teachers depends, at least in part, on the organizational support they receive. This in turn, according to Tatto (1997:148) will affect their satisfaction and morale, as well as their willingness to persevere in the peripheral areas.

On the other hand, the above table shows that only 6.4% of all the repondants agree that there are enough teaching materials. All teachers have rated this idea with a mean 1.63, which may indicate their low level of satisfaction in respect to the scarcity of teaching materials (see Appendix B). During his visit to the high schools, the researcher has found that English text books, Chemistry text books and Mathematics text books for grade 12 were not available in most of the schools. Besides this, almost all the primary and secondary schools directors have confirmed that beyond the shortage of text-books and teacher guides is intense, materials that are available in the Bureau or Zonal offices do not reach the schools on time. Obviously, teaching can still be unrewarding if essential teaching materials are missing at the time of need. Since the lack of teaching materials have an impact on the teachers' behaviour, systems of resource provision and distribution need to be made effective to overcome the problem encountered.

Teachers have rated 2.81 in their response to "assignments of non-teaching duties outside the school are mostly affecting the teaching learning process", reflecting that they are not affected by external assignments. Therefore, it may be possible to say that assignments of non-teaching duties outside the school could not be taken as possible reasons for teachers to leave their profession.

Table 8: Teachers Response on choosing a place of work

Choice of Work place	Respondants	
	n	%
Home town/ village	75	32.8
Near home town/ village	119	52.0
Away from home town/village	35	15.2
Total	229	100

As it is noted in the above table, teachers asked where they want to work is that 32.8% have chosen to be in their home town/village and 52.0% near home town/village. Majority of the respondents (80.8%) have the intention of working outside the region. According to Fuller, (1991:15) teachers can form negative images of peripheral area schools in a variety of ways. One is through their pre service education, which may lead them to expect work in an idealized setting. The other is a consequence of their lack of input into their school placement decision such that they may be coerced to work in a setting and culture vastly different from those of their home area. Therefore, since the teachers are reflecting their negative attitude towards staying in the region, attempts should be made to attract the teachers so as to change their choices.

Table 9: A Summary of T-test Results on the Satisfaction Level of Teachers Towards Working Conditions in Some Selected Variables.

No	Variables	\bar{x}	S.d.	n	t	Sig. (2-tailed)
1	Satisfaction in social Relations					
	[a] high	35.49	5.98	116	5.105	.000
[b] low	31.33	6.45	117			
2	Weight of work load					
	[a] high	33.51	6.73	120	.252	.802
[b] low	33.29	6.37	113			
3	Length of service years					
	[a] long	33.86	5.84	84	.794	.428
[b] short	33.15	6.91	149			
4	Interest in changing the profession					
	[a] high	34.38	5.79	85	.486	.000
[b] low	32.90	6.90	135			

N.B. The maximum possible score on the satisfaction level with the work condition was 65.

As indicated in the above table teachers with high satisfaction on social relations have high attitude towards working conditions. This difference is found statistically significant at alpha, 0,05 with 1.097 a t-critical value. It is observed from the data that 50% of the respondents seem to be inclined towards the low attitude of the working condition which may probably have an impact on the retaining of new employed teachers and on those who are at work.

T-test result shows also that teachers with low or high work load have no statistically different attitude towards working conditions. This indifference may be due to the non-availability of other supplementary means of income, or some other recreational areas that may conflict with their personal needs.

Likewise, T-test results indicate that teachers with low or high service of years do not seem to have statistically significant difference in the attitude towards work condition. As shown in the above table the mean and standard deviation for the long service is 33.86 and 5.84 respectively while 33.15 and 6.91 of mean and standard deviation is for the short service. This result may indicate that teachers in this area seem to have similar attitude towards the working conditions. And for the mean in both sides is low, it is probably possible to say that teachers with short or long service of years seem to be dissatisfied in the working conditions in their area. Length of service shows a U-shaped relationship between years of experience and job satisfaction (Mc Donald and Gunderson, 1974). In some other studies, research findings show no relationship (Natra; and Hafeer, 1965; Reddy and Ravikumar, 1980).

Results of T-test in the above table also indicate that teachers who want to change their profession at the same salary have statistically significant difference with those who do not want to change, in their attitude towards the working conditions. Those who do not have the intention of changing their profession (i.e. 38%) are likely to have better attitude towards the working condition. The rest 62% are probably working until some other alternatives are found. These

teachers could be also those who entered teaching to use it as a spring board.

Table 10: Association Between Teachers Qualification And Satisfaction on Working Conditions

Variable			Qualification		Total	x2	Sig.(2 tailed)
			Primary School Teachers	High School Teachers			
Satisfaction level on working conditions	<i>low</i>	Count	54	63	117		
		% of total	23.0	26.8	49.8		
	<i>high</i>	Count	64	54	118		
		% of total	27.2	23.0	50.2		
Total	Count	118	117	235	1.536	.241	
	% of total	50.2	49.8	100.0			

In testing the satisfaction level of teachers towards the working conditions, chi-square test result has shown that the satisfaction level of primary school teachers towards working conditions does not have statistically significant difference from that of high school teachers. Both groups of teachers seem to have similar perception to the working conditions in their area. The association between the teachers qualification and satisfaction on working conditions is found to be not significant at $p < 0.01$, with 11.956 t - critical value. On the other hand this result may imply that qualification level of teachers could not show a significant difference in the satisfaction level on working conditions.

Table 11: Responses of Teachers to Issues Related to Economic Conditions

No	Items	Responses	Primary School Teachers		High School Teachers		Total	
			n	%	n	%	n	%
1	Supply of free shelter	Yes	-	-	2	2,0	2	1.0
		No	118	100	115	98.0	233	99.0
2	Hardship Allowance	Paid	-	-	-	-	-	-
		Unpaid	118	100	117	100	233	100
3	Have supplement income	yes	4	3.5	2	1.7	6	2.6
		No	111	96.5	113	98.3	224	97.4
4	Payment transport cost and per diem	Paid	21	18.0	93	79.5	114	48.7
		Unpaid	96	82.0	24	20.5	120	51.3

As noted in the above table teachers asked if they are supplied with free shelter or not, it was found that 99% of them do not get any free shelter. The researcher during his visit to some of the schools has come to understand that even the house rent they pay is expensive. Beyond this, teachers say life is hard in such kind of hot climatic area with the minimal amount of salary they draw every month.

In relation to hardship allowance, it was found that all teachers seem to be devoid of getting this opportunity. In all the sample Wordas no hardship allowance is paid to teachers and other governmental employees. From the experience of the researcher most of the hot and peripheral areas of the country such as Gambella Region, thirty per cent; Afar Region 20 - 30%, and Tigray Region (Humera) up to 20% of

the base salary is paid as a hardship allowance. Similarly, some African countries, such as in Senegal 33 per cent; in Burkina Faso 45% hardship allowance is paid to attract and retain teachers (Lockheed, 1991: 109). According to the studies made by ILO (1990:53), providing decent housing, free or with a subsidized rent, and paying hardship allowance have been found some of the ways to make teachers stay in the rural areas.

Though the Regional State of Benshangul - Gumuz is a newly organized Region, some corrective measures should be taken to influence the working force. While hardship allowance is being paid in most of the peripheral regions of the country, there may not be a substantial reason not to pay in this region. Motivating the teaching force and providing monetary and non-monetary incentives for teachers to improve their performance and retain them is a matter of concern regardless of a country's level of development. Lockheed and others (1991: 108) have found that hardship allowances and in-kind supplements are important incentives for attracting teachers to areas in need.

The data revealed (Table 11) that 97.4% of the sample teachers do not have any other supplementary income. Except that some teachers in Asossa and Pawe towns have the opportunity of teaching at the night school programme, other teachers do not have similar means of income. Obviously, lack of supplementary income during their free time may influence teachers to leave the place or withdraw the teaching profession.

Another pressing problem which has been revealed on the table above is that 96% of the primary school teachers were not paid their transport cost and per diem when assigned to their respective schools while it was paid for the high school teachers. The researcher has confirmed that newly employed primary teachers in this region are not paid either transport cost or per diem from the training center (this year Gambella T.T.I) up to the school cite. Paying for the high school teachers, who have relatively better income, and make the primary school teachers use the small salary they get for all the travel may be unfair. According to ILO (1990:36), teachers want many things such as fairness (in comparison to what others are getting), and adequate amount of money to meet expenses.

3.3 Satisfaction Level of Teachers Towards Social Relations

Table 12: Responses of Teachers to Some Factors of Social Relations

Item	Responses										Mean
	Extremely satisfied		Very Satisfied		Satisfied		Dissatisfied		Very dissatisfied		
	N	%	n	%	n	%	n	%	n	%	
Relationship with follow teachers	104	44.3	73	31.1	26	15.3	16	6.8	6	2.6	4.08
Students' discipline	27	11.5	27	11.5	51	21.7	84	35.7	46	19.6	2.60
Parental cooperation	6	2.6	16	6.8	49	20.9	105	44.7	59	25.1	2.17
Technical Assistance from supervisors (Experts)	11	4.7	23	9.8	48	20.4	72	30.6	81	34.5	2.20
Prestige and respect from the community	26	11.1	43	18.3	65	27.7	68	28.8	33	14.0	2.83
Recreational places	3	1.3	4	1.7	12	5.1	57	24.3	159	67.7	1.45
Health services	6	2.6	18	7.7	44	18.7	76	32.3	91	38.7	2.03

As indicated in the above table teachers seem to be very satisfied on the interaction they have among themselves. Except the 9.9% of the total number of the teachers, who are supposed to be not satisfied, all the rest (90.6%) have responded positively that their social relations is high (see also Appendix - C). It is therefore apparent that since majority of the primary and high school teachers have a positive attitude towards the social relations among themselves, it may be possible to say that relationship with fellow teachers in the region does not affect the attrition rate of the teachers in a considerable degree. However, studies conducted in California indicated that negative human relationships rank higher as a cause for leaving the profession than inadequate salary (Stinnet, 1970:8) which is not similar to the finding of this study.

When teachers were asked also about the student discipline, most teachers feel that it is not very satisfactory for the mean indicates 2.60. The high school teachers appear to be also less satisfied than the primary school ones for their mean shows 2.28 and 2.91 respectively. Therefore the disciplinary problems of students observed by teachers may probably affect the teachers' behaviours to withdraw the teaching profession.

In relation to the parental cooperation, as the data above indicates, majority of the teachers are not happy on the parental cooperation they get in their respective schools. More than 69.8% of the teachers are dissatisfied with the parental cooperation they get. Parents are part of the community who have a great role to play in

encouraging teachers to remain on the job in the periphery (Tatto, 1997: 165).

As most of the teachers are young, they require parental cooperation to feel safe and contribute what they can. If teachers lack parental cooperation, they may be frustrated and change their behaviour. It has been found also that parental involvement in schooling has been as a means of providing support to isolated teachers in many locations (Marsh, 1988:95).

As noted in the above table, most teachers (65.1%) seem to have less satisfaction by the technical assistance they get from supervisors or experts in the region. Though all teachers have less satisfaction on the assistance given to them by the supervisors or experts, the degree of dissatisfaction of the high school teachers outweighs that of primary school teachers as the mean 1.95 and 2.44 respectively show.

The researcher has found out that all the supervisors in the zones and woredas are under qualified. And the dissatisfaction observed could be due to the incompetency of the supervisors or experts assigned. According to the World Bank (1989:41) study, better support of supervisory services may improve working conditions, particularly for the many teachers who must work in the relative isolation of rural areas. Moreover, it should not be forgotten that professional support concerns are particularly relevant to teacher retention (Tatto, 1997: 165)

In relation to prestige and respect teachers have in the community, about 42.9% respondents with the mean 2.83 seem to be dissatisfied. Data also revealed that the dissatisfaction level of primary

school teachers appears to be higher than the high school teachers for their mean is 3.01 and 2.66 respectively. As Lockheed (1991: 91) has indicated giving prestige and respect to teachers plays an important role in attracting and encouraging them to remain teachers. Therefore, the Regional Bureau of Education and Culture has a lot to do to uplift the status of teachers gradually.

In respect to the satisfaction level of recreational places and health services, most teachers were found to be dissatisfied. About 92% and 71% of all the respondents appeared to be dissatisfied on the availability of recreational and health services respectively. The data above reveals that most teachers have higher dissatisfaction on the recreational areas (Mean = 1.45) compared with that of medical services given (Mean = 2.03).

Generally, as it was observed from the responses on different items related to the social relations teachers have in the sample areas, except that teachers have relatively better satisfaction on the relationship they have among themselves, most teachers appeared to reflect their dissatisfaction to the listed factors mentioned in the above table.

Table 13: A Summary of T-test Results on the Satisfaction level of Teachers Towards Social Relations

No.	Selected Variables	\bar{x}	Sd.	n	t	Sig. (2- tailed)
1	Teaching profession					
	[a] high	25.82	6.03	117	3.962	.000
[b] low	29.04	5.43	118			
2	Working condition					
	[a] high	29.48	6.29	118	5.160	.000
[b] low	25.38	5.90	117			
3	Service year					
	[a] long	29.62	6.27	85	4.052	.000
[b] short	26.20	6.20	150			

The above table is a summary of t - test results that may indicate the satisfaction level of teachers on social relations in relation to teaching profession, working condition and in the length of service years.

T-test results show that teachers who have high attitude towards the teaching profession have a significant difference with those who have low attitude in their perception to the satisfaction level they have towards the social relations. This difference may show that teachers' who have high attitude towards the teaching profession have relatively low satisfaction on the social relations (Mean 25.82, s.d = 6.03). On the other hand teachers who have low attitude towards the teaching profession have high satisfaction on the social relations (Mean 29.04, s.d = 6.43) where $P < 0.01$ at 3.962 critical value.

Item 2, on the above table indicates that teachers who have high satisfaction on the working conditions have also have relatively high satisfaction on the social relations and vice versa.

On the other hand T-test result indicates that teachers with long service of years have statistically better satisfaction on the social relations. And teachers with short service have less satisfaction on the social relations. And as indicated in the bio data of respondents (Table 2) 81% of the teachers are below 10 years of service. According to the findings of Sim (1990), in Singapore, teachers below 30 showed low job satisfaction. One is that younger dissatisfied workers eventually quit to find jobs that will satisfy them and employees who like their jobs remain. The longer teacher stay in the profession the better satisfaction on social relations they may develop.

Table 14: Association Between Teachers Qualification and Satisfaction on Social Relations

Variable	Qualification		Total	X ²	Sig (2-tailed)
	Primary Sch. Teachers	High School Teachers			
Satisfaction level on social relations	<i>low</i> count	46	72	118	50.2
	% of total	19.6	30.6		
	<i>high</i> count	72	45		
	% of total	30.6	19.1		
	count	118	117	235	
	Total % of total	50.2	49.8	100	11.956 .001

The above chi-square test result shows that the association between the teachers qualification and satisfaction on social relations is found to be statistically significant. Thus, while the high school teachers have low satisfaction on the social relations in their area, primary school teachers seem to be relatively to have better satisfaction on the social relations. This finding has been confirmed by Weaver (1978) in Gaziel (1986:36) that individuals with better education have lower satisfaction. The reason is that they have better options in the job market. On the other hand, Sim's findings showed that non-graduate teachers were found to manifest greater job satisfaction (1990:29).

Similarly, Chi-square test of teachers on the attitudes of the teaching profession against qualification shows that there is a significant association between them at ($p < 0.01$ level). It shows that primary school teachers have relatively positive attitude towards the teaching profession than high school teachers.

3.4 Teachers Attitude Towards the Teaching Profession

Table 15: Teachers Response why they entered the Teaching Profession

Reasons	Respondants	
	n	%
Because of no other opportunity	81	36.0
To use it as a spring board	140	62.2
Because it is interesting	4	1.8
Total	225	100

In giving response why teachers entered the teaching profession, 36% and 62.2% of the respondents gave their reasons to the lack of other opportunities of work and to use the teaching profession as a spring - board to other careers. As it can be observed from the data, out of the 225 teachers only four responded that the reason for entering the teaching profession was of their own interest. Therefore, it can be inferred from the above data that 98.2% of the sample teachers appeared to be uncommitted to work in the places where they are assigned. Beyond this, 45% of respondents have said that their pre-service training was found to be ineffective which in turn could intensify the problem. If teachers do not feel confident in their work, they may be influenced to leave the profession and search for other alternatives they would perform better.

Table 16: Responses of Teachers to Some Items Related to the Teaching Profession

Factors	Responses										Mean
	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree		
	n	%	n	%	n	%	n	%	n	%	
Teaching is interesting	134	57.0	68	28.9	11	4.7	14	6.0	8	3.4	4.30
Teaching is full of routine activity	43	18.3	42	17.9	25	10.6	62	26.4	63	26.8	2.74
Teaching is better than expected	65	27.7	52	22.1	23	9.8	62	26.4	33	14.0	3.23
Teaching is not respected, pupils' should ignore it as a profession	96	40.9	57	24.3	22	9.4	21	8.9	39	16.6	3.64
I will choose teaching if asked to decide again	61	26.0	59	25.1	40	17.0	33	7.0	42	17.0	3.27

To suggest the teachers' attitude towards the teaching profession respondents were asked to use a five point scale ranging from "strongly agree" to "strongly disagree" on specific items related to the teaching profession. As noted in the data above the mean (4.30) indicates most teachers strongly agree that teaching is interesting. According to the data obtained primary school teachers and high school teachers strongly agree but their rating score showed a difference. Mean 4.59 and 4.01 respectively (see Appendix - D). This may reveal that primary school teachers have better attitude towards the teaching profession than the high school teachers.

In relation to the idea that teaching is a routine activity, about 53.2% of the teachers have given their response by negating the idea. The data reveals that most teachers do not consider teaching as a routine activity. In fact, since 10% of the respondents did not decide where to put themselves and 36.8% are again inclined towards the attitude of teaching is a routine activity, it may not be possible to say that a considerable number of teachers are against the given idea - teaching is full of routine activity.

Giving response to the main idea that teaching is better than expected, about 40.4% of the respondents disagree and 9.8% did not decide. This result reveals that most teachers did not find the teaching profession better than they have expected to be. The data also shows that primary school teachers seem to rate (Mean: 3.41) better than the high school teachers (Mean: 3.05) to reflect that they found teaching profession to be below than they expected. But what they rated may not be satisfactory.

Data on the above table also indicates that 65.2% of the total respondents have the attitude that "teaching is not respected and pupils should ignore it as a profession "with a mean of 3.64%. While 9.4% have not decided to respond positively or negatively 25.4% of the respondents have revealed their attitude that pupils should ignore the teaching profession.

Thirty-one per cent of the respondents have also reflected their attitude that they don't have the interest of choosing the teaching profession if they were asked to decide again. About 51.1% of the respondents have the intention of re-choosing the teaching profession if they were asked to decide their career. Seventeen per cent of the respondents did not decide to take position. It could be suggested that the teachers who were unwilling to take position are probably teachers who have short service of years.

Table 17: Whether Teachers Want to Give Advice Students to be Teachers

Item	Response	Primary School Teachers		High School Teachers		Total	
		n	%	n	%	n	%
If to give advice a relative student to be a teacher	yes	41	34.7	26	23.4	67	29.3
	No	77	65.3	85	76.6	162	70.7
If to make teaching a long term career	Yes	81	72.0	38	33.0	119	52.0
	No	32	28.0	77	67.0	109	48.0

Of the total number of teachers asked if they have the willing to give advice for a student to be a teacher, more than 70% do not like to give advice. More high school teachers 76.6% do not like to give advice when compared with those of primary school teachers (65.3%).

This result may imply that most teachers in the sample woredas are not in the position to influence students to enter the teaching profession for the future.

On the other hand, as indicated in the above table, while 72.0% of the primary school teachers have the intention of making the teaching profession as their long term career, 67 per cent of the high school teachers are not in favour of staying in the teaching profession. From this data it could be deduced that high school teachers seem to be prone to leave teaching profession for relatively better alternative jobs. But most of the primary school teachers have the intention of making the teaching profession as their long term career. However, this does not mean that no teacher of the primary school may leave the profession. If some other better alternatives come, there is no reason why they don't withdraw from the profession.

Table 18: A Summary of T-test Result on the Teachers Attitude Towards the Teaching Profession for Some Variables

No	Variables	Mean (\bar{x})	Standard deviation (sd)	n	t	Sig. (2-tailed)
1	<u>Service years</u>					
	[a] long	47.06	7.53	85	3.745	.000
	[b] short	42.73	9.01	150		
2	<u>Marital status</u>					
	[a] Married	45.13	8.72	122	1.457	.147
	[b] Single	43.47	8.69	111		
3	<u>Work load</u>					
	[a] high	45.28	8.65	121	1.784	0.76
	[b] low	43.25	8.76	114		
4	Advise one to be a <u>teacher</u>					
	[a] Yes	49.42	7.09	67	6.113	.000
	[b] No	42.29	8.38	162		
5	<u>Work condation</u>					
	[a] high	46.84	7.27	118	4.670	.000
	[b] low	41.74	9.36	117		

N.B. The maximum possible score on the attitude towards the Teaching profession was 60 and the cut of score for high attitude is taken ≥ 45 .

Considering long service being greater than ten years, computed data has shown that there is a significant difference between teachers who served for long and short years on their attitude towards the teaching profession. According to the table above teachers who served for more years in the profession are likely to have relatively high attitude towards the teaching profession. And teachers with short service of

years are assumed to have low attitude towards the teaching profession. This difference in attitude seems to have an impact in the region for most of the existing teachers at work (64%) from the sample are with short service of years. The teachers who are with short service of years are most likely to have low attitude towards the teaching profession and may be considered as potential drop-outs.

The T-test result in this study also indicates that marital status has no statistically significant difference towards the attitude of teaching profession. This result seems to be contradictory with the study of other researchers such as Chapman (1983) who found that single persons were more likely to leave teaching than married ones. The researcher feels that this indifference could be due to some other factors that require more investigation for the future.

In the above table, item No. 3 indicates that teachers who have high working load do not seem to have a significant difference in their attitude towards the teaching profession. In this study, high work load is ≥ 20 periods a week.

In the fourth item, the T-test result shows that teachers who are interested in advising their relative student differ significantly from those who do not want to advice on their attitude towards the teaching profession. This significant difference of the two groups is observed statistically by their means 42.29, 49.42, and 8.38, 7.09 standard deviation for not giving advise and giving advise respectively. This difference is also indicated in the number of respondants who said no

(62%) which may probably has a negative influence on teachers' retention. On the other hand, if the existing teachers seem to be unwilling to give advice for new teachers, it would mean they may have a negative attitude towards the teaching profession which could gradually lead towards leaving the job for other alternatives.

It is also found that teachers with positive attitude towards the working condition have also positive attitude towards the teaching profession. The data indicate that high and low attitudes are divided into 50% in each side which may probably have an influence upon the new employed teachers. This would mean that the 50% with low attitude towards the teaching profession and working conditions are most likely to pass their low perceptions which could create frustration on the teachers so that they don't feel comfortable and safe in their work. According to Tatto (1997: 148) it has been found that high working conditions contribute to teacher commitment levels and perseverance in a challenging placement.

Table 19: ANOVA Summary on the Attitude of Teachers Towards Changing the Profession

Source	Sum of squares	df	mean square	F	Sig
A/ Change of teaching profession at the same salary.	1868.415	1	1868.415	31.280	.000
B/ Teachers qualification	1031.505	1	1031.505	17.269	.000
A X B	109.425	1	109.425	1.832	.177
Error	13619.004	228	59.732		
Total	475489.000	232			

The above ANOVA result shows that teachers who want to change the teaching profession even at the same salary have statistically significant difference with those who do not want to change in their attitude towards the teaching profession ($\alpha = 0.01$). It is indicated also that high school teachers have a significant difference with the primary school teachers in their attitude towards the teaching profession. Data shows that the attitude of primary school teachers seems to be much more positive than the high school teachers towards the teaching profession. While the mean for high school teachers is 41.85, the mean of primary school teachers is 47.03 (see Appendix E). From this data, it could be said that 67% of the high school and 59% of the primary schools teachers appear to be in favor of changing their teaching profession which may create a great problem for the region.

Table 20: Rank order of Reasons Why Teachers Leave Their Profession as Perceived by Those Who are at the Job

Possible Reasons	Respondants			
	Primary School Teachers		High School Teachers	
	%	Rank	%	Rank
Low opportunity for transfer	80.9	1	80.8	1
lack of opportunity for education	70.7	2	70.7	2
Inconvenience of climatic condition	60.7	4	70.2	3
inadequate salary	60.8	3	6.8	4
Low prestige and respect from the community	60.0	5	60.6	5
Lack of housing service	50.2	6	6.1	6
Inavailability of Teaching materials	40.5	7	50.2	7
Poor relationship with head teachers	30.7	8	30.2	8
Poor relationship with follow teachers.	20.7	9	20.6	9
Inability on the teachers part to teach well	10.8	10	10.9	10

The ranking of the ten reasons by primary school teachers revealed striking similarities with that of secondary school teachers on most of the possible reasons presented. They ranked seven of the reasons the same while they differ in the three. However, all the teachers consider low opportunity for transfer, lack of opportunity for education, inadequate salary, inconvenience of climatic condition and low prestige and respect from the community were the five most crucial reasons which accounted for the teachers drift the teaching service into other occupations. They also perceived poor relationship with head teachers, poor relationship with fellow teachers and inability on the teachers part to teach well as the least important influencing reasons which make teachers leave teaching. In other words, if those were the

only difficulties in teaching perceived by teachers then very few would leave the teaching profession.

The researcher has come to understand that no teacher has the opportunity of transfer from the region to another region unless some one is replacing him from the other region. And in practice most teachers from other regions do not ask transfer to this region for it is a hardship area with no advantage. If the teachers who are at work do not get the opportunity of transfer from the region, it is obvious that teachers will feel dissatisfied and then find out their own alternatives. Moreover, this trend of work might affect the region not to get new employees which may hinder the development of teaching-learning process at large. As Frase (1994;12) has put it, it is administrators responsibility to facilitate the creation of a work environment where teachers can achieve success and experience joy in work instead of dissatisfaction and frustration.

As indicated above most of the primary and secondary school teachers ranked as the main reasons lack of transfer and lack of opportunity for extended education for leaving the profession. This in turn, may show that the existing teachers are dissatisfied to work in the region and by any means they may be potential drop-outs if some corrective measures are not taken as required.

In similar case, almost 98% of all the teachers have ranked lack of opportunity of in-service training as a second main reason for leaving the profession. It has been found out that within the past two years only

116 out of 1663 teachers from the region have got the chance for diploma and degree level training programs.

This very limited number of training opportunity which is directly linked with the teachers future development seems to be not bright. It seems clear that if teachers are trained in one shot with no follow up ongoing training, wastage of teachers will increase from time to time;. This conclusion is supported by studies made in Malaysia by Hallak (1990:164).

CHAPTER FOUR

Summary, Conclusions and Recommendations

4.1 Summary and Conclusion

The major purpose of this study was to look into the major factors to the attrition and retention of teachers in Benshangul Gumuz Regional State. An attempt has been made to find out the main reasons why teachers leave the teaching profession

In order to achieve the purpose of this study, basic questions were raised regarding the degree of the problem at present. These were:

1. What are the main reasons why teachers leave their profession from the region?
2. What work conditions influence teachers to leave their profession?
3. What is the attrition rate of teachers in the region?
4. Do attrition rates differ between primary and secondary school teachers?
5. What motivating mechanisms are being used to retain teachers in the region?

The study was carried out in 25 schools. From all the schools 118 primary school teachers and 117 high school teachers were selected randomly to be sources of information. Out of the 25 schools 19 were primary schools and the rest were high schools. Beyond administering a questionnaire to the 235 sample teachers, interviews were made with Bureau and Zonal Education officers for further clarifications in regard

to the study undertaken. Moreover, documents available in the Bureau were additional information sources.

The data obtained were analyzed using percentages, T-test results, chi-square of independence, ANOVA to find out the differences and associations of the different factors in the study. Based upon the analysis made the following major findings and conclusions were found.

1. As perceived by both primary and secondary school teachers, it is shown that the possible reasons why teachers leave the profession is due to lack of transfer from the region to other regions and the inadequate opportunity for advanced training.
2. The attrition rate of teachers in the region seems to be high within the past three years. While the attrition rate of primary school teachers is very minimum the rate of secondary school teachers seems to be very high which reached 26% in 1996/97. Though it seems to decrease in 1997/98 to 13.0% and 19% for the diploma and degree teachers respectively and still it is very high.
3. It has been found that teachers in this region seem to be treated unfairly in relation to the payment of transport cost and per-diem when assigned to the school level. While diploma and degree teachers are paid the necessary expense, primary school teachers do not get this opportunity. Those who are expected to go to the peripheral areas of the region (i.e. primary school teachers) are to use their salary for transport cost and per diem to reach even the remotest school.

4. However, the sample Woredas taken for this research are remote and with hot climatic conditions, it was found that no hardship allowance is paid for teachers. Though some studies have been made by the regional council, no action has been taken to curtail the overwhelming demand of the teachers on time.
5. As to the responses of the sample teachers, the main possible reasons why teachers leave the teaching profession are lack of transfer to other regions and the inadequate opportunity of advance training. It was also found that 70% primary and 79% of high school teachers seem to be dissatisfied with transfer and deployment procedures of the region. Similarly, 88% of primary and 84% of secondary school teachers asserted that training opportunities given every year is very low.
6. In this study only 14.5% of the sample teachers their birth place is Benishangul - Gumuz Regional State. Out of this 19.2% are primary and 8.5% are high school teachers. Asked also if they were to choose their work place, 83% of them chose to be in their home town or near home town.
7. 69% of the sample teachers seem to be dissatisfied with the technical support rendered by the senior experts or supervisors in the region.
8. It was found that 76% of the high school teachers do not want to choose the profession if they were given a second chance to choose. Moreover, 68% of them expressed that they don't want to make teaching their long career.

Recommendations

Based on the findings and conclusions of the study, the following solutions are suggested to minimize the effect of the problem on teacher retention and attrition of teachers in the Regional State of Benshangul - Gumuz.

1. As the regional state is located in the periphery of the country where life is relatively not simple compared to other regions, teachers who are assigned in this region have to be paid the necessary hardship allowance at least to subsidize their expenses.
2. It has been found that when new primary teachers are employed they are not paid the necessary expense for transport and travel allowance except their salary, while it is paid for the high school teachers. Since the primary school teachers are assigned in the remotest areas of the region, it seems unfair to use their own salary to pay travel expenses. Though the Regional Bureau of Education may have budgetary problems to cover these expenses, attempts should be made to solve the problem and treat the teachers of primary and secondary school teachers equally.
3. Working and cultural conditions are always factors in the choice of where to work. Though it may be difficult to satisfy all teachers at the same time, however, transfer opportunities should be open at a reasonable rate every year. To replace the number of transfers the Regional Education Bureau has to:

- (a) develop a quota in terms of qualification and service of years
 - (b) consult the other regions to accept the transfer of teachers with replacement or without replacement.
 - (c) make an agreement with the Ministry of Education to replace the number of transfers to other regions by newly assigned teachers.
4. To achieve the organization's objectives, it is also important to consider the needs of the teachers. Since teachers have the need for professional development,
- (a) the very limited opportunity of in-service program offered each year needs to be improved to a considerable degree.
 - (b) distance education programs may be organized by consulting the responsible universities and colleges in the country.
 - (c) the region should establish its own Teacher Training Institute and Teachers' College to minimize the attrition rate.
5. To minimize the teachers' dissatisfaction level towards the technical assistance rendered by senior experts or supervisors at every level of the Regional Bureau of Education, it would be better to:
- (a) Revise the existing organizational structure and assign competent supervisors or experts.
 - (b) Strengthen the schools with adequate human and material resources to help one another in their own areas.

7. Since most teachers have suggested that cost of living is very high and they don't have supplementary incomes, it would be good if the Bureau or Zonal offices could assist the teachers in;
 - a) finding suitable part-time jobs that do not require higher expertise.
 - b) getting a plot of land to those who are in the rural schools so as to do farming during their spare time.
 - c) assisting them to get medical services with their families free of charge.
8. To make the study more comprehensive, attempts should be made to carry out a study with regard to the resources wasted due to the high rate of teacher attrition in the region.

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Appendix - A
Addis Ababa University
School of Graduate Studies
Department of Educational Administration

Dear Teacher,

The purpose of this questionnaire is to gather data for a study leading to an M.A. degree in Educational Administration. It is administered to survey your views about the Teacher Retention and Attraction in the Regional State of Benishangul -Gumuz.

Since the success of this study depends on your genuine responses, you are kindly requested to be honest towards all items provided in this questionnaire. The information you supply will remain confidential.

You are not required to write your name. Thank you in advance for your cooperation.

Sincerely,

Tesfaye W/M

Part One:

1. Zone _____ Woreda _____ School _____
2. Sex Male Female
3. Age _____ 4. Marital status. Single Married
5. Qualification _____ 6. Field of Study _____
7. Subject you teach _____ Grade you teach _____
8. Weekly period allotted to you _____
9. Years of service in teaching _____
10. Your birth place (please write only the name of the Region) _____
11. Do you have free house given to you to live in.
yes No
12. Is the house you rented _____
very expensive expensive reasonable
13. Is your monthly income sufficient to meet your financial obligations and support your family?
Yes, it is sufficient No, it is not sufficient
14. Do you get hardship allowance every month?
yes No
15. If you get hardship allowance every month, do you say the money is reasonable to the place you live in?
Yes, it is reasonable No, it is not reasonable
16. Do you supplement your income as a teacher by other activities (such as farming, trading etc) during the school year?
yes No
If your answer is yes please specify _____

17. When you were assigned to a school as a teacher, did the office pay you transport cost and perdiem?
Yes No

18. What do you think are the most difficult problems faced to teachers in this area? (Please specify some)

Part Two

The following are items related to the teaching profession itself. Read each statement carefully and put 'X' below the number of your response for each statement.

The numbers indicate:

5 = strongly agree

2 = disagree

4 = agree

1 = strongly disagree

3 = undecided

No	Items	Choices				
		5	4	3	2	1
19	Teaching is a very interesting work					
20	Teaching creates a feeling of security and safety to me.					
21	The opportunity to develop work experience in teaching is encouraging.					
22	Teaching is mostly full of routine activities.					
23	Most of the time I have to force my self to go to school.					
24	My teaching job gives me more real personal satisfaction than the things I do in my spare time.					
25	I am successful in my work.					
26	Teaching is better than I expected.					
27	Teaching is worse than I expected					
28	Teaching is not respected, pupils should ignore it as a profession.					
29	Knowing what I know now, if I had to decide all over again whether to enter teaching, I would choose it again as a career.					
30	Since teaching is a pleasant job, I will advise new teachers not to leave their profession.					

Part – Three

The following are items related to social factors in the teaching profession.
Give your response by putting 'x' in the choices given.

No	Items	Choices				
		Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
31	How satisfied are you in your relationship with fellow teachers in the school?					
32	How satisfied are you in the relationship with your head teacher?					
33	How satisfied are you in the discipline of your students ?					
34	How satisfied are you in the parental co-operation in your work?					
35	How satisfied are you in the technical assistance rendered by woreda /zonal/ or Bureau experts or supervisors to do a better work?					

No	Items	Choices				
		Extremely satisfied	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
36	How satisfied are you with the prestige and respect given to you from the community?					
37	How satisfied are you in the recognition received by your head teacher of your successful teaching.					
38	How satisfied are you in the social integration of the community with you?					
39	How satisfied are you in the recreational places in your area.					
40	How satisfied are you in the health service you get in your area.					

Part Four

The following are items related to the working conditions of teaching. Give your response by putting 'X' on the choices given.

No	Items	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	The technical support rendered by the head-teacher is satisfactory					
42	The technical support rendered by supervisors from woreda/ zone/ bureau is found to be of good help to me.					
43	Most of the time I have the opportunity to participate in decision making.					
44	Teacher promotions are fairly handled.					
45	Teacher transfers and deployments are mostly fair.					

No	Items	Choices				
		Strongly Agree	Agree	Undecided	Dissagree	Strongly Disagree
46	Opportunities for in-service training is not satisfactory					
47	The present school calendar is not convenient to this area.					
48	The weight of teaching loads is not heavy in the school.					
49	The teaching-learning process in this area is affected by the climatic condition.					
50	Salary is mostly issued every month on time.					
51	There are enough teaching materials in the school.					
52	Assignments of non-teaching duties outside the school are mostly affecting the teaching learning process.					

Part Five

53 The following are some of the possible reasons why teachers leave their profession. Please rank them by putting an 'x' mark below the numbers. You mark 'x' under number 1 for the best reason you assume and then continue to rank up to number ten.

Please read all the reasons before you rank

possible reasons for leaving the professions	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
<ul style="list-style-type: none"> • Poor relationship with follow teachers • poor relationship with the head teacher • Poor housing services • Unfavourable climatic condition • Scarcity of teaching materials • Inability on the teachers part to teach well • Inadequate (poor) salary • Lack of opportunity for further education • Low prestige and respect to teachers by the community • Lack of transfer to a more favourable areas 										

54. Why did you become a teacher ?

- . because you like it
- . because you didn't get other opportunities
- . because you want to use it as a spring board for other jobs

55. Do you think the training you received in the TTI or College (University) prepared you well for effective teaching in the schools ?

Yes No

If your answer for No. 55 is 'No' Why ?

56. If you could have your choice where would you like to work?

In your home town or village

A Place near your home town or village

A place away from your home town or village

Please give your reasons for your preference.

57. Do you plan to make the teaching profession your long term career (until retirement)?

yes No

58. Would you change your teaching profession if you get the opportunity for one of equal pay, security and status ?

yes No

59. If your answer for number 58 is 'yes' give your reason.

60. If your relative who is now enrolled in the university requests you for advice, would you advise him to be a teacher ?

yes No

61. If your answer for number 60 is 'No' give your reason.

62. What occupation do you think most of the teachers who left the profession are employed in? (Please identify some).

1. _____
2. _____
3. _____

63. On the whole, what do you think should be done to retain teachers in this region? (please state some solutions)

1. _____
2. _____
3. _____
4. _____

Thank you again
for your response

**Interview with Educators in
the Various levels of Education Bureau**

1. How are primary school teachers recruited, deployed and trained?
2. What are the pool mechanisms of high school teachers for the region?
3. How often are schools supervised by Woreda /Zone/ Bureau ?
4. Is there any training (in-service) strategy for up-grading the teachers in the region?
5. What motivating mechanisms are being used by the Woreda/ Zone/ Bureau to retain teachers?
6. What extra credit do you give for those who teach in the most hardship areas of the periphery?
7. What do you think are some of the reasons why teachers leave the teaching profession in this region?
8. What do you think are the main possible solutions to retain teachers in the region?

1. _____
 2. _____
 3. _____
-

APPENDIX - B

Satisfaction Level of Teachers Towards Working Condition

dicho. teachers' qualification		support rendered by head	support rendered by super	participation in decision makg	fair promotion	fair decision	fair transfer & dep. practices
ITI & ITI below	N	118	118	118	117	118	118
	Mean	3.84	3.05	3.45	2.88	2.88	2.18
	Std. Deviation	1.08	1.24	1.29	1.45	1.23	1.19
Diploma & Degree	N	117	117	117	117	117	117
	Mean	3.45	2.24	3.01	2.85	2.74	2.21
	Std. Deviation	1.26	1.32	1.33	1.33	1.21	1.21
Total	N	235	235	235	234	235	235
	Mean	3.65	2.65	3.23	2.86	2.81	2.19
	Std. Deviation	1.18	1.34	1.32	1.39	1.22	1.20

dicho. teachers' qualification		unsatisfa. in-service training	inconv. school calendar	fair teaching load	climate affects teaching	salary paid on time	adequate teaching materials	non-school activities
ITI & ITI below	N	118	118	118	118	118	118	118
	Mean	1.69	2.45	2.52	1.47	3.41	1.67	2.48
	Std. Deviation	1.11	1.36	1.30	.84	1.44	1.00	1.29
Diploma & Degree	N	117	117	117	117	117	117	116
	Mean	2.01	2.23	2.99	1.50	2.91	1.59	3.15
	Std. Deviation	1.28	1.40	1.39	.98	1.36	.81	1.39
Total	N	235	235	235	235	235	235	234
	Mean	1.85	2.34	2.75	1.49	3.16	1.63	2.81
	Std. Deviation	1.21	1.38	1.36	.91	1.42	.91	1.38

APPENDIX - C

Satisfaction Level of Teachers Towards Social Relations

dicho. teachers' qualification		satisfaction level with teachers	satisfaction level with headteacher	satisfaction with students discipline	parental cooperation	assistance from education officers
ITI & ITI below	N	118	118	118	118	118
	Mean	4.15	3.81	2.91	2.32	2.44
	Std. Deviation	1.07	1.15	1.26	.93	1.12
Diploma & Degree	N	117	117	117	117	117
	Mean	4.00	3.63	2.28	2.02	1.95
	Std. Deviation	1.03	1.20	1.16	.98	1.14
Total	N	235	235	235	235	235
	Mean	4.08	3.72	2.60	2.17	2.20
	Std. Deviation	1.05	1.17	1.25	.97	1.15

dicho. teachers' qualification		respect by community	recognition by Head	social integration	recreation facilities	health service
ITI & ITI below	N	118	118	118	118	118
	Mean	3.01	3.54	3.19	1.45	2.22
	Std. Deviation	1.19	1.15	1.18	.71	1.15
Diploma & Degree	N	117	117	117	117	117
	Mean	2.66	3.28	2.72	1.44	1.84
	Std. Deviation	1.20	1.23	1.31	.85	.92
Total	N	235	235	235	235	235
	Mean	2.83	3.41	2.95	1.45	2.03
	Std. Deviation	1.21	1.20	1.27	.78	1.06

APPENDIX - D

Teachers Attitude Towards the Teaching Profession

dicho. teachers' qualification		Job is interesting	feel secured and safe	develop work experience	job is routine	force myself to go school
ITI & ITI below	N	118	118	118	118	118
	Mean	4.59	3.84	4.42	2.95	4.14
	Std. Deviation	.69	1.43	.95	1.55	1.25
Diploma & Degree	N	117	117	117	117	117
	Mean	4.01	3.48	4.39	2.54	3.95
	Std. Deviation	1.23	1.41	.96	1.38	1.21
Total	N	235	235	235	235	235
	Mean	4.30	3.66	4.41	2.74	4.04
	Std. Deviation	1.04	1.43	.95	1.48	1.23

dicho. teachers' qualification		gob gives me satisfaction	successful in work	teaching is better than expected	job is worse than expected	teaching is not respected	job is pleasant	if to decide again, rechoose
ITI & ITI below	N	118	118	118	118	118	118	118
	Mean	4.25	4.44	3.41	3.58	3.88	3.63	3.58
	Std. Deviation	1.15	.84	1.47	1.46	1.46	1.34	1.40
Diploma & Degree	N	117	117	117	117	117	117	117
	Mean	3.82	4.00	3.05	3.40	3.39	2.87	2.97
	Std. Deviation	1.20	.96	1.42	1.38	1.49	1.31	1.43
Total	N	235	235	235	235	235	235	235
	Mean	4.03	4.22	3.23	3.49	3.64	3.25	3.27
	Std. Deviation	1.19	.93	1.45	1.42	1.49	1.38	1.44

APPENDIX - E

Univariate Analysis of Variance

Descriptive Statistics

Dependent Variable: score on attitude teach prof.

change your profession	dicho. att. on tsach prof.	Mean	Std. Deviation	N
Yes	TTi & TTi below	43.38	7.95	58
	Diploma & Degree	40.43	9.15	79
	Total	41.68	8.75	137
No	TTi & TTi below	50.69	6.27	58
	Diploma & Degree	44.89	5.89	37
	Total	48.43	6.72	95
Total	TTi & TTi below	47.03	8.02	116
	Diploma & Degree	41.85	8.48	116
	Total	44.44	8.64	232

Levene's Test of Equality of Error Variances^a

Dependent Variable: score on attitude teach prof.

F	df1	df2	Sig.
5.257	3	228	.002

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+V56+V79+V56 * V79

Tests of Between-Subjects Effects

Dependent Variable: score on attitude teach prof.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3608.268 ^a	3	1202.756	20.136	.000
Intercept	433896.156	1	433896.156	7263.991	.000
V56	1868.415	1	1868.415	31.280	.000
V79	1031.505	1	1031.505	17.269	.000
V56 * V79	109.425	1	109.425	1.832	.177
Error	13619.004	228	59.732		
Total	475489.000	232			
Corrected Total	17227.272	231			

a. R Squared = .209 (Adjusted R Squared = .199)

APPENDIX - F

Benishangul – Gumuz Regional State (Region 6)

Legend

- International Boundary
- - - Regional Boundary
- - - Zone Boundary
- - - Woreda Boundary

1 ASOSSA ZONE

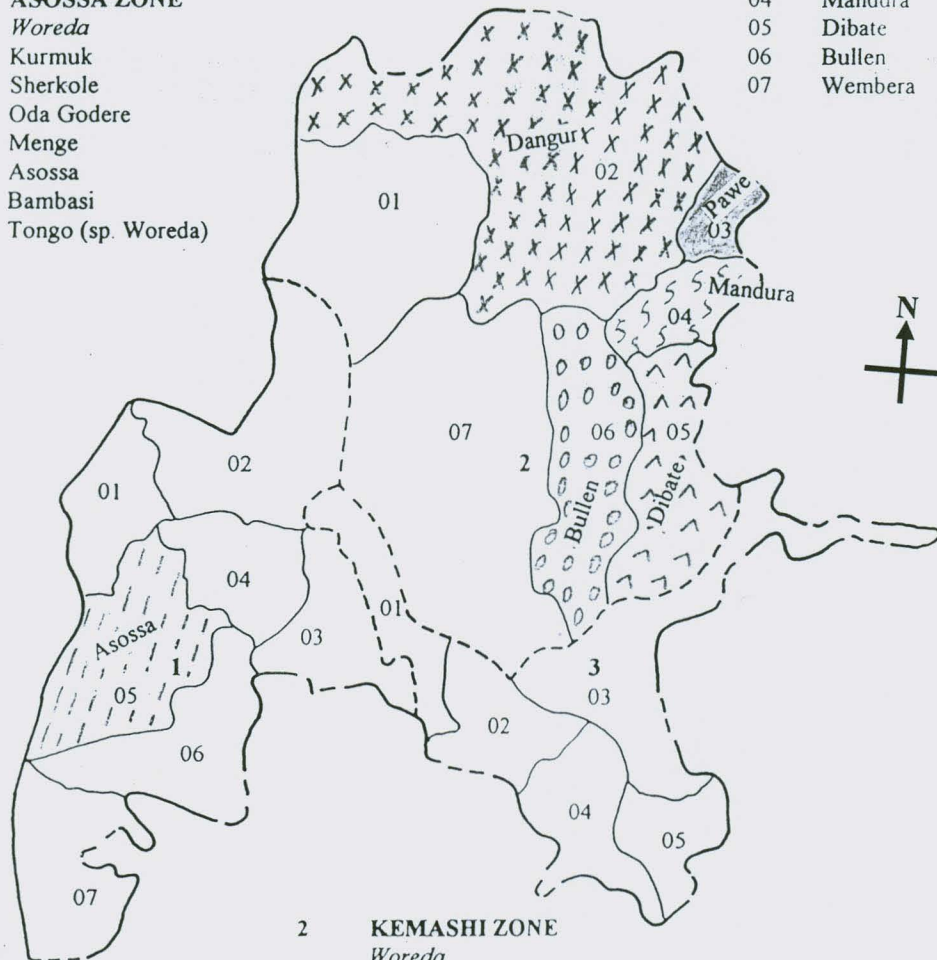
Woreda

- 01 Kurmuk
- 02 Sherkole
- 03 Oda Godere
- 04 Menge
- 05 Asossa
- 06 Bambasi
- 07 Tongo (sp. Woreda)

2 METEKEL ZONE

Woreda

- 01 Guba
- 02 Dangur
- 03 Pawe (sp. Woreda)
- 04 Mandura
- 05 Dibate
- 06 Bullen
- 07 Wembera



2 KEMASHI ZONE

Woreda

- 01 Serb Abay
- 02 Agelo Meti
- 03 Yaso
- 04 Kemashi
- 05 Belo Jegenfo

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used in this thesis have been duly acknowledged.

Name: Tesfaye W/Michael

Signature



Place and Date of Submission: Addis Ababa University
May, 1999

