

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**A STUDY OF CAUSES OF TEACHER
ATTRITION IN SELECTED REGIONS OF
ETHIOPIA**

**By
BEFEKADU GEBRE TSADIK**

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TEACHER ATTRITION IN
SELECTED REGIONS OF ETHIOPIA**

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ABSTRACT

This study was aimed at investigating the pressing issue of the reasons why teachers leave the teaching profession and the factors that contributed to or aggravated the exodus from teaching. It was also intended to identify preventive strategies to reduce attrition and increase teacher retention.

To conduct the study, a descriptive survey was employed. For this purpose, the study was conducted in four sample regions of Ethiopia: Addis Ababa, Afar, Amhara and Oromia. From these regions samples were taken from 12 Zones, 20 Weredas, 46 Primary and 12 Secondary Schools. Randomly selected samples of practicing teachers (N = 884) of former teachers (N= 282) from primary and secondary schools and of prospective teachers (N=162) from eight teacher education institutions were involved in filling questionnaires to provide first hand information. Interviews and focus group discussions were carried out with education officials from REBs, ZEDs, WEOs and incumbent school principals and teachers. In addition, various documents and personal observations and experiences were used as instruments to collect data. Data analysis was made by using statistical tools such as percentage, mean, Chi-square, rank order correlation coefficient and t-test to identify whether there were differences and agreements among the respondents on several variables .

The study revealed that average teacher attrition rate per annum in the three years period (1996/97-1998/99) for the four Sampled Regions was about 3%, the highest (7.4%) in Afar Region (a peripheral region), and the lowest (1.3%) in Addis Ababa (an urban region). Over a similar period, among the teachers with certificate, diploma and degree holders about 1%, 5% and 8% of them respectively left the profession annually. Annual rate of attrition for primary school teachers found to be about 1% , in contrast to the rate of attrition of secondary school teachers that reached 5.3%. The failure of new graduates to turn-up before starting the profession also aggravated attrition. Within the three years period (1996/97 - 2000/01) among the new graduates 14.1% of diploma and 19.1% of degree holders failed to report to Afar, Amhara and Oromia regions collectively.

Former teachers left their jobs mainly for the reasons which are in rank order: the low social prestige accorded to teaching by the society at large, low economic and financial benefits, lack of transfer, unfavourable working conditions within schools, administrative problems, lack of professional career development, difficulties of living conditions, overloaded work, limited chance for further education and lack of instructional support.

The study also revealed that the majority of former and practicing teachers lacked initial commitment to teaching. Substantial number of practicing teachers disclosed that they would not prefer to stay in teaching. The majority of prospective teachers in the degree programme joined teacher education programme without being interested.

The new career structure and salary scale has failed to bring about the intended purpose of retaining teachers as they left the profession at a significant rate. Almost all practicing teachers disclosed that the career structure lacked the power to motivate teachers.

Finally, the study discusses the consequences as result of teacher attrition and suggestions are forwarded for how policy decision-makers in the MOE, REB, ZED, WEO as well as in schools and communities, can help reduce attrition, enhance retention and attract the best recruits to teacher education programmes.

ACRONYMS

BESO	Basic Education System Overhaul
EC	Ethiopian Calendar
ESDP	Education Sector Development Programme
ESLCE	Ethiopian School Leaving Certificate Examination
ETP	Education and Training Policy
FOE	Faculty of Education
FGE	Federal Government of Ethiopia
ERGESE	Evaluative Research on General Education System of Ethiopia
GCE	General Certificate of Education
GO	Government Organization
ILO	International Labour Organization
MOE	Ministry of Education
NGO	Non-Government Organization
REB	Regional Education Bureau
SIDA	Swedish International Development Agency
TGE	Transitional Government of Ethiopia
TTI	Teacher Training Institute
TTC/CTE	Teacher Training College/College of Teacher Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Fund
USAID	United States Agency for International Aid
WEO	Wereda Education Office
ZED	Zonal Education Department

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the study

One of the key factors towards improving the quality of education is the effectiveness of teachers. The teacher is the most important resource in an education system in any society (Oliveria and Farrell, 1993:7). The teacher also plays a major role in the delivery of quality education. Educational quality, as measured by students academic achievement, has been shown to be largely a function of teacher quality (Avalos and Hadad, 1979:156; Fuller, 1986: 18). The age, sex, and experience of teachers as well as the salary or other "rewards" they receive are also factors in quality education (Cummings in Tatto, Nielson & Cummings, 1991:6)

Over the last decade many African countries have experienced a rapidly increasing demand for education, a decline in national resources available to support education, and a drop in teacher quality and preparation (Gynor,1998:16). Growing national and international commitments to universalizing primary education and improving its quality during the 1990s have, paradoxically coincided with a global deterioration of teaching and teachers' condition of work (UNESCO, 1998:21).

In order to ensure effective implementations of educational reforms towards an overall improvement of the quality of education and expansion of educational provision at various levels of a country's' education system, there needs to develop a teaching force that is motivated and committed (Befekadu, 1998: 375). Researchers in the field such as Fuller (1986:20-1); Dove (1986:308); Avalos and Hadad (1979:161); Rust and Dalin (1990:19) assert that teachers are the agents of all curriculum implementation, and their centrality to the education system can therefore not be overemphasized. The teaching profession has the responsibility for the care of generations of school children. Besides the home, the school is the most important and most influential institution in the education of the growing person. Those people who are entrusted to mould the character of the learner and help the learner acquire useful knowledge and skills are also expected to be good role models. It should be noted therefore that the teacher is the most crucial factor in achieving the objectives of education of a country.

Nevertheless, as addressed in the document of ILO (1996:23-4), the drastic worsening of teachers' working conditions and the consequent brain-drain of qualified and experienced teachers to other professional field have threatened the quality of education. For instance Chapman (1994:5) revealed that teacher attrition is a particular threat to sustained improvement in educational quality. Further, Murray (1997:179-8) goes on to add that the loss of experienced teachers is seen as a threat to instructional quality and as a waste of scarce resources since replacement teachers have to be recruited and trained. Teacher training is expensive and the investment is lost when teachers once trained, leave teaching (Murray,1997:180).

Professional quality is directly inter-connected with the quality of life. It is therefore logical and understandable that teachers with very low incentives who are able to upgrade their formal qualification, look for better job alternatives. In connection to this, Chapman and Hutcheson (1982:102) stated that the attrition of teachers is an issue of increasing concern in the education system of Sub-Saharan African countries. Moreover SIDA (2000:8) points out that for working conditions those teachers in some African countries who stay in the profession, whether trained or not, prevent them from performing their duties as teachers, because they need to earn extra income. Lockheed and Verspoor (1991:93) also noted the often precarious classroom situation without adequate facilities, necessary equipment and teaching materials, overcrowded classes, new demands and high expectations from teachers by students and parents have been found to act as hindrance to effective role fulfillment by teachers.

The problems of high teacher attrition have their roots in the recent history of the development of education systems in many developing countries (Göttelmann-Duret & Hogan, 1998:26). Education systems grew rapidly in response to both increasing population and increasing participation rates. In consequence, the rapid growth in the teaching force put great strain on national education budgets at a time when many countries were experiencing serious economic and fiscal problems that in turn, caused deterioration in the remuneration of teachers (Chapman, Synder and Burchfield, 1993:308).

Often Sub-Saharan African countries became enmeshed in multi-faceted problems, with fewer well-qualified teachers in front of large classes, in poor facilities, without textbooks or

other forms of instructional assistance, in a system managed by staff poorly prepared for responsibility. The cumulative problem as mentioned above contributed to low teachers' working conditions and that lead to voluntary teacher attrition (UNESCO 1998:22; Nhundu, 1999:21-3). These, again caused a drop in the quality of education.

Governments of developing countries are now realizing that low educational quality has serious negative consequences on the continued development of other sectors of the economy (Fuller, 1986:2). Improvements in education, health, agriculture and economic sectors depend on an educated workforce. In order to prepare knowledgeable and skilled manpower for development, many developing countries, including Ethiopia have set a new education policies and strategies. An essential part of the policies and strategies in virtually all of the developing countries was to upgrade the effectiveness of the teaching force (Dove , 1986:54).

However writers such as Oliveira and Farell (1993:7) , Chapman, Synder and Burchfield (1993:303), have identified that in many African countries teachers once trained, tend to leave teaching. This has lead to a widespread interest in identifying ways that a country's investment in its teachers can be protected. Chapman (1994:47) , in his study of the causes of teacher attrition in some developing countries, concluded that to a great extent, high levels of teacher attrition can be explained by low teacher morale. The high teacher attrition occurred largely due to the lack of financial and other incentives for teachers, inappropriate recruitment and promotion policies, weak administrative support for teachers such as late salary pay, inadequate instructional support and poor communications (Zymelman and Destefano, 1989:18).

Despite the realization of the gravity of teacher attrition in Ethiopia, studies conducted in this area have been scarce and lack depth. Therefore, this study is conducted to diagnose the problem from its different angles and to suggest possible policy strategies for motivating and retaining teachers and thus to reduce attrition.

1.2. Statement of the problem

The Ethiopian education system is beset by low access, inequity, declining quality and inefficiency (MOE, 1998:1-3). Over the last five years Ethiopia has experienced , a rapidly increasing demand for education, a decline in resources to support education and a drop in teacher quality and preparation that resulted from the education system being expanded faster

than qualified teachers could be recruited or trained. Many schools are suffering from shortage of qualified and experienced teachers. More specifically MOE, (1999:62-71) indicated that about 12% , 71% and 60% of teachers are found to be untrained or sub qualified in the 1st cycle primary (grades 1 - 4), 2nd cycle primary (grades 5 - 8), and in senior secondary schools (grades 9 - 12), respectively. Even the formally "qualified" teachers are generally considered to have received professional training of rather poor quality.

According to the target set in the 5-year Education Sector Development Programme (ESDP), the primary school pupils' enrollment ratio will increase from 30 percent to 50 percent within 1997/98 to 2001/02. The goal is to attain universal primary education by the year 2015 (MOE, 1998:5). In consequence the implementation action plan of ESDP placed great emphasis on the supply of thousands of trained teachers annually. However, the recent projection on teacher supply and demand revealed the untrainability of the supply of teachers with the current capacity of teacher training institutions. Therefore the annual supply of trained teachers lags substantially behind demand (MOE, 1999).

So, there is a bottleneck problem within this broader framework of the endeavour to supply the required number of trained teachers and so improve the quality of and access to education. One particular threat is the current trend of increased teacher attrition in Ethiopia.

Data collected from four regional states -Amhara, Benshangul Gumuz ; Oromia and Somali in the recent five years (1995/96-1998/99) revealed that, more than two thousand primary school teachers have left teaching for various reasons. The volume of teacher attrition in secondary schools in the above Regional States and including Harari, in the past four recent years (1996/97 - 1999/00) was found to be about seven hundred.

The loss of experienced teachers is seen as a threat to instructional quality and a barrier to the nationally set goal to improve enrollment. The investment in teacher education and training is lost when teachers trained through pre-service and in-service leave teaching permanently.

An incentive scheme " Teachers' Career Structure" has been put into practice since 1995/96 as solution to the exodus of teachers to other jobs, to retain them in teaching, to boost their morale and to attract potential candidates to enter teacher education programmes. Nevertheless, teachers still leave the profession at a considerable rate for various reasons. The researcher's experience and access to information and data on supply and demand of trained

teachers, had led him to conceptualize the problem of unprecedented exodus from the teaching profession that hampered the national policy efforts to improve the supply of quality teachers. This was one of the issues on the agenda of the 9th and 10th Annual National Education Conferences held at Dire Dawa and Benishangul-Gumuz respectively.

It was, therefore, necessary to assess the causes of teacher attrition and to seek possible strategies to ameliorate such a daunting problem that has been found to be insoluble to date. Accordingly, with respect to the issue of teacher attrition, the study attempts to seek answers to the following basic research questions.

1. What is the rate of teacher attrition in the sample regions of Ethiopia (Addis Ababa, Afar, Amhara and Oromia)?
 - 1.1. Is there a significant difference in the magnitude /extent of teacher attrition among the sample regions?
 - 1.2. Is there any significant difference in the rate of attrition among the sample regions with respect to level of school (primary and secondary), educational background, age, gender, year of experience, place of work and subject specialization?
2. What are the main causes for teacher attrition in the sample regions of Ethiopia?
 - 2.1. What are the conditions that compelled former teachers to quit teaching?
 - 2.2. What is the intention of practicing teachers to stay in teaching ? Are there conditions compelling them to leave the profession? Does the new career ladder and salary scale influence teachers to remain in teaching?
 - 2.3. Are there conditions attracting prospective teachers to join the teaching profession? What is their future intention to stay or leave teaching?
3. What consequences are prevailing in schools as a result of teacher attrition?
4. What changes are teachers expecting?
5. What possible strategies/measures can be taken to circumvent the problem of teacher attrition?

1.3. Purpose of the study

The purpose of this study is to assess the causes of teacher attrition and to seek possible preventive strategies that could motivate teachers to remain in teaching. Therefore in an attempt to answer the above mentioned basic questions, the focus of the study is to:

- point out the main causes and magnitude of teacher attrition in Ethiopia with particular reference to Afar, Amhara, Oromia and Addis Ababa Regions,
- show whether there are differences in attrition among teachers of their different qualification, age groups, sex, service years, school level and place of work,
- examine the consequences of teacher attrition ,
- assess the changes teachers expect, and
- identify strategies or measures to be taken to curb teacher attrition.

1.4. Significance of the study

This study may be significant in providing practical suggestions for how education policy decision-makers at the various echelons and other stakeholders, including teachers themselves, schools and communities can help reduce attrition and encourage retention of teachers.

It is also believed that the outcome of the study could help education decision-makers planners, specifically those concerned with teacher education and management, at MOE and Regional level to design models for projecting teacher supply, demand and quality, as well as to seek efficient and cost effective alternative strategies in teacher education programmes. Information emanated from the findings of the study on factors that influence teacher attrition and retention could be of considerable importance in career counseling of prospective teachers and in the design of appropriate teacher education courses.

In addition the study could contribute to further studies related to factors associated with teachers' job status, retention and attrition that will help to identify teacher incentive policy reforms.

1.5. Delimitation of the study

Although teacher attrition is a nation wide problem that requires large scale and rigorous study, circumstance such as human, material and financial resources as well as time constraint, compelled the researcher to limit the scope of the study.

Therefore the study was limited to four selected Regional states of Ethiopia: Addis Ababa, Afar, Amhara and Oromia. These regions were purposefully selected because they have distinctive features of educational, economic, social and cultural backgrounds.

Amhara and Oromia Regional states are the two biggest regions in Ethiopia, that comprise more than half of the population of schools, teachers and students of the nation. In order to examine and compare teacher attrition and retention with factors associated to urban and rural settings, Addis Ababa is taken as one of the sample areas of the study. Afar, being a peripheral region is assumed possibly to have a very high prevalence of factors that cause teachers to leave teaching.

Since 36% of the regions in Ethiopia were incorporated in this study, with diverse distinctive features, it would be possible to infer from the findings of the study and generalize these to nationally representative.

1.6. Research Methodology and procedures of the study

1.6.1. Methodology

The descriptive survey method was employed in this research study. This method could enable the current state of teacher attrition in the sample regional states to be revealed. The appropriateness of this method has been noted by Best and Kahn (1993:105-129); Seyoum and Ayalew (1989:17).

1.6.2. Sampling Techniques and Source of Data

The study was conducted in 12 Zones, 20 Weredas, 46 Primary and 12 Secondary Government Schools for investigation from the four sampled regions (see Table 1.1).

The 12 Zones, comprised about 37% of the total number of all zones in the four regions. The zones from each region were selected purposefully on the following basis.

First, with the consent of the respective REBs, to take account of the degree of prevalence of the teacher attrition problem to obtain sufficient data. Secondly, to make the study feasible

within the constraints of finance and time, the zones proximity to one another; these zones lie along the same route and it is relatively easy to go from one zone to another.

On the basis of the above reasons, three zones from Addis Ababa (Zone One, Four and Six), two zones from Afar (Zone Two and Three), three zones from Amhara (East Gojjam, North Gondar and South Wello) and four zones from Oromia (Bale, Arsi, West Shoa and East Wellega) were identified and used for the investigation.

Then, with the consent of each of the above ZEDs, from each zones two Weredas were selected purposefully on the basis of the prevalence of teacher attrition and easy access to collection of data. None wereda was sampled from Afar, as the region has no WEO. From each wereda two primary schools were selected that urban; and rural schools represented in balanced way. From each zone one secondary school was included in the study. Care was taken to avoid the selection of schools that were very close together. A total of 46 primary and 12 secondary schools were involved in the study.

Then from each school, teachers were selected to represent variables of gender, age, educational background (certificate, diploma and degree), teaching experience, rank in the career structure and subject specialization. Among 2668 a total of 1030 (38.6%) practicing teachers were involved in the study using a stratified random sampling technique.

Teachers who left teaching for various reasons after the introduction of the "new teachers' career structure and salary scale" (1995/96) were involved in to the study according to availability sampling. The reason for selecting former teachers on the basis of availability was that there was no official source of data concerning their address and variables. Besides they were the appropriate and knowledgeable bodies to respond to the causes of attrition. The effort made to incorporate available former teachers enabled the researcher to distribute 300 questionnaires to former teachers. Among these 282 (94%) filled and returned the questionnaires.

A total of 180 prospective teachers were also incorporated in the study who have been attending certificate , diploma and degree level teacher education progammes in the academic year of 2000/01, in the teacher education establishments of Asella, Debre Berhan, Gondar, Jimma, Kotebe and FOE in the Universities of Alemaya, Bahir Dar and Dehub. The training

institutions were selected purposefully on the basis of the service they render in preparation of teachers for the respective sample regions and national wide. Assela and Jimma prepare primary teachers for Oromia Region. Similarly, Debre Berhan and Gondar prepare primary teachers for Amhara Region. Kotebe prepares primary teachers for Addis Ababa and for some peripheral regions including Afar . The three FOE prepare secondary school teachers for national purpose. On the basis of breadth of exposure to the programmes and long stay in the training institutions, prospective teachers from graduating classes of 4th year in degree and 2nd year in diploma programmes were sampled. Those in TTIs who had completed 1st Semester were selected for the same reasons. Among 1607 prospective teachers 180 (11.2%) were taken as sample using a stratified random sampling technique taking care of the representation of females and subject specializaiton.

Table 1.1 Sample Population of practicing teachers, Zone, Wereda and School

Region	Practicing teachers				Zone	Wereda	School	
	qualification						Prim.	Sec.
	Certificate	Diploma	Degree	Total				
Addis Ababa	120	60	30	210	3	6	12	3
Afar	50	25	10	85	2	-	6	2
Amhara	180	90	45	315	3	6	12	3
Oromia	240	120	60	420	4	8	16	4
Total	590	295	145	1030	12	20	46	12

Table 1.2 Sample population of prospective teachers

	Assela TTI	Debre Berhan TTI	Gondar CTE	Jimma TTI/CTE	Kotebe TTI/CTE	Alemaya Univer.	Bahir Dar University	Debab University	Total
Prospective teachers	20	20	20	30	30	20	20	20	180

1.6.3. Measures/variables

Independent variables are current practicing teachers' personal characteristics, working conditions and other factors that affect the job satisfaction of teachers and might compel them to quit teaching or intend to quit teaching in the future. The factors that pushed former teachers to voluntary attrition are taken as independent variables. Also, the feelings of prospective teachers in teacher training establishments about the profession are considered as

independent variables. Information on personal backgrounds such as sex, age, work experience, place of work and educational background are taken as dependent variables for the three categories of respondents.

1.6.4. Instruments for Data collection

The following instruments were employed to collect the necessary information.

- **Questionnaire:** In order to secure information from many people, a specially developed questionnaire with close and open ended questions was devised in Amharic and distributed to practicing, former and prospective teachers.
- **An interview protocol** was prepared for Region, Zone, Wereda Education Officials and school principals.
- **Focus group discussion** was conducted with some of practicing primary and secondary school teachers in order to draw more information on the consequences of attrition, opinions and views on the causes of attrition.
- **Quantitative data collecting format** was designed in Amharic and distributed to all REBs in order to secure quantitative data on the type and number of teachers who left teaching in the period of 1995/96-1999/00.
- **Document Analysis:** During the process of the study, various readings of literature and previous research findings related to the problem under investigation and other reliable information were obtained from documents of MOE, Regions, Zones Weredas and schools.

The questionnaires designed for the three categories of respondents were given for comments to experts pertinent in the field at MOE/TEMSD and to the advisor of the researcher for the purpose of checking validity. Then it was pilot-tested using respondents of similar character from outside the sample areas of the study. The questionnaire for former teachers was pilot-tested on ex-teachers from Somali Regional State now employed in non-teaching jobs.

1.6.5. Procedures of Data Collection

Since the sample areas were widely distributed that constitute about 36% of all regions of Ethiopia, the following data collection procedures were employed for consistency of procedures and to facilitate the progress of the study.

- a) The four Regions were grouped into two: Oromia and Addis Ababa ; Afar and Amhara. Parallel to these, two groups of experts from MOE/TEMSD that comprised 2 persons each including the researcher were formed for field data collection in the above regions.
- b) The group met before moving to the field, discussed data collection procedures in the field and designed a data distribution and collection check list.
- c) REBs, TTIs, TTCs and Universities were informed earlier through official letters about the purpose of the study and the procedures of data distribution and collection.
- d) Contact persons in each sample REB, ZED and WEO were arranged at arrival in the field and that eased the data distribution and collection.

1.6.6. Methods of Data Analysis

Prior to data analysis, a frequency matrix was designed to aggregate quantitative and qualitative/descriptive responses. For this purpose, four people, including the researcher were involved as numerators. In order to use different methods of data analysis relevant to each variable all available data were collated by categorizing the respondents into three groups (former teachers, practicing teacher and prospective teachers).

Accordingly, the following statistical techniques were employed for data analysis

- a) *A five point Likert-type rating scale* to analyze and interpret the scores rated by respondents.
- b) *Percentage*, employed for responses with ordinal and nominal variables/characters
- c) *Mean Values*, computed to find out average values of the factors affecting to leave or stay in teaching and other related factors.
- d) *Rank orders* based on mean values were established according to the importance of factors that were more prevalent in causing teachers to quit teaching. In certain question items, frequencies have been computed into rank and then to **Spearman's Rank Correlation Coefficient**.
- e) The mean scores were further used for **t-test analysis** to identify whether or not there were significant mean differences between the categories of the respondents on certain factors.
- f) **The Chi Square Test (χ^2)**, was used to test independence of one variable that it was not affected by, or related to another variable.

1.7. Limitations of the study

This study has certain limitations, which were beyond the scope of the researcher. The researcher being engaged in full-time work and having restricted time for this research work is one of the major constraints of the study.

The other problem faced was lack of accurate, adequate and timely data from all Regions regarding raw quantitative data on teacher attrition. Comparisons and contrasts among all regions were thus not possible in this study.

1.8. Operational Definitions

- Attrition Rate:** It is the fraction or percentage of teachers serving in schools in one period (either in some specified teacher category or in all categories combined) and those who left teaching permanently or were not employed as teachers in a subsequent period (Barro, S.M, (1992 :150). (In this research, the writer considered attrition as any teachers who left teaching voluntarily in a certain period of time).
- Career Ladders:** Hierarchy of occupational progression, with training, from entry level to higher levels, in the same occupation. (Page, G.T., and Thomas, J.B., 1977:55)
- College of Teacher Education (CTE/TTC) :** A teacher education institution that prepares teachers for second cycle primary education, (grades 5-8) through the diploma programme of two years duration after completion of general secondary education (grade 12) (MOE, 1999:35).
- Motivation:** An internal or external state of a person that impels him/her into action. It is a person's reason for doing something. It can also be conceptualized as goal-directed activity which is concerned with the intention, sustenance and direction of that activity based on peoples' need. Motivation can be intrinsic or extrinsic in nature (Nyagura, L.M and Chivore, B.R.S., (1997:5).

The Status of Teachers: Both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups (ILO/UNESCO, 1984:5).

Peripheral Region: In the Ethiopian context, Regions which are considered underdeveloped compared to other regions. These include Afar, Benishangul-Gumuz, Gambella and Somali.

Teacher Incentive System: An incentive that may facilitate, reinforce or reward specific actions. It is a collection of rewards and penalties and a set of procedures for assigning them to individual teachers (Kemmerer, F. , 1993:49)

Teacher Turnover: The loss and subsequent replacement of teachers, usually expressed as the proportion of change in a specific teacher group during a stated time period, for example one year (Good, C.V, 1973:626).

Teacher Education: Formally organized attempts to provide more knowledge and skills to prospective or experienced teachers and occur either in teacher education institutions or in school contexts (Tatto, M.T., 1997: 405).

Teacher Training Institute (TTI): A teacher education establishment that prepares teachers for first cycle primary education or basic education (grades 1-4), through a certificate programme of one year duration after completion of general secondary education (grade 12) (MOE, 1999:30).

Urban Center: A locality with 2000 or more inhabitants (TGE, Office of the Population and Housing, 1991:8).

1.9. Organization of the study

This study has four chapters. Chapter one consists of the background of the problem, which elaborates the problem of the study, its approach, statement of the research problem, purpose, significance and scope of the study, and the research methodology and procedures of the study.

Chapter two is a review of related literature based on findings of previous studies relevant to the problem under investigation at international and national context.

Chapter three deals with the analysis and interpretation of data. This part of the research attempts to provide the answers to the research questions raised in the research problem.

Finally, chapter four presents the summary of the findings, conclusions and recommendations.

CHAPTER TWO

Literature Review

This section of the study examines related literature on factors that compel teachers to leave their career, the implications, consequences and problems of attrition especially in developing countries. It also attempts to overview past studies related to teacher attrition and problems encountered by teachers that deter them from remaining in teaching in Ethiopia.

2.1. Factors that Compel teachers to leave the teaching profession

No doubt the teaching–learning process is the most important determinant of the quality of education. Therefore one of the key aims of the education system of a country is to ensure enhancement of the status and quality of its teachers so that they are sufficiently motivated to implement its intended goals for quality of education.

However, reports on the conditions of education in developing countries revealed that declining school quality and inefficiency are the two most serious problems (Chapman, 1994:1 ; Hallak, 1990:33 ; Lockheed and Verspoor 1991:56 and Thompson 1995: 63). The main reasons for these constraints are that teachers appear dissatisfied, and have low morale. Thompson (1995:63-5) citing Avalos and Hadad (1979); Dove (1986), and Dalin and Rust (1990), pointed out that teachers in the developing world generally appear dissatisfied with their remuneration and perceive themselves as poorly paid in comparison with similarly qualified staff in other occupations. This view is shared by Nwaboku (1995: 43) who, in characterizing the situation of the Sub-Saharan teaching profession writes the following:

The teacher in Sub-Saharan Africa is a poor-man. He is a poor achiever because of the poor conditions under which he works; he is poorly paid by poor governments, he is poor (low) in spirit and therefore of poor self-esteem. The teaching profession is engulfed by a vicious cycle of poverty.

Thompson (1995:67) moreover states that many qualified and experienced teachers may leave the teaching profession because of its lack of career prospects in comparison with other professions . One of the major concerns must be to retain such teachers in the school system by providing them with career and salary structures, improving working conditions which attract and satisfy them and which reward and encourage the more talented and committed staff while stimulating the less motivated staff into improving their ways. In addition

Chapman (1994:1-4) and Murray (1997:179-82) state their concern that the loss of experienced teachers is seen as threat to instructional quality and as a waste of scarce resource since replacement teachers have to be recruited and trained. Thus investment is lost when teachers, once trained, leave teaching, since teacher training is expensive.

Chapman (1983:43-45) identified three trends that contribute to teacher attrition. Firstly, there is disturbing evidence that the intellectual quality of those choosing to enter and remain in teaching is on the decline. This implies that when the quality of teachers decline, the quality of education they provide is likely to follow. The retention of highly qualified teachers already in the schools may help to offset this trend.

Secondly, those already in teaching have experienced a rapid change in the conditions that describe their work place. For example, many people entered teaching in the belief that it would allow considerable career mobility. Yet, with a declining number of student teachers and a surplus of teachers in some parts of the country, many teachers no longer have the mobility they thought they were gaining in their choice of careers. Indeed teachers believe they have little lateral mobility and less upward mobility than do people in other careers. This can lead to dissatisfaction and attrition from the profession.

Thirdly, schools and teachers have been the target of considerable criticism in the media and 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 instability. These factors, among others, highlight the concern of educators with the factors associated with teacher attrition.

Other studies have also investigated factors related to attrition including personal characteristics, teacher training and early teaching experience, professional and social integration into teaching, and career satisfaction. (Charters, 1970; Mark and Andreson, 1978; Bloland and Selby, 1983 in Chapman, 1983: 43 - 49). Based on a synthesis of personal characteristics, Chapman and Lowther (1982) asserted that,

Men and Women differed significantly in their self-rated career satisfaction; women indicated significantly greater satisfaction with their career than did men (in Chapman, 1983:44)

However Chapman and Hutcheson (1982:103) examining the career pattern of graduates of three Indiana Universities who had gone into teaching, found the sex of the teacher was not significantly related to teacher attrition. While sex may not be directly related to attrition, it appears to be related to other variables which in turn are related to attrition.

The other personal perspective that affects teacher attrition is lack of commitment to teaching. In line with above statement to avoid producing new teachers with inadequate professional commitment as is the case with many practicing teachers, developing countries must design policies that improve motivation in order to minimize attrition and encourage retention of teachers (UNESCO, 1996:17). To improve teacher motivation requires restructuring the incentives for teachers to perform well.

As stated above by many writers, there are many factors that contribute to teachers' lower level of satisfaction, possibly a career instability and attrition. The following part look greater detail at these main factors.

2.1.1. Low Social Status accorded to the teaching profession.

The regard with which teachers are held by the community appear to be widely concerned. It generally appears that teachers are much less valued by the public.

In Africa at time when there were few literate people, even primary teachers held positions comparable to priest. The teacher was actively involved in decisions of great importance and was consulted regularly concerning policy and community decisions. With the expansions of educated people, the teacher began to lose status and eventually came to be regarded as of little value (Bude, 1982 in Rust and Dalin, 1990:164).

The situation for teachers has been exacerbated by attempts on the part of governments to control teachers and deprive them of what little professional status they have. Because of the tremendous costs of education in countries with very limited resources, some policy makers

come to advocate a "barefoot doctor" model, consisting of teachers having enough training to do the job, but not so much expertise as to be separated from the community and its people (Dove, 1986:112).

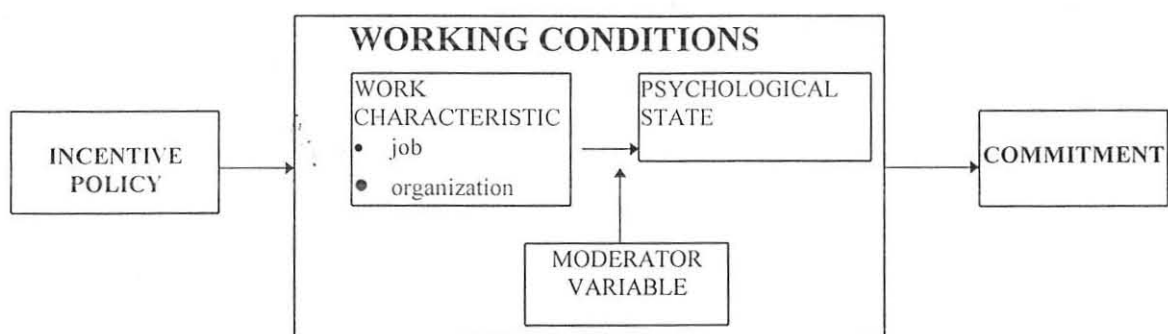
Low teacher commitment and poor motivation are the result of the low status accorded to the teaching profession in many developing countries. Status plays an important role in attracting academically prepared candidates and in encouraging them to remain teachers. Status depends on how society and prospective teachers perceive the extrinsic compensation and conditions of the work place and the intrinsic rewards of professional accomplishment (Murray , 1997: 165 - 8).

Teachers do not control entry to their profession, they do not regulate the price charged for their services, they do not have wide options for mobility and promotion, they do not formulate their own disciplinary codes, and they do not enjoy high regard for entering the profession- all features of the high-status professions (Rust and Dalin, 1990:166).

2.1.2. Low Teacher Commitment

A profession requires a deep commitment by all members that goes beyond a desire for pecuniary gain and that requires the adoption of specific values. Study on teacher commitment by Firestone and Penell, identify the factors that affect low teacher commitment in the following figure.

Figure 1 Factors that affect teacher commitment



Source: Adapted from Firestone, W.A. & Penell, J.R. (1993). Teacher commitment, working conditions, and differential Incentive Polices. *Review of Educational Research*, 63,4, p.p. 489-525.

According to the above figure 1, incentive policies, such as merit pay, career ladders, school incentive programmes, and mentor programmes can affect teacher commitments. Such policies influence commitments by shaping teachers' working conditions. Working conditions like opportunity to participate in decision-making affect psychological state or a felt sense of responsibility.

The relationship between work elements and psychological states is influenced by a series of moderator variables, some of which are found in the individual and some in the environment. In this regard low teacher commitment due to poor incentive policies, that undermine working conditions compell teachers to leave the teaching profession, whenever they get opportunities for better job, with adequate incentives. In relation to this Lortie (1975:24) has the same opinion and in his view states that 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. Moreover, Chapman (1983:44) referring to Laugol's study on Norwegian teachers, found that students commitment to teaching during their university training were significantly and positively related to their persistence in teaching. Further Chapman and Hutcheson (1982: 98) gave reason to believe that initial commitment similarly reduces attrition among American teachers.

Indeed, quality of first teaching experience is one of the major predictors of teacher dropout (Chapman, 1994: 10). Teachers who have a difficult for the first few years are much more likely to seek alternative employment. Craig et.al (1999: 10–45) has the same opinion and further states that in order to ameliorate such a problem, a well supervised student teaching experience and good supervision during their first year on the job can do much to ensure that a new teacher is successful. In practice, new teachers often do not get that support. Furthermore, Firestone & Penell, (1993:93) argue that low teacher commitment also reduces student achievement. Burned-out teachers are less sympathetic toward students, have a lower tolerance for frustration in the classroom, and feel more anxious and exhausted.

2.1.3. Decline in Quality , adequacy and relevance of the Teacher Preparation Programme

One of the major reasons for the low morale that can lead to teacher attrition is that teachers are poorly prepared for the challenges of the classroom (Gimeno and Ibañez, 1981:23; Zymelman and DeStefano, 1989:45; ILO/UNESCO 1984:13). If teachers lack the skills to

prepare and deliver content, maintain classroom discipline, and manage the flow of class activities, they can quickly become discouraged.

Teacher education programmes seem to be the subject of perpetual criticism. It is not uncommon in some countries for teachers to have only two or three grades of schooling more than the children they teach (UNESCO, 1998:53; Gimeno and Ibañez, 1981:63). Length or duration of teacher training completed appears to be more consistently related to student achievement as 22 of 31 studies reviewed by Fuller (1986:11) yielded a significant positive relationship.

Due to poor quality of teacher training even teachers with more education may lack the pedagogical skills or solid grounding in the particular content they are expected to cover. For these teachers, understanding and presenting new content, answering student questions and trying new teaching methods are hard work. The demand from ministries of education parents and students for higher quality instruction tends to drive these teachers out of teaching.

Academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the achievement of students. (Avalos and Hadad 1981; Husen, Saha, and Noonan 1978; Shiefelbein and Simons 1981 cited by Lockheed and Verspoor 1991:62). The academic status of teacher refers to the standing or prestige which teachers enjoy by virtue of the education and training they have received in school and teacher training establishments and by virtue of their professional competence. Other things being equal, the higher the level of education and training a teacher has received, the higher his/her academic status. Obviously, it is to the advantage of the teaching profession to set the qualifications demanded of teachers as high as possible (Franklin, 1963:1-3).

2.1.4. Students with Poor Academic Accomplishment joining teacher training

According to Franklin (1963:25) the recruitment of candidates for the teaching profession should be based upon intelligence, knowledge, character, mental and physical, devotion to work and social qualities. However, often students with poor academic accomplishment join teacher training in many developing countries.

Murray (1997: 167) reports that in Turkey in 1982, 56 percent of students graduating from secondary school and planning to become teachers had grade point averages between 41 and 60 (out of 100). Anecdotal evidence also suggests that those who choose to enter teacher training are among the least able of their classmates. For example, in China, students accepted into post-secondary normal (teacher training) schools are among the least able students (Lockheed and Verspoor, 1991:95).

In many developing countries the declining status of teachers has hampered competent students to enter teacher training establishments. In Thailand, for example, the status of teaching profession is deteriorating and discouraging, competent and "good" people from entering the profession (UNESCO; 1998:22). Not many people want to be teachers and brighter students and high achievers opt for other professions(UNESCO, 1996:13).

2.1.5. Lack of Motivation

Widespread frustration and poor motivation in the teaching force are the result of negative factors such as low salaries, poor working conditions, criticism, low status accorded to the profession, lack of continuous staff development support (Lockheed and Verspoor 1992:76 SIDA , 2000:9; Chivore, 1988:66-69; Rust and Dalin, 1990:103). Even competent teachers who are well prepared cannot teach effectively under adverse conditions. Poor motivation, which translates into teacher absences, indifferent classroom practices and departure from the profession, impedes a teacher's ability to teach (Sergiovanni , 1967: Farrell and Oliveira, 1993:8; Chapman Synder and Burchfield, 1993:303; SIDA, 2000:6 ; UNESCO, 1998:24). Teacher absenteeism is one method of flight and an expression of dissatisfaction (Chapman 1994: 30-2; SIDA, 2000: 15).

Lack of motivation and unprofessional commitment produce poor attendance and unprofessional attitudes toward students. The prevalence of teacher attrition, absenteeism and tardiness in many developing countries such as Nigeria, Mexico, New Guinea, Sri Lanka, and Mali was complained about by government officers and parents (Harber, 1984; Baker, 1988 in Chapman, 1994:28-9).

2.1.6. Lack of adequate economic incentives

Salaries and benefits are important factors that motivate individuals in any profession. As in any other profession, the standing of the teaching profession is influenced to a large extent by its economic status.

In this connection ILO/UNESCO (1984:42) states that:

Amongst the various factors which affect the status of teachers, particular importance should be attached to salary, seeing that in present world conditions other factors, such as the standing or regard accorded them and the level of appreciation of the importance of their function, are largely dependent, as in other comparable professions, on the economic position in which they are placed.

In developing countries, teachers form probably the largest profession and their salaries and emoluments account for as much as 95 percent of governments' recurrent expenditures on education (Graig et.al. 1998:7; Anderson, 1991: 4; Thompson, 1995:21; Haalak, 1990:159; Oliveira and Farrell, 1993: 7; Eicher, 1984:16). The study of Zymelman and DeStefano (1993:113) has indicated that teacher salaries have clearly declined in both real and relative terms in low-income countries. For instance, spending per teacher has fallen 30 percent on average among West African countries and 20 percent among East African countries since 1970. In Mozambique and Tanzania, most primary school teachers have a monthly income that is significantly below the absolute poverty line. In both countries the real wages of public servants failed at least 75 percent during the period 1980-1995 (UNDP, UNICEF, 1996:5). Moreover teachers in some developing countries specifically those that serve in peripheral areas suffer form frequent delays of salary payments (Tatto, 1997:144-147).

Due to economic incentives issues, Reiners and Reimers (1996) Farrell and Oliveira (1993) and Coombe (1997) cited in Craig et.al (1998: 320- 34), have revealed that qualified teachers leave teaching at the point that compensation differs significantly from what they could make in other jobs. Numerous factors help determine what salary will attract and retain quality teachers. According to Craig et.al. (1998:6), salaries need to support at least basic living conditions to attract and maintain teachers with the desired levels of qualification and to minimize "Moonlighting" and lack of professional commitment.

Hence, teacher attrition can be effectively eliminated by raising salaries high enough to sustain the living condition of teachers. It is obvious that governments already know that. But retaining the teaching force through better payment is not the only the most important problem developing countries face. Rather, the real question is how to retain trained teachers in the teaching force at the lowest possible cost. The policy issue of concern is weighing the costs of teacher attrition against the costs of teacher retention.

According to Chapman (1994:8-9) , raising teaching salaries that is, improving teachers' financial position relative to people employed in other jobs is most effective in lowering drop-out and repetition that enhances instructional quality. The implementation of sweeping salary increases for all public sector employees contributes to inflation without changing the position of teachers relative to those employed in other fields.

With the skills provided by teacher training, graduates are qualified for jobs in the private sector or in other government agencies that pay better than teaching and typically do not put the individual at risk of being assigned to a rural location.

In economic terms, training raises the opportunity cost of being a teacher. However, Zymelman and Destifano (1993:128); Lockheed and Verspoor (1991:171) have gone to the extent of asserting that sometimes economic incentives for teacher attrition in some African countries are sparked by larger social and political changes beyond the control of any particular government. For example, in Lesotho , teachers being attracted across the border to teach in South Africa for much higher salaries (Chapman, 1994: 8).

In general, the problem becomes more acute where economic development attracts qualified staff away from education into more highly paid, prestigious, urban-based jobs in industry and commerce, and eases somewhat when economic stagnation reduces the opportunities for alternative employment particularly for young school or college leavers (Thompson, 1995:10). Oliveira and Farrell (1993:6) believe that teachers should be paid as much as necessary to attract and maintain people with the desired qualifications . Market forces should be taken into considerations when determining salary. Regarding the issue of whether to pay the individual or the job, the authors (Oliveira and Farrell) state that it is easier to pay the job.

This view with regard teachers' salaries is also shared by Franklin (1963:46-50), who states that salary level for the teaching profession should satisfy certain basic tenets such as the following:

- Salaries should be such as to provide teachers with a standard of living adequate to permit them to devote themselves exclusively to their profession.
- Salaries should be sufficiently high to encourage entry to the profession of young people in such numbers and of such quality as to meet the educational needs of the country concerned.
- Salaries should adequately reflect the constantly growing importance of education.
- Salaries should be high enough to compensate for the slower advancement in the profession as compared with some others.
- Teachers' of comparable preparation and experience should receive comparable salaries.
- The salary structure should be consistent with itself. It should not be a cause of needless friction between individuals or groups within the profession.

In connection to the above statements, the ILO/UNESCO(1984:42) recommendation on teachers' salaries contains the principle on the importance of salary as an indication of the level of appreciation of the teaching function. It states that teachers' salaries should:

- a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;*
- b) compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;*
- c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification;*
- d) take account of the fact that contain posts require higher qualifications and experience and carry greater responsibilities.*

2.1.7. Lack of Alternative Incentives that could compensate for attrition

Teacher compensation includes monetary and non-monetary incentives. Low salaries can sometimes be offset by non-monetary incentives (Kemmerer, 1993: 49). This has led many

countries to search for a combination of low-cost or non-monetary incentives that can retain teachers in their career.

Low-cost incentives might include in kind salary supplements, improved working conditions, more or better instructional materials or instructional support and enhanced future career opportunities (Kemmerer, 1993:53). For instance in Senegal and Madagascar 33 and 8 percent of monthly salary supplements in kind is provided to primary school teachers respectively (Zymelman and DeStefano, 1999:122). Incentives may also include housing allowance, as in the case of Sri Lanka (Tatto, Nielsen and Cummings, 1991:6).

In Malawi teachers who do not have accommodation at school are given 15 percent of their annual salary as housing allowance. In Botswana, benefits provided to teachers include , hotel occupancy for 14 days, leave travel concession, subsistence allowance, car allowance for senior teachers and above, reimbursement for the use of their own vehicle on official trips and paid study leave on full salary for the first 12 months (Göttelmann -Duret and Hogan, 1998:20-1).

Watson (1974) in Wheeler, Raudenbush and Pasiona (1989:17) in a critical review of the Thai primary education system, note that one major reason, better qualified teachers stay in Bangkok or other large or medium sized cities and towns is that service in rural areas can jeopardize their promotion prospects. Moreover, Lockheed and Verspoor (1991:108) have pointed out that, family networks and support systems tend to be stronger in urban areas, and non-material rewards associated with urban dwelling-better services and improved quality of life are enough to attract and retain potential teachers. The absence of these might compel teachers to quit teaching in rural areas and to search other jobs even in lower salary in urban areas.

Other incentives such as allowances for cost of living, special duties and responsibilities, retirement benefits, leave, housing, insurance, mutual aid and free education for teachers' children could enhance the retention of teachers (ILO/UNESCO, 1984: 37-41).

2.1.8. Poor working conditions

The classroom and teaching environment has seriously deteriorated during the last ten to fifteen years, as a result of decreasing public expenditure per pupil in most countries of Africa

and Latin America (SIDA, 2000:14). As a result of this, classrooms are overcrowded mainly in urban areas, lack adequate stationery, teaching aids, textbooks, school furniture and equipment. These make teachers' working conditions more difficult. The schools often lack water and toilets. According to Oliviera and Farrel (1993:11-3) working conditions such as overcrowded classrooms, lack of teaching materials, the professional and social isolation of rural areas can also be impediments that discourage otherwise qualified individuals from becoming teachers.

Often high wages or special fringe benefits are needed to attract individuals to work in such conditions. Low quality of working conditions impedes the quality of teachers' performance, reduces teachers' openness to innovations, and increases teacher attrition (see Chapman & Snyder, 1990).

In general, according to Lockheed and Verspoor (1991:109), poor working conditions within class room and school discourage potential candidates from becoming teachers and force incumbent teachers to leave the profession. Teachers are often expected to live in rural locations that lack many of the amenities of urban settings and to work in classrooms that are poorly equipped. Chapman (1994:9) writes that, as the education sector of many developing countries have come under increasing financial strain and the conditions of teachers (relative to other types of employment) become worse, morale drops, and alternative types of employment look relatively more attractive.

2.1.9. Administrative Inadequacies

Local education authorities involvement and supervision are important for ensuring teacher productivity. If local education authorities and school principals are inadequately trained, they tend to manage and treat teachers improperly. As mentioned by Lockheed and Verspoor (1991: 109) central and local education authorities in countries such as Indonesia, Mexico, and Papua New Guinea often fail to provide support services and the lack of experienced and dedicated supervisors or inspectors discouraged teachers.

Irregular payment of salaries is also a problem in many African countries, which encourage teachers to take on additional work or to abandon the profession altogether. It also encourage teachers to travel to the central administration to collect their salary, often leaving their classes unattended for up to a week. In Liberia, for example salaries were often paid three to five

months late; trainees and incumbents cited this as the least attractive aspect of teaching, and former teachers ranked it as a major reason for resigning (Liberia, Ministry of Education 1989 in Chapman 1994:26).

Teachers often air their grievance in many ways such as seeking a transfer, rowing with principals etc. because of lack of procedures for dealing with their grievances. According to Craig et.al. (1998:67), schools with more faculty influence over decision-making had distinctly lower rates of turnover than those with less staff influence over decision-making.

Authoritarian administrative system to lead authoritarian management of schools which impedes collegial working practices. Pride in oneself and commitment to one's work are feelings which may be strengthened when they are shared with other members of the group and when the individual is enabled to participate more fully in the activities of the group (Thompson, 1995:55). As a recognition of the professional autonomy of teachers, teachers should be represented at all levels at which decisions are taken on teachers and the teaching profession (UNESCO, 1996:24). As indicated by Tatto (1997:144) the problems of organizational support policy issues for teachers, specifically in the peripheral areas are the inadequate involvement of teachers in decision making, feelings of professional isolation or being ignored by educational managers.

2.1.10. Lack of adequate career advancement, promotion and professional development

Organizations traditionally accept employees only after careful screening, and promote them based on their abilities. New staff are hired on a probationary status while their performance and fit with the organization are assessed. If they pass probation, they are entitled to more secure status and they spend their early years learning the performance standards of the job, working closely with skilled mentors. It is obvious that advancement and salary increment should attach to actual performance.

Neither of these practices, that is careful induction and performance-based promotion is commonly applied in teacher personnel systems as it should be (Lockheed and Verspoor, 1991:107; UNESCO, 1996:23). As indicated by Thompson, (1995:63) promotion opportunities for teachers in developing countries are relatively few, the posts are mainly

administrative in nature and in consequence tend to remove teachers from duties for which they have been expensively trained.

Teachers automatically receive annual increments and promotions, even though their length of services is not consistently related to the achievement of their students (Fuller 1987). Moreover, salary increments increase steeply in the first years of employment, and rises thereafter depend more on tenure than on training (Zymelman and DeStefano, 1989:104).

Tatto (1997:144) identified that professional development of teachers was constrained by few opportunities for teacher upgrading or promotion, specifically in rural or peripheral areas, undifferentiated career path, poor record keeping and conditions for new teacher roles which were rarely met in the periphery. According to ILO/UNESCO (1984: 21), to enhance career advancement and promotion, recommends:

Teachers should be able, subject to their having the necessary qualifications, to move from one type or level of school to another within the education service.

2.1.11. Social integration into teaching

Social integration plays an important part in theories of turnover in work organizations (Bennison and Casson, 1984:149-151). Having close friends employed by the same organization and having obligations to local institutions can serve to reduce job turnover.

Applied to teachers, Chapman and Hutcheson (1982:98) found that people who remained in teaching were more oriented towards the recognition and approval of family, close friends, and supervisors than were those who left teaching. Likewise, the recognition and approval teachers believed they have received from their administrators or supervisor are found to be positively related to the career satisfaction of those who remain in teaching (Chapman & Lowther cited by Chapman, 1983:46).

Teachers' marital status, and if married spouses' employment, both measures of social integration have also been tied to career satisfaction and retention (Lortie, 1975:83). In this regard Chapman states that (1983:46-7) "*having a spouse who is also a teacher may increase the likelihood a person will remain in education and perhaps in teaching*"

2.1.12. National efforts to improve quality of education may make teaching less attractive

New themes for the school curriculum are frequently proposed by researchers, international and national development agencies and others. The implication of these demands for the school curricula itself and the teachers' education and training curricula, are seldom taken into account.

Teachers are expected to possess knowledge and skills in such diverse and complex areas as special education, health education, multigrade teaching, problem solving approaches, student-centred, teaching self-contained class rooms, etc. However teachers get less support to implement the new curricula and to meet the demand of more tasks and that frustrates them (SIDA,2000:14).

Recent tendencies to emphasize cross-cutting measures such as increased instruction time, increased class size and multi-shifts, multiply even further the increasing demands for greater dedication from teachers and without adequate incentives can diminish the attractiveness of teaching and result in higher rates of teacher attrition (Chapman, 1994:10). In addition Kemmerer (1990:54) argues that if teachers are expected to work harder it is only right that they be rewarded for that additional work. Salary is preferred reward. But if government cannot finance a higher salaries, other low-cost or non monetary incentives will sometimes do. Supplements to salary in kind, improved working conditions, more or better instructional materials or instructional support and enhanced future career opportunities could make teaching more attractive.

2.1.13 Escalating Criticism of Schools and Teachers

Teachers are often blamed for the problems of the school system and students' deficient learning achievements. Growing criticism of schools coincides with decreasing confidence in teachers, when in reality teachers are not given the conditions to ensure teaching learning to the desired situation..

Teachers themselves are products of the poor education systems and are often seen as obstacles to educational change rather than as key human resources. On the other hand teachers tend to respond defensively by overemphasising problems outside their direct influence (SIDA, 2000:15; UNESCO, 1996:21:21).

2.1.14 Limited alternative access to higher education

Dove (1986:49) ; Oliviera and Farrel (1993:84); Rust and Dalin (1990:310) reveal that, in developing countries with limited access to university education, teacher training is often seen as a "back door" route to higher education. Trainees pursue teacher education not from an interest in a teaching career, but from a desire to transfer to higher education to earn a degree or diploma in order to have opportunities to obtain a better paid job in another field with higher status than teaching.

2.1.15. Community apathy

Schools do not stand or operate in isolation. They are part of the community. Teachers should therefore exploit means of identifying and communicating with the members of the community they serve. Similarly, the community can assist teachers through several ways, such as by providing housing, serving as resource persons etc. These enhance the smooth relationship between teachers and community members (UNESCO, 1996:24; Kemmerer and Thiagarajan, 1989 in Kemmerer,1993:48-65).

Several strategies for reducing attrition require the support and involvement of the local community. However as Chapman (1994:10-11) pointed out, some communities lack the necessary interest in or commitment to education. Often, rural communities are overwhelmed by the multiple demands on local resources and interest from other sectors, such as health, local government, and agriculture.

For whatever reason it occurs, lack of interest in education by a community can intensify teacher attrition. In this regard, Tatto (1997:158) asserts that social considerations related to teaching include factors such as the social status of teaching in the community; the teachers' ability to relate to the local culture; the availability of social amenities such as safe and affordable housing, health and educational facilities for self and family and entertainment opportunities. Teacher retention policies which do not take these factors into consideration can be expected to produce disappointing results.

2.1.16. External Influences

External influences refer to such factors as

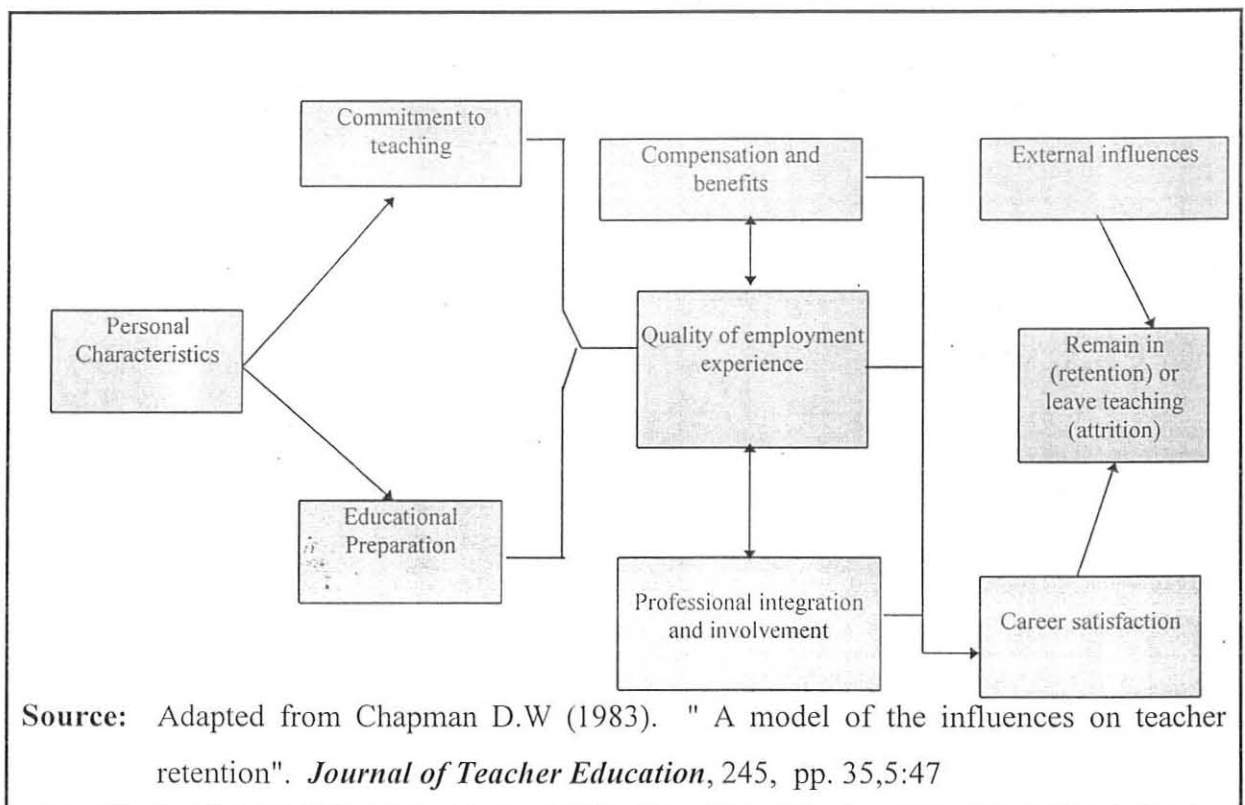
- alternative employment opportunities within the country

- alternative employment opportunities outside the country. For example, Yemen has long had a serious problem to retain Yemeni teachers, because of the ease with which Yemeni men could secure employment in the oil related industries of nearby Saudi Arabia and the cultural restrictions limiting the use of women teachers (Government of Yemen, 1985 in Chapman, 1994:26).
- Financial situation of the country. For example, teacher attrition escalated dramatically in Liberia (Pre-civil war) when the government encountered financial difficulties and was unable to pay salaries on schedule (Government of Liberia, 1988 in Chapman, 1994:4 –13)

While external factors have great impact on teacher attrition, they are (by definition) outside the control of the education sector of a country to affect (Chapman, 1994:47; Zymelman & DeStefano, 1989:16)

In general as depicted by many writers, the following figure summarizes the factors that influence teacher attrition or retention

Figure 2 Factors that influence teacher attrition



The above figure 2 indicates that teacher attrition/retention is a function of a) teachers' personal characteristics b) educational preparation c) commitment to teaching

d) compensation and benefits e) quality of employment experience f) professional integration and involvement and g) external influences. These seven factors together influence career satisfaction, which in turn, determine teachers' decisions to remain in or leave the teaching profession (Gardy & Figueria, 1987 in Mena & Tesfaye, 2000:4; Chapman, 1983:47; Tatto, 1997:106).

2.2. Implications, consequences and complexities of teacher attrition

2.2.1. Implications of teacher attrition

Teacher attrition impedes and constraints the education system of a country. According to Thompson (1995:64-5) high attrition can signal low teacher morale or serious salary imbalances, while low attrition can indicate stagnation in the teaching force. High teacher attrition seen as a major constraint on efforts to improve educational quality as experienced teachers leave the field.

One of the key efficiency argument (Chapman, 1994: 5-6) is that the benefits of money invested in recruitment and training is lost if graduates leave for jobs in other fields. For instance, primary teacher training costs as much as 35 times the annual cost per student of a general secondary education (Zymelmand and DeStefano, 1993:113). At the same time, teacher training cost is escalating continuously. For instance, the unit cost of Junior secondary teacher education in Botswana in 1983/84 was estimated at US \$469. By 1984/85 that unit cost had jumped to US \$722.5 and has continued to rise (Government of Botswana, 1986:362).

Lockheed and Verspoor; (1991: 94) ; UNESCO, (1982:18) argue that the direct cost of teacher training programme is high in many developing countries because they tend to be residential and thus require extra funds to pay for prospective teachers. The social costs of teacher training are also high when the students who enter the programme decide not to become teachers and use the credentials awarded (diploma or degree) instead as a key for further education or alternative employment.

One more negative factor in teacher attrition is that the best teachers are the ones most likely to leave teaching, largely because the strongest teachers are the one with the most employment alternatives. Those teachers lacking alternatives, tend to stay in teaching (Chapman 1994:7; Chivore, 1989:59-76; Synder, 1990 in Chapman, Synder and Burchfield, 1993:313).

Nevertheless the concern of educational planners in developing countries is the escalating, cost of the teaching force that due to increased demand of education thousands of newly teachers are hired annually. Therefore the interest in reducing teacher attrition is generally reducing the cost associated with teaching force.

In reality, to meet the increasing demand for teachers, viewed by these educational planners as one of measures in order to enhance enrollment of school age children developing countries must reduce attrition. In accord with this statement Lockheed and Verspoor (1991:101-2) point out the following major benefits of reducing attrition.

Firstly, countries would not lose the gain from economic and social return on the investment they make in training teachers; that is, the longer teachers remain in the profession, the greater, the country's return on its initial investment in teacher training.

Secondly, countries would not incur additional cost to train replacements for the teachers who leave. If the attrition rate were to increase more than the demand for teachers, countries would have to build more teacher training institutions to meet the growing demand. They would incur high costs not only for construction, but the recurrent cost of teacher training such as salaries, administrative placement costs, lodging and food.

Thirdly, if the teachers who leave have benefited from experience and in-service training, their productive capacity would be higher than that of new teachers. At the same time, the investment in in-service and other on-going staff development programmes is lost. In general, high levels of teacher attrition can cause serious problems with regard to costs: replacement is expensive; cost also increases if teachers are more specialized (for instance secondary school teachers) because it is more difficult to find replacements within short period.

Furthermore, Murnane, (1993; 137-143) pointed out that the costs of teacher attrition include: hiring cost, as it involves time and facilities for recruitment, interviewing and examining a replacement; training costs, that involves the cost and time of the supervisor, personnel, department and trainer. The other cost of attrition is loss of teaching-learning not only time in the interval between the departure of one teacher and the replacement or deployment of the new teacher but also until that teacher reaches the performance level of the leaver.

Attrition of experienced teachers has an impact as the effect of experienced teaching on student achievement is positive in some studies (Fuller 1986:21). Above all high teacher attrition also creates a negative effect upon the morale of the remaining in teaching.

Even within the education system, the costs and benefits of attrition are more complicated than may be readily apparent. On the consequences and complexities of attrition Chapman (1994:11) says,

attrition should be selectively encouraged (perhaps by targeting incentives for retention to those judged to be more effective teachers). As new curriculum and new pedagogical techniques are introduced, it may be easier and less expensive to train new teachers than to re-train some of the existing teachers in the new methods. While, for the most part, attrition has a negative impact on overall system efficiency, its impact needs to be emphasized on a country-specific basis .

2.2.2. Consequences and Complexities of teacher attrition

Zymelman and DeStefano (1993:126-9); Oliveira and Farell (1993:7-24); Chivore (1989:13-14); Rust and Dalin (1990:126-9), Lockheed and Verspoor (1991:102-14) and Chapman (1994:11-13), pointed out the following consequences and complexities for teacher attrition.

- *The more effective the education system is in sparking economic development, the more attractive employment opportunities teachers are likely to have, and the harder it will be to retain them in teaching.* One desired goal of an education system is to provide a skilled workforce that, overtime, contributes to a more productive economy. As the economy of a country improves, teachers will have more alternative employment opportunities and teacher attrition can be expected to increase. The better the economy, the greater the teacher turnover, if the teacher's salary is not attractive compared to other equivalent jobs.
- *Teacher attrition may be good for other sectors of the economy, as individuals with good skills and training undertake private sector enterprise.* As stated by Lassa, (1999:12) for example, in the universities of Nigeria most students who find them selves in the Education Faculty, simply needed a degree which would enhance their chances of obtaining employment in sectors other than teaching.

- *Many of the potential solutions to teacher attrition have political or financial costs that the government may judge to be greater than the cost of attrition.* Many developing countries recruit unqualified teachers into the teaching force with little regard for these recruits' initial commitment to teaching, or their knowledge of the content and teaching skills to increase enrollment. These teachers are likely to have higher turnover due to their poor preparation and salary (Zymelman and DeStefano, 1993:135).

For instance, Chapman and Synder (1992:205) identified that there is a relatively high attrition of untrained teachers in Botswana schools.

- *Market forces that operate in almost all societies determine the attractiveness of teaching*

That is, if the remuneration package for teachers is too high compared to parallel professions, there will be a surplus of qualified applicants for the teaching profession.

Often in developing nations, especially in Sub-Saharan Africa, teaching is one of the few occupations available at all to individuals with a certain level of educational qualification. In such cases, there is no effective market alternative and even low remuneration will attract qualified applicants.

As other areas of the economy begin to develop, moreover there is likely to be a sudden outflow from the teaching force as its most qualified members move to attractive new positions as these become available. Even centrally planned economies cannot totally escape such market constraints, because individuals will choose not to enter teacher training if the total remuneration package is too low for teachers (Oliveira and Farrell, 1993:7-24). There are also cases where a centrally planned state has lost many of its most qualified teachers to a neighbour nation seeking to resolve a teacher shortage by higher wages (see Chapman, 1994).

- *The actions that encourage retention often do not encourage better instructional practices.* Regarding this view, a research report by Chapman, Synder and Burchfield (1993:301-16) on teacher incentives in Botswana concluded that, while incentives to improve teachers' overall career satisfaction might stimulate teacher recruitment and encourage retention in teaching, nevertheless those incentives would not necessarily lead to improved instructional practices. Moreover Murnane (1993:143) concluded also

merit pay in developing countries would not enhance instructional performance of teachers.

- ***The marginal cost of lowering attrition increases as attrition decreases.*** According to Chapmen (1994:13) reducing the attrition rate from twenty five percent to fifteen percent is generally easier to accomplish than moving it from five percent to three percent. When the attrition rate is relatively low and the objective is to make it lower, no single intervention is likely to have a major impact, rather it will require the intervention of many factors in a coordinated effort. This is because the major causes of teacher attrition tend to change at different stages of national development. For instance, when economic and institutional development is at an early stage, attrition may be associated with changing requirements in the training of teachers. At a later stage when economic development has increased attrition might be related to demand for skilled manpower in private sector that pay more than teaching.
- ***Incentives tend to have diminishing value.*** Based on Kemmerer's (1993:48-64) work on teacher incentives, an incentive when widely available, may lose its incentive value; that is an incentive applied to all teachers, eventually may come to be seen as an entitlement. Teachers may feel penalized by its absence. For example, the provision of housing to teachers assigned in rural areas might initially be effective as an incentive. However, when nearly all teachers receive housing, it becomes a baseline expectation and loses its impact as a reward. The failure to provide housing would then be seen as a punishment.

The policy implication of this diminishing value is that the nature and mix of incentives needs to change over time. What works as an incentive in one time may not work several years later. Hence, a strategy of combating attrition through the use of targeted incentives requires constant review and refining.

2.3. The Magnitude of Teacher Attrition rate across countries: How big is the problem?

2.3.1. How to Measure Teacher Attrition Rate

Before trying to take concrete actions on reducing teacher attrition the concerned bodies at all echelons of the education system need adequate and timely data and information on teacher attrition rates. Therefore it is essential to have the knowledge of the variables (educational

level, age, sex etc) associated with teacher attrition as well as how to calculate attrition rates. Calculating the attrition rate helps to know its extent the requirement and planning the supply of teachers annually. The following figure shows how to calculate teacher attrition rate in a specified period.

Figure 3 A Model to calculate teacher attrition rate

ATTRITION RATE =	$\left(\frac{\text{Number of leavers in a specified period (usually one year)}}{\text{Average number of teachers during the same period}} \right) \times 100$
<p><i>Source</i> Adpated from Heneman et.al. (1996). Personnel/Human Resource Management . New Delhi: Universal Book Stall, (p. 186)</p>	

As indicated in the above figure three, it is possible to say that the attrition rate of teachers in a country at national or Regional or Wereda, or even at school level is higher or lower compared to various specific periods usually on an annual basis.

2.3.2. Teacher Attrition Rates in Selected Countries

In many countries the best teachers leave to enter the private sector or to teach at higher levels of education (Lockhead & Verspor 1991:107; Chapman, Synder and Burchfield, 1993: 304-5; Murray, 1997: 165-8). Teacher attrition rates differ dramatically across countries - given the country's widely varying economic and social conditions. However, the point here is what level is acceptable and how much is too much.

Lockheed and Verspoor (1991:101-2) indicated that, in Haiti the annual attrition rate of primary teachers is ten percent while in Korea the attrition rate has climbed above five percent. Further Lockheed and Verspoor noted that in Haiti, 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. In Korea as the attrition rate has climbed above five percent and

is a cause for concern. In Botswana an eight percent attrition rate of secondary school teachers worries the ministry of education, while Lesotho would be pleased to reduce teacher attrition rate to fifteen percent (Chapman, 1994:6-7).

The following table indicates the reported estimates of teacher attrition rate from selected countries.

Figure 4 Teacher attrition rates in selected countries

Country	Teacher attrition rate
Liberia (Pre-civil war)	Primary teacher attrition estimated by Ministry of Education (MOE) officials at 20 - 30 percent annually (Ministry of Education, Liberia, 1988).
Nepal	50 percent of primary teachers are permanent; 50 percent are temporary. Annual attrition rate of temporary primary teachers is estimated at 20 percent; attrition of permanent primary teachers is estimated at 1.5 percent (Government of Nepal, 1988).
Yemen	Over 80 percent of primary and secondary school teachers are expatriates. Government policy is to "Yemenize" the teaching force. To the extent this is accomplished, attrition of teachers will be high, as expatriates leave their positions (Government of Yemen, 1986).
Botswana	Annual primary teacher attrition is estimated at 4 percent; secondary teacher attrition at 8 percent (Ministry of Education Botswana, 1996).
Haiti	Estimated by school directors to be 5 - 10 percent per year among secondary school teachers (Ministry of Education, Haiti, 1987).
Zambia	The attrition rate at the primary level has declined from 3.5 in 1976 - 79 to less than 1 percent in 1980 - 83. The annual attrition of secondary school teachers, both graduates and diplomates, was 18 percent during 1969-74. The attrition rate for university graduates was approximately 20 percent. Up to 1979, the rate of attrition of university graduates annually was 29.2 percent and dropped to 5.5 percent during 1980-83. This was due to the declining economy (Kelly, 1991).
USA	Four years after completing teacher training, 40.4 percent of the males and 28 percent of the females were still employed as teachers (Charter, 1980). About 27 percent of students who completed teacher training never enter teaching or leave teaching within the first five years (Chapman & Hutcheson, 1982). About 25 percent of teachers leave teaching (Mark & Anderson, 1978)
Malawi	Due to the high attrition rate of primary teachers annually 3000 teachers are recruited. Death is believed to be the highest contributor to the attrition rate. Most of these deaths may well be due HIV-AIDS related diseases (Mchazime and Seige, 1998).

Source: Götteman- Duret and Hogan (1998:24); Lockheed and Verspoor (1991:101-2); Chapman and Hutcheson (1982: 93-105); Chapman (1994:6).

As indicated in the above table teacher attrition rates differ from country to country. The rate of teachers who leave the profession each year, could be a useful indicator of the relative status of the teaching profession there compared to other occupational groups.

The reasons given for teacher attrition also vary from country to country. In the report by UNESCO (1998:41) - 1998 World Education, teacher attrition rates may tend to be higher in the less developed regions of the world, where education systems are rapidly expanding, than in the more developed regions, due to transfer and or promotion to administrative and managerial positions within the education and other social and economic sector systems. In addition the same report of UNESCO, revealed that, in recent years, teacher attrition rates have probably been highest in East and Central Europe, and the countries of the former Soviet Union, partly because of the difficulties facing all categories of public sector employees. In these countries, many teachers found that they had skills which were in demand in the burgeoning private industrial and service sectors (ibid).

2.4. Overview of the status of the teaching Profession and teacher attrition/retention related studies in the particular case of Ethiopia

Education has long been a valued tradition in Ethiopia. Initial efforts to create an education system focused primarily on training individuals, particularly in communication skills, who were needed to operate the growing bureaucracy (Tekeste, 1990:1-2). The first modern government school, Ecole Menelik II was opened in 1908 (DeStefano and Wilder, 1992:10, Tekeste, 1990:1). Both government and mission schools gradually grew in number until they were closed during the time of the Italian invasion in 1935.

After the restoration of independence in 1941, education was given a high priority which resulted in the opening of schools in different parts of the country. As there were not enough educated Ethiopians to teach and run the schools, most of the teachers and principals in the schools were from foreign countries. Due to the expansion of education and the opening of new school it was realized that the use of foreign teachers was not feasible. This resulted in the opening of the first Teacher Training School in one of the premises of Menilik II school under the auspices of the British Council in 1944 (Ministry of Education and Fine Arts, 1972: 4).

The salary of a graduate of the Teacher Training School was Birr 150. According to a publication of MOE (1986 E.C.: 9) in 1949 (1941 E.C.) differential payment was given to teachers according to geographical remoteness and the living conditions of the provinces to which they were assigned. The document states that teachers assigned to Tigray, Illubabor and Begemder, were paid Birr 175, those who were assigned to Arsi, Wello, Gojjam, Wellega, Kaffa and Sidamo were paid Birr 160, and those who were assigned to Gamu Goffa were paid Birr 200. This differential salary payment served only for a year and was disrupted in the following year. This could be taken as a measure to retain teachers in hardship areas (see ILO/UNESCO, 1984:45; ILO/UNESCO 1976:69).

Teachers frequently were the most highly educated person in a rural villages or provincial towns. Their salary was much higher than many officials in rural areas and their cost of living was very low. Teachers were well-dressed, well-fed, and proud of their profession. Even the starting monthly salary of a TTI graduate, 200 Birr, was considered a good wage and provided a comfortable standard of living (MOE, 1982:3).

However, in the late sixties and early seventies the decline of the status of teachers started to be felt and the education system dramatically changed. During this period the steady expansion of the system, necessitated increasingly greater supplies of teachers who frequently were underqualified and inadequately prepared for the demands of the work place (DeStifano and Wilder, 1992:19). Coupled with this problem, there was wide spread dissatisfaction of teachers that resulted in the exodus from teaching.

This was unveiled by the study of the veteran Ethiopian educator Aklilu Habte. According to Aklilu (1967:32), the rate of teacher exodus from 1952/3 to 1960/1 amounted to 1023 (22.8%) of the graduates from the one-year training course at Haile Selassie I Day school, 863(28%) of the graduates from the four-year Teacher Training Schools (TTS) of Addis Ababa and Harar, and 771(42.2%) of the graduates from the Majite and Debre Berhan Community Development Teacher Training Schools.

The factors that contributed to or aggravated the attrition of teachers from the elementary schools as pointed out by Aklilu (1967:34-9), were as follows:

- economic and financial factors
- administrative inefficiency and corruption
- unfavourable working conditions within the school
- lack of continuous in-service education of teachers for professional development
- difficult living conditions in rural areas
- isolation or the feeling of being forgotten
- lack of careful selection of teachers and administrators
- low social status accorded to teachers by government officials, parents and the community.

Furthermore, Aklilu (1967:34-9) reports that teachers who left schools were characterized by the school directors in the fourteen provinces as active, responsible and resourceful citizens with good suggestions for improvement of their schools .

Haile Gabriel Dagne, (1989:62) in his study of the history of the Ethiopian Teachers' Association pointed out the main reasons for teachers leaving the profession were in accorded with the above findings of Aklilu. In addition Haile Gabriel Dagne (1989: 66-7) citing the speech of Mulugeta Wodajo (1967) identified some of the underlying reasons that compelled teachers to leave teaching: low salary increment and salary increment not based on performance; delays and irregular payment of salaries; maladministration of teachers such as corruption and negligence; poor working conditions in schools; adverse living conditions such as lack of housing; isolation and the low prestige given by the society to the profession .

Willcox, (1967:80-1) citing the recommendations of Ginzberg and Smith's (1967) on manpower strategy for Ethiopia, pointed out some of the major reasons prompting teachers to leave their jobs: administrative inefficiency including delays in the payment of their salaries; poor or unprofessional working conditions; lack of opportunity for professional development, geographic isolation; low prestige accorded to teachers; adverse living conditions and low salaries.

As a consequence of the low salary of teachers substantial number of newly-graduated teachers left teaching. For instance a study conducted by MOE (1981: 15) depicted that among the 121 new degree graduate teachers in 1979 only 58 (48%) reported to MOE to be deployed to the regions. The same study showed that the salary of teachers was low by

comparing the salary increments for a ten-year period of TTI graduates with those of government employees of equivalent academic standard who worked for other ministries. The starting salary of government employees was relatively equivalent for a TTI graduate teacher (Birr 225) and other civil service employees. However, the salary increments for a TTI graduate within ten-years period was 44%, while the salary increment for employees of Ministry of Information, Commercial Bank , Ministry of Agriculture, Ethiopian Air Lines , National Bank of Ethiopia, Ethiopian Electric Light and Power Authority, and Ministry of Health was 140%, 122%, 118%, 111%,86%,66% and 60% respectively (MOE, 1980:22).

Lovegrove's (1972:42) report of teacher attrition in the primary school service of Ethiopia indicated that from 1952/53 to 1960/61, 800 (30%) teachers left teaching. Lovegrove stated that the most stable group of teachers was that trained for one year only. Many of the teachers who graduated from the four-year teacher training programme left teaching to continue their studies at the then University College of Addis Ababa. This would be the case when teacher training students were permitted to sit for their GCE or ESLCE. In addition, Lovegrove (1972:42-5) goes on to reason out for the attrition rate of Community Development Teacher Training Schools graduates being extremely high compared to other types of teachers, viz:

- the entrance qualifications to the Community Development Teacher Training Schools were much lower than the regular Teacher Training Schools (TTS), that fact lowered their status and consequently they regarded themselves as second class teachers;
- as their academic standard was lower than regular graduates they received a smaller monthly salary which encouraged them to look elsewhere for employment that paid better; and
- many of the graduates were not accepted by local rural communities and elders, owing to their relative youthfulness and inadequate educational background. Furthermore, their inexperience in coping with new and different situations, coupled with their immaturity, frequently compelled them to leave their jobs.

The other most comprehensive study that revealed the constraints facing the teaching profession and teacher training in the mid eighties was the Evaluative Research on the General Education System of Ethiopia (ERGESE, 1986).

Although the extensive review of the Evaluative Research on the General Education System of Ethiopia (ERGESE) conducted by MOE, has limitations in indicating the situation of teacher attrition, it has identified that the work motivation of teachers was not satisfactory.

The underlying reasons pointed out by the study could be taken as significant factors that would have prevented teachers remaining in the teaching profession if other employment opportunities were available for them. The major findings of ERGESE (1986:131-2) with regard to the status of the teaching profession were the following:

- that among primary, junior secondary and senior secondary school teachers 39%, 55% and 67% respectively joined the profession unwillingly, that is either by assignment from the government or by lack of other opportunities;
- that there was low attitude towards the teaching profession due to teachers' low salaries. Among the respondent primary, junior secondary and senior secondary school teachers 38%, 41% and 22% respectively were found to be unhappy due to their low salaries; and
- that 23%, 33% and 44% of the respondent primary, junior secondary and senior secondary teachers respectively indicated that society at large perceived the teaching profession at a low level

However, about 72% of the society members involved in the study, agreed that teachers enjoy an average living standard (MOE, 1986:633). Further, 74% of the society members responded that they had no objections and were willing for their children to be teachers (MOE, 1986:134-5). The factors identified as major determinants of career decision were, however, the way society perceives the profession and the status accorded to teachers in the community.

Latter, after a year in a summary report of ERGESE (MOE, 1986: 19-20), recommendations were presented to the then central government for policy decisions and actions. One of the recommendations of the report included decisions to be made on alleviating the low salary scale and improve the living conditions of teachers. However, it remained a vain attempt.

The late Lemma Arity (1986: 2-4), in his remarkable report regarding the situation of teacher education, concluded that senior secondary teacher education is bedeviled by the problems of:

- absence of material advantages, such as low teachers salary compared to other parts of the civil services; serious hardship of teaching due to high student teacher ratio, heavy teaching load, lack of accommodation and proper working conditions, harsh geographical environments and limited chances for personal development and growth;
- lack of positive attitudes and outlook towards the teaching profession. Not only are positive attitudes towards the profession lacking in teachers-to-be in teacher training

institutions and practicing teachers, but this has further developed into a general antipathy for education;

- by far the majority of practicing teachers and prospective teachers are forced into teaching unwillingly; and
- the irrelevance of the training programme to accomplish the required task of teaching.

Lemma (1986:8-19) also made a suggestion which may help to alleviate the above constraints of secondary school teachers through taking measures such as improving the salary, upgrading the qualification level, improving selection criteria, making the training programme relevant to the task of teaching, and adjusting the organizational structure for better teachers' management.

A study on the Assessment of Secondary Teacher Education and Training conducted by MOE (1991:90-91) has also revealed the critical situation of both the teaching profession and teacher training programmes. The study reported that among the students in the degree and diploma teacher training programmes 47% and 45% respectively responded that they joined a teacher training programme unwillingly. One of the interesting parts of the findings of the study was that from the practicing teachers who were involved in the study 80% of them replied that they would like to remain in the teaching profession. The study also pointed out, in rank order, the reasons for those 20% who want to leave the teaching profession:

- low status accorded to the profession by the society,
- lack of career development and
- low salary scale

A survey of the attitude of prospective teachers towards the teaching profession in Nazereth TTI conducted by Admasu Etana (1990:9-32) shows that 50 percent of the prospective teachers have chosen to become teachers willingly; 47 percent have indicated that they would not like to continue in the teaching career in the future. In concurrence with the above findings, Demoz Admasu (2000:17), in his survey study on the attitude to the teaching profession of freshman students of Dilla Teachers' College, revealed that 78.3 percent of the respondents are not interested to be teachers. Similarly, a study undertaken by USAID/Ethiopia on teachers' motivation and incentive in SNNP and Tigray Regions indicates that 55% of the teachers involved in the study replied that they would not become a primary school teacher again (1994:24-5). In addition in the above study one of the findings goes on to cite as reasons for not wanting to be a teacher both low salary and poor working conditions

A study conducted by Ayalew Shibeshi's (1991:160-75) for the Ethiopian Teachers Association, identified the following as major complaints by teachers:.

- Low status accorded to the teaching profession by the society,
- poor salary scale
- low status of education
- delays in payment of salaries,
- low standard of living
- lack of hardship allowances
- poor living conditions in rural areas (no proper housing; no clean water; no medical facilities , no educational facilities to grow professionally).
- involuntary transfer
- improper handling of transfer to desired place
- poor performance scheme and performance evaluation of teachers without clear purpose as well as improper evaluation method by unqualified individuals.
- absence of career promotion in the profession
- low opportunity for further education or inadequate in-service opportunities.
- lack of fairness in assignment of teachers in evening classes.
- lack of financial incentives.
- difficult and poor students behaviour,
- inability of the Teacher Association to protect the rights of teachers.

Further, Ayalew, strongly underlined in his conclusion that if teachers lack the confidence in their association and their employing organization the MOE, then they will leave teaching when they have the opportunity or might become troublesome to government as seen in the popular movement era of Ethiopia in the seventies (1991:176).

The findings of the study on teacher attrition in Benshangul-Gumuz Region by Tesfaye (1999: 80-1) indicates that the attrition rate of secondary school teachers reached 26 percent in 1996/97. The reasons for attrition, pointed out are, lack of transfer from the region to other regions, inadequate opportunity for advanced training, absence of hardship allowance for adverse geographical conditions and lack of instructional supervisory support.

The recent study on 'Determinants of Teachers' Decision to Leave or Stay in the Teaching Profession' by Manna Olango and Tesfaye Semela (2000: 17-18) , included such variables as career commitment, initial preference for teaching as a job perceived social status, supervision and professional support by superiors and gender. These were found to be significant predictors of teachers' future career decisions to leave or remain in the job. On the other hand, the interesting point of the study is that the new salary scale and other environmental factors such as work environment, effectiveness of the school administration and colleague relationship were not found to be significant predictors.

The study also revealed that female teachers tend to stay longer in the profession than male teachers (2000:14). Further, the researchers explain that females seem to enjoy teaching as a career since the career is assumed to be the domain of females. Another argument explained by the researches is that teaching is likely to mean less traveling away from home than other better paying jobs and women tend to remain in this much more settled home based career.

In summary, the teaching profession status has been eroded by lack of adequate attention given by government. This has further affected for the deterioration of the quality of education. The causes advanced for the low attractiveness of teaching as well as the reasons which compelled teachers to quit teaching emanated from lack or absence of intrinsic and extrinsic factors that could motivate teachers. The major ones being identified by various small scale earlier studies on teaching profession in Ethiopia that were low salary, low social status, administrative problems, poor working conditions, and lack of professional career development and support.

Cognizant of the above daunting limitations to boost the moral of teachers, TGE has put in its ETP stated as: "A professional career structure will be developed in respect to professional development of teachers" (TGE, 1994a:21). Further this has been elaborated in ETP strategy: "An acceptable , attractive and realistic career structure will be instituted to improve the working conditions of teachers, to elevate their status in the community and to enhance their motivation and professional attitude... improving teachers' pay and incentives for hardship areas " (TGE, 1994b:17)

Although some action in this line has already began, still teachers leave their career at significant level. If "wastage" with attrition continue , it might be out of the control of the government to cope with.

Therefore it is timely and justifiable to undertake a study on the current situation of why teachers leave teaching and to find ways to curb attrition, with possible preventive strategies.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the analysis and interpretation of the responses gathered from the sample population and the quantitative data on teacher attrition.

Educational officials and experts at Regional, Zonal and Wereda levels, as well as school principals, with diverse experiences and responsibilities, directly concerned with the management of teachers gave their views, opinions and suggestions on teachers' attrition and retention. Three categories of respondents were involved in responding to the three sets of questionnaires. These were former teachers who dropped-out of teaching from 1996/97 to 2000/01, practicing teachers who are currently serving in primary and secondary schools, and prospective teachers, in certificate (one-year), diploma (two-years) and degree (four-years) teacher education programmes, in their final (graduating) year.

Out of the total of 300 questionnaires distributed to former teachers now employed in non-teaching jobs, 282(94%) were filled and returned. Similarly, from the questionnaires administered to 1030 practicing teachers, 884 (85.8%) were completed and returned. Out of 180 questionnaires distributed to prospective teachers in eight teacher education establishments 162 (90%) were filled and returned. In addition to questionnaires, structured and unstructured interviews and focus group discussions were carried out with educational officials of REBs, ZEDs, WEOs, incumbent school principals and some practicing teachers. Secondary sources of data, mainly reports and documents, have been also used. The characteristics of the sample respondents are described in the first section of this chapter which then proceeds to data analysis on the rate of attrition and causes of attrition and related factors.

3.1. Description of the Characteristics of Respondents

As mentioned earlier in order to collect first hand information, three categories of sample population filled in questionnaires. The basic characteristics of the sample populations are indicated in the following three Tables (Table 2.1, 2.2 and 2.3).

3.1.1. Former Teachers

As shown in Table 2.1, among the former teachers, 251(89%) of them were male, while females constituted 31(11%). All the respondents from Afar Region were male, suggests males more likely to leave teaching, and female retention was better than male.

With regard to age, more than 71% of the respondents were between age group of 21-35. But respondents in the age group of 26-30, accounted for 28% and so were the largest age group. This indicates that the majority of respondents were young enough to have rendered service in teaching for a long time before the civil service retirement age of 55 years. When looking at the age group of respondents who used to serve in Afar Region, all were below the age of 35 years, and about 58% were in age group of below 25 years. This indicates that relatively more young teachers left the region, since the region was dominated by young teachers (see Table 2.2).

Further, the age group of respondents implies that, younger group of teachers may be likely to leave teaching because they were dissatisfied with the job due to low pay, status and self-esteem and poor conditions of work within and beyond school (Hurst and Rust,1990:152-164).

In examining the educational background of respondents in Table 2.1, about half of them were degree graduates (51.1%). Teachers with certificate level (TTI graduates) and diploma constituted 19.8% and 29.1% respectively. The loss of more degree graduates, implies greater loss in terms of social rate of return, as the cost for training of degree graduates was higher than for the rest. It could be also observed from this that secondary schools were suffering relatively more than primary schools in losing teachers. As concrete evidence, the number of degree graduate teachers which were 4614 in 1998/99, decreased to 4437 in 1999/00' showing a decrease by 3.8% (MOE, 2000:80; MOE, 1999:68).

With regard to school level, those from primary school comprised 20.9% , and 79.1% were from secondary schools. Almost all (92.7%) of the diploma holders taught in secondary schools. Concerning the school location where the respondents left teaching, 87.6% of them were from urban schools (versus 12.4% rural). The reason for more teachers leaving from urban schools might be that almost all secondary schools were found in urban areas, and those degree and diploma holders who left teaching were from secondary schools.

Table 2.1 Description of Former Teachers by Region

Variables/ Characteristics		Addis Ababa		Afar		Amhara		Oromia		Total	
		No.	%	No.	%	No.	%	No.	%	No	%
Sex	Male	39	86.7	26	100	44	91.7	142	87.1	251	89
	Female	6	13.3	-	-	4	8.3	21	12.9	31	11
	Total	45	100	26	100	48	100	163	100	282	100
Age Groups	20 and below	2	4.4	5	19.2	-	-	7	4.3	14	5
	21-25	7	15.6	10	38.5	8	16.7	23	14.1	48	17
	26-30	9	20	8	30.8	16	33.3	46	28.2	79	28
	31-35	19	42.2	3	11.5	10	20.8	43	26.4	75	26.6
	36-40	5	11.1	-	-	9	18.8	32	19.6	46	16.3
	41 and above	3	6.7	-	-	5	10.4	12	7.4	20	7.1
Qualification	Certificate	7	15.6	6	23.1	7	14.6	36	22.1	56	19.8
	Diploma	16	35.6	11	42.3	11	22.9	44	27	82	29.1
	Degree	22	48.9	9	34.6	30	62.5	83	50.9	144	51.1
School level	Primary	11	24.4	6	23.1	10	20.8	32	19.6	59	20.9
	Secondary	34	75.6	20	76.9	38	79.2	131	80.4	223	79.1
School location	Urban	45	100	21	80.8	45	93.8	136	83.4	247	87.6
	Rural	-	-	5	19.2	3	6.2	27	16.6	35	12.4
Marital Status	Married	37	82.2	4	15.4	39	81.2	136	83.4	216	76.6
	Single	8	17.8	22	84.6	9	18.8	28	16.6	66	23.4
Years of Service in teaching	0 - 5	8	17.8	8	30.8	1	2.1	12	7.4	29	10.3
	6 - 10	7	15.6	10	38.4	7	14.6	23	14.1	47	16.7
	11 - 15	16	35.6	8	30.8	21	43.8	64	39.3	109	38.6
	16 - 20	10	22.2	-	-	12	25	53	32.5	75	26.6
	21 and above	4	8.9	-	-	7	14.6	11	6.7	22	7.8
Rank in the career structure	Beginner	2	4.4	8	30.8	-	-	6	3.7	16	5.7
	Junior	6	13.3	10	38.4	8	16.7	13	8	37	13.1
	Full Fledged	21	46.7	6	23.1	14	29.2	73	44.8	114	40.4
	Senior	11	24.4	2	7.7	24	50	59	36.2	96	34
	Associate Lead	5	11.1	-	-	2	4.2	12	7.4	19	6.7

05

Regarding the marital status of teachers, about 77% were married, while the rest (23%) were single. It might be assumed that married teachers would stay in the profession as marriage might be expected to create stability. Teachers' marital status, and if married spouses' employment which are both measures of social integration, have been tied to career satisfaction and retention (Lortie, 1975:67-68). Chapman (1983:44) pointed out that, having a spouse may increase the likelihood a person will remain in education and perhaps in teaching, but that did not accord with the marital status of teachers who left teaching in Ethiopia.

Afar Region represented a different picture with 84.6% of the former teachers being single and that was more or less the opposite of the rest of the regions. The possible explanation could be that with 58% of the respondents in this region being in the age group of 20-25 years, they might not be ready to form a family. Secondly their birth place being outside the region (see Table 14) and alien to the culture and religion of the area discouraged them from having a spouse from the surrounding areas.

With regard to respondents' years of service in teaching and their rank in the career ladder, the figure revealed that about 66% of them had up to 15 years of service, while 74% of them reached the rank of full fledged and senior teacher on the career ladder. This shows that it was the most experienced teachers who were leaving teaching. Teachers with long years of service leaving the profession is very likely to affect the quality of instruction in schools. As Fuller (1989:18) stated, student achievement is directly related to teachers length of experience. A striking feature is that all together in the four regions a significant number of former teachers (10.3%) were found to have short years of service (five years and less) and those with the rank of beginner and junior, constituted 18.8%. However, when we look at regional variations, Afar showed a distinct difference from the rest of the regions in that 69% of them had 10 or less than year of service and 30.8% of the teachers belong to beginner and junior rank in the career structure. This further shows that, dissatisfaction in the early years of service in teaching for various reasons compelled some teachers to quit teaching.

3.1.2. Practicing Teachers

884 practicing teachers currently working in primary (57.8%) and secondary (42.2%) schools in the four sampled regions filled in and returned the questionnaire prepared for the purpose of this study.

Table 2.2. Description of Practicing Teachers by Region

Variables/ Characteristics		Addis Ababa		Afar		Amhara		Oromia		Total	
		No.	%	No.	%	No.	%	No.	%	No	%
Sex	Male	113	61.1	53	91.4	226	85.3	317	84.3	709	80.2
	Female	72	38.9	5	8.6	39	14.7	59	15.7	175	19.8
	Total	185	100	58	100	265	100	376	100	884	100
Age Groups	20 and below	3	1.6	2	3.4	6	2.3	6	1.6	17	1.9
	21-25	13	7	17	29.3	43	16.2	73	19.4	146	16.5
	26-30	24	13	27	46.6	68	25.7	73	19.4	192	21.7
	31-35	38	20.5	8	3.8	102	38.5	144	38.3	292	33
	36-40	63	34.1	4	6.9	29	10.9	55	14.6	151	17.1
	41 and above	44	23.8	-	-	17	6.4	25	6.6	86	9.7
Qualification	Certificate	108	58.4	38	65.5	141	53.2	226	60.1	513	58
	Diploma	51	27.6	11	19	83	31.3	103	27.4	248	28.1
	Degree	26	14	9	15.5	41	15.5	47	12.5	123	13.9
School level	Primary	114	61.6	33	56.9	140	52.8	224	59.6	511	57.8
	Secondary	71	38.4	25	43.1	125	47.2	152	40.4	373	42.2
School location	Urban	185	100	45	77.6	231	87.2	326	86.7	787	89
	Rural	-	-	13	22.4	34	12.8	50	13.1	97	11
Marital Status	Married	162	87.6	19	32.8	222	83.8	315	83.8	718	81.2
	Single	23	12.4	39	67.2	43	16.2	61	16.2	166	18.8
Years of Service in teaching	0 - 5	12	6.5	20	34.5	40	15.1	61	16.2	133	15
	6 - 10	25	13.5	24	41.4	104	39.2	144	38.3	297	33.6
	11- 15	48	25.9	13	22.4	93	35.1	138	36.7	292	33
	16 - 20	62	33.5	1	1.7	22	8.3	25	6.6	110	12.4
	21 and above	38	20.5	-	-	6	2.3	8	2.1	52	5.9
Rank in the career structure scheme	Beginner	5	2.7	11	19	14	5.3	29	7.7	59	6.7
	Junior	8	4.3	17	29.3	28	10.6	33	8.8	86	9.7
	Full Fledged	55	29.7	23	39.7	133	50.2	172	45.7	383	43.3
	Senior	67	36.2	7	12.1	57	21.5	103	27.4	234	26.5
	Associate Lead	50	27.0	-	-	33	12.4	39	10.4	122	13.8

As shown in Table 2.2 most of the sample of practicing teachers, 709 (80.2%), were males, while their female counterparts constituted 19.8%. The education statistics of the MOE (1999/2000) indicated that in the sample regions, except in Addis Ababa, female teachers constituted about 21%. Therefore female teachers were adequately represented in this study. However the number of female teachers (about 15%) in Afar was far below the national average. By contrast female teachers in Addis Ababa constituted about 35% (MOE, 2000:69-83). This shows that, female teacher participation was relatively low in Peripheral Regions.

When looking, at the age aspects of practicing teachers, 73.1% of them were in the age group of 21-35. This is almost similar to former teachers' age group characteristic(see Table 2.1). Amhara and Oromia Regions comprised somewhat similar age-group. Teachers in Afar were relatively young and mainly (79%) in the age group of 21-30 years. Conversely, most of the teachers (78.4%) in Addis Ababa were in the age group of 31 years and above. This is possibly because until recently teachers with long years of service were assigned to Addis Ababa through transfer from regions.

The characteristics of practicing teachers qualification, school level and location variables were adequately represented within the study. With respect to qualification, practicing teachers with a certificate qualification (standard for teaching in grades 1-4) constituted 58%, while diploma and degree graduates comprised 28% and 14% respectively. With regard to school location, 89% and 11% of the teachers taught in urban and rural schools respectively. These data would help in order to analyze the factors that could compel practicing teachers to quit teaching in relation to urban-rural context.

Among the diploma graduates about 95% of them were found in secondary schools. This verifies a known fact that secondary schools were populated by sub-qualified teachers. MOE (2000:80) education statistics of 1999/00' revealed that 57% of the teachers in government secondary schools were diploma holders, while degree holders constituted 37%.

The responses of practicing teachers indicated that about 79% of them had between 6 to 20 years of teaching experience. The majority of the respondents (51.3%) had long experience in teaching (11 years and above). Thus, the professional experience of the teachers indicate that

the information obtained from these respondents is relevant to the problem under investigation in the study.

However, almost all (98%) of the respondents in Afar had teaching experience ranging 0 to 15 years. Among these about 34% of them had five and below years of experience. This might possibly indicate that a significant number of teachers in Afar lacked adequate experience to be integrated into the local environmental situation and that may have had an effect on losing them.

The marital status of the practicing teachers was fairly in line with the former teacher respondents; that, about 81% were married, while the rest, 18.8% of them, were single. As an exception, 67% of the respondents from Afar were single, while 33% were married. This was also similar to the characteristics of former teachers i.e. to the characteristics of the former teacher respondents from the region.

The rank of the teachers in the new career structure also match the years of experience in teaching. Almost 70% the teachers were in full-fledged and senior teacher career status. Among the teachers in the rank of associate-lead, 41% were found in Addis Ababa, while there were none in Afar Region. This suggests that, the more experienced, with higher teaching rank, were found more in urban schools and less in peripheral regions.

3.1.3. Prospective teachers

In order to ascertain initial preference to join teacher education as a decision factor to remain or quit teaching, a total of 162 prospective-teachers were involved in the study as indicated in Table 2.3 below.

Table 2.3 Description of respondents of prospective teachers by level of teacher education programme, Institutions, and Sex

S.No	Institution	Training Programme					
		Certificate		Diploma		Degree	
		Male	Female	Male	Female	Male	Female
1.	Assela TTI	8	11 (57.9)				
2.	Debre Berhan TTI	9	10 (52.6)				
3.	Gondar CTE			15	3 (16.7)		
4.	Jimma CTE *	5	4 (44.4)	15	2 (11.8)		
5.	Kotebe CTE *	4	6 (60)	14	3 (17.6)		
6.	Alemaya University, FOE					16	2(11.1)
7.	Bahir Dar University, FOE					16	2)11.1)
8.	Debul University, FOE (Dilla)					14	3(17.6)
Total		26	31 (54.4)	44	8 (15.4)	46	7 (13.2)

Note: () denotes percentage of female respondents.

* Offer both Certificate and Diploma Programmes for first and second cycle primary teacher preparation

Table 2.3 above shows the services teacher education institutions provide to regions. Assela and Jimma prepare first and second cycle primary school teachers for Oromia Region respectively. Similarly Debre Berhan and Gondar prepare first and second cycle primary school teachers for Amhara Region respectively. Kotebe serves in preparing first and second cycle primary school teachers for Addis Ababa and partially for peripheral regions including Afar. The three FOE prepare secondary school teachers for all regions. 33% of the TTIs, 43% of the CTEs and 75% of the FOE of the country were incorporated in this study. Therefore, the type and number of the institutions involved in the study were appropriate and pertinent to the purpose of the study.

Table 2.3 further indicates that prospective teachers in the certificate programme run by TTIs, and some CTEs (Jimma and Kotebe) comprised 35.2%, while the diploma and degree programmes were represented by 32.1% and 32.7% respectively.

Gender composition in TTIs was more balanced with females accounting for 54.4%, while in diploma and degree programmes they comprised 15.5% and 13% respectively. Thus, according to the enrollment of students in the institutions, females were adequately represented in this study to test whether gender was a significant predictor of prospective teachers' future career decision to stay or leave teaching.

3.2. Exodus from the Teaching Profession

Although there has been a number of discussions at national level concerning the drop-out of teachers from the teaching professions, some Regions failed to provide adequate quantitative raw data and information on teacher attrition. Unfortunately, for the purpose of comparison among the regions and to come to conclusions about the rate of teacher attrition at national level, data and information on teacher attrition were absent from or not well organized in all regions. As matter of fact, through the researcher's own personal endeavour, and the nature of his work position in the MOE, data became available on teacher attrition from the study target regions as well as for comparative analysis from another two regions (Benishangul Gumuz and Somali). Therefore, the following part of the study attempts to indicate the problem of exodus from the teaching profession, based on documents available from six regions as shown in Table 3.

Table 3 Teacher Loss during 1996/97-1998/99 in Six Regional States of Ethiopia by Qualification

Region	Qualification Level	1996/97			1997/98			1998/99			Average Annual rate of Teacher loss
		Teachers at work	Drop-outs		Teachers at work	Drop-outs		Teachers at work	Drop-outs		
			No	%		No	%		No.	%	
Addis Ababa	Certificate	2165	19	0.88	2155	21	1.3	2139	19	0.9	72 (1.3%)
	Diploma	2087	24	1.1	2064	26	1.3	2101	28	1.3	
	Degree	1223	26	2.1	1228	23	1.9	1237	31	2.5	
	Total	5475	69	1.4	5447	70	1.5	5477	78	1.4	
Afar	Certificate	608	16	2.6	675	21	3.1	682	37	5.4	64 (7.4%)
	Diploma	110	15	13.6	166	24	14.5	216	34	15.7	
	Degree	39	9	23.1	45	17	37.8	50	19	38	
	Total	757	40	5.3	886	62	7	948	90	9.5	
Amhara	Certificate	19295	455	2.4	19905	542	2.7	20065	669	3.3	829 (3.4%)
	Diploma	3634	169	4.7	3471	225	6.5	3792	254	6.7	
	Degree	726	35	4.8	643	48	7.5	664	91	13.7	
	Total	23655	659	2.8	24019	815	3.4	24521	1014	4.1	
Benishangul-Gumuz	Certificate	1269	14	1.1	1451	12	0.8	1533	15	1	56 (3.5%)
	Diploma	145	16	11	177	24	13.6	192	39	20.3	
	Degree	27	11	40.7	32	18	56	35	20	57.1	
	Total	1441	41	2.8	1660	54	3.3	1760	74	4.2	
Oromia	Certificate	29988	483	1.6	31663	681	2.2	33337	772	2.3	983 (2.6%)
	Diploma	4478	169	3.8	4610	209	4.5	4947	303	6.1	
	Degree	912	93	10.2	908	114	12.6	861	126	14.5	
	Total	35378	745	2.1	37181	1004	2.7	39145	1201	3.1	
Somali	Certificate	809	45	5.6	921	63	6.8	1100	76	6.9	79 (7.6%)
	Diploma	64	8	12.5	69	10	14.5	81	12	14.8	
	Degree	36	6	16.7	31	7	22.6	29	11	37.9	
	Total	909	59	6.5	1021	80	7.8	1210	99	8.2	

Source: Compiled from reports on teacher loss from Addis Ababa Zone Education Departments, Afar, Amhara, Benishangul-Gumuz, Oromia and Somali REBs.

Table 3 depicts teacher loss over the three year period (1996/97 - 1998/99). For detailed information, prominent characteristics of teachers' loss for each region is presented below.

3.2.1. Prominent Characteristics of Teachers' Loss among Regions

Data presented in Table 3 is analysed here after contrasting the prominent characteristics of teacher loss of each Region as follows:-

i. Addis Ababa

Addis Ababa, being the centre of the FGE and with better social facilities, has not escaped entirely from losing its teachers, although, relatively, it was low compared to other sample regions. As observed in Table 3 the characteristics of teacher loss in Addis Ababa show the following:

- The lowest rate of teacher loss was 0.88% in certificate level in the year 1996/97, and the highest 2.5% in degree level in the year 1998/99.
- Total loss of teachers over the three years period, was 1.4%, 1.5%, 1.4% respectively which was a steady position.
- Average annual rate of teacher loss found to be 72 (1.3%), which was the lowest among the sampled regions.
- In summary teacher loss rate on average for the three years was 2.2%, 1.2% and 0.9% among degree, diploma and certificate graduate teachers respectively.

ii. Afar

Afar is one of the four peripheral regions in Ethiopia. The characteristics for teacher loss of the region show that:

- A relatively high percentage of teacher loss was observed, ranging from 2.6% (certificate) in the year 1996/97 to 38% (degree) in 1998/99.
- A relatively rapid rise of teacher loss rates in the three categories; overall rate of loss increased from 5.3%, to 7% and 9.5% consecutively over the three years period.
- Teachers' loss rate with respect to level of qualification showed an increasing trend. Over the three years period in certificate level it was 2.6% ,3.1% and 5.4%. Similarly in diploma level the rate of loss was 13.6%, 14.5%, and 15.7%, while in degree level it was 23% , 37.8% and 38% respectively for the three years period.

- To sum up the average rate of teacher loss was found to be 64 teachers or (7.4%) per annum, considerably the highest among the four sample regions. The highest rate of loss, 90 teachers (9.5%) occurred in the year 1998/99.

iii. Amhara

- Relatively medium rate of loss of teachers observed, ranging from 2.4% in certificate in the year 1996/97 to 13.7% degree in the year 1998/99.
- Steady increase in rate of teacher loss, except for the degree group, which showed a sudden rise in the year 1998/99. In certificate level the rate of loss was 2.4%, 2.7% and 3.3%. Similarly, for diploma level the rate of teacher loss was 4.7%, 6.5% and 6.7% respectively for the three years. The rate of loss for degree level showed an abrupt change from 4.8% to 7.5% in the first two years, and then to 13.7% in the year 1998/99.
- Average annual rate of loss found to be 829 (3.4%) teachers, the highest loss 1014 (4.1%) was observed in 1998/99.

iv. Oromia

- Fairly low rate of loss that ranged from 1.6% in certificate level (in 1996/97) to 14.5% in degree level (in 1998/99).
- Relatively steady, un-dramatic rate of loss increase; certificate level increased 1.6%, 2.2% and 2.3% respectively in the three years; diploma level rate of loss showed an increasing trend of 3.8%, 4.5%, 6.1% respectively in the three years, while in the degree level, rate of loss for the three years was 10.2%, 12.6% and 14.5% respectively.
- Average annual rate of loss was 983 teachers (2.6%), the highest being observed 1201 (3.1%) in the year 1998/99.

For the purpose of comparison when we look into the features of rate of teachers' loss in the regions of Benishangul-Gumuz and Somali the following are observed.

v. Benishangul-Gumuz

- More variable rate of loss in certificate level ranging from 0.8% in 1997/98 to 57.1% in degree level in 1998/99.
- Stationary rate of loss in certificate (1.1%, 0.8% and 1% in the three years time); the other two groups were high and showed a fairly rapid increase; diploma increased from 11% to 13.6% then to 20.3% and degree increased from 40.7% to 56% then to 57.1%.
- Average annual rate of teacher loss for the three years period was 56 teachers (3.5%).

- The highest rate of loss was in degree holders that reached 57.1% in the year 1998/99.

vi. Somali

- Relatively high rate of teacher loss ranging from 5.6% in certificate (in 1996/97) to 37.9% in degree (in the year 1998/99).
- Steady, increasing trend of teacher loss rate throughout the three years period; certificate from 5.6% to 6.8% and 6.9%, for diploma from 12.5% to 14.5% and to 14.8%. But the degree rate of loss went from 16.7% to 22.6% and to 37.9% respectively in the three year period. Average annual rate of teacher attrition for the three years period found to be 79 teachers (7.6%), which was the highest among the six regions.

To sum up, annual rate of teacher loss within three years period in the four sampled regions reached 1954 (almost 3%). The highest was observed in Afar (7.4%).

Benishangul–Gumuz and Somali combined together, showed a 5.1% rate of loss on average. Total annual rate of teacher loss for the six regions reached 3%, with the highest rate of teacher loss being observed in Somali Region (7.6%).

Table 3 also describes, that teachers have been leaving classrooms at an increasing rate from year to year in all the six regions, except Addis Ababa that has shown a fairly steady state. That more teachers left from peripheral regions.

When looking into teacher loss in relation to the teachers' educational background, degree graduates left schools with the highest rate in all regions. The rate of loss of certificate holder teachers was the lowest, while the loss of diploma holders was below that of the degree holders .

When examining closely the loss of degree graduates in 1998/99, the highest percentage loss was recorded in Benishangul–Gumuz (57.1%), while in Afar and Somali Regions it was 38% and 37.9% respectively. This shows degree graduates were leaving schools at a fast rate. The highest rates of loss of degree graduates were observed in peripheral regions, which is worrying situation. If this trend continues, secondary schools could be devoid of qualified teachers and that would adversely affect the quality of instruction. Consequently, greater adverse effects would be felt in the endeavour to prepare knowledgeable and skilled manpower specifically in peripheral regions. It is evident from the statistical reports of MOE that most secondary schools were suffering from an inadequate number of qualified teachers

(See MOE, 2000:80). The envisaged ETP standard requires a minimum of a first degree to teach in secondary schools. Thus, the loss of degree graduate teachers at such an alarming rate means that the education system is in a daunting situation; unable even to maintain the current demand and supply of teachers.

3.2.2. Teachers loss in relation to subject specialization

What types of teachers have been leaving schools? With respect to this issue, former teachers were requested to specify their subject specialization. Since as generalist teachers, TTI graduates were trained to teach all subjects they were omitted from this enquiry.

Table 4 Frequency and Percentage of Subjects taught by former teachers

S. No.	Subject	Diploma (N = 82)		Degree (N = 144)	
		No.	%	No.	%
1.	Amharic	6	7.3	10	6.9
2.	English	10	12.1	17	11.8
3.	Maths	14	17.1	23	16.0
4.	Biology	13	15.9	20	13.9
5.	Chemistry	14	17.1	20	13.9
6.	Physics	15	18.3	24	16.7
7.	Geography	3	3.7	7	4.9
8.	History	2	2.4	6	4.2
9.	Physical Education	3	3.7	9	6.2
10.	Psychology (Guidance and Counseling)	–	–	6	4.2
11.	Not specified	2	2.4	2	1.4

As seen in Table 4, former teachers who were diploma holders and specialized in Physics, Chemistry, Maths and Biology comprised the highest group of leavers. Altogether they comprised 68.4%. Among the degree holders, a similar situation emerged and those who specialized in Maths and Natural Sciences (Biology, Chemistry and Physics) comprised 60.5%. Language specialized (Amharic and English), made up 19.5% and 18.8% among diploma and degree graduates respectively. Those who specialized in Social Studies (Geography and History), constituted 6.1% and 9.1% in diploma and degree respectively.

The above findings depict that secondary schools were suffering more from a shortage of teachers, in Maths and Natural Sciences. This is confirmed by the report of the Mid-Term Review Mission of ESDP (2001:6), that the shortage of teachers in Maths and Natural Sciences in Secondary Schools of Ethiopia was found to be acute.

The quality of the provision of these subjects in secondary schools would inevitably be affected and would further affect the preparation of manpower in the science and technology fields in the future unless immediate measure is taken.

3.2.3. Newly graduated teacher loss in diploma and degree level

Teachers' withdrawal from the teaching profession has not been prevalent only among practicing teachers who have done some service in schools. The number of new diploma and degree graduates from the teacher education institutions who have failed to turn-up before even starting teaching is increasing from year to year. This has also aggravated teacher attrition.

The startling situation was that new graduates failure to turn-up commenced when new graduate incumbents, from higher institutions of teacher education programmes failed to report to MOE for placement to regions. It is evident from Table 5.1 that, among 1069 new degree graduates, 90 (8.4%), and among 912 diploma graduates 30 (3.3%) failed to report to MOE in the years of 1998/99 and 1999/00' .

Table 5.2 illustrated the loss of new graduates from six regions including the four sampled regions and excluding Addis Ababa where loss of new graduates found to be insignificant.

As seen from Table 5.2 within four years period (1997/98 - 2000/01) a total of 167 (16.2%) degree and 117 (14.1%) diploma holders failed to report to the three sampled regions (Afar, Amhara and Oromia). The highest rate of loss of new graduates from these three regions occurred in the year 2000/01, that reached 83 (20.8%) in degree and 22 (16.5%) in diploma holders. Among the three sampled regions, the highest rate of loss of new graduates found to be from Afar region (60.2% and 22.1% in degree and diploma holders respectively).

When compared to the regions outside the sample area, the rate loss of new graduates of degree holders reached 47.5% and 84.6% respectively for Benishangul-Gumuz and Somali regions, while the loss of new diploma holders was 19.6% and 22.2% respectively. The recent (2000/01) unprecedented loss of new degree graduates from peripheral regions which reached 84.6% in Somali, 65.5% in Afar and 52.4% in Benishangul-Gumuz, implies quite an unbearable situation when compounded with high rate of loss of former teachers from these regions.

The possible explanation for the high loss of new graduates from peripheral regions could be that the adverse physical living conditions, remoteness, lack of special incentives for working in hardship area, and the information they received from those who left teaching from these regions could combine to discourage the new graduates to serve in these regions.

Although the problem of new degree and diploma teacher graduates failure to turn-up before starting teaching needs further study, the researcher would like to suggest the possible reasons, why new teacher graduates failed to engage themselves in teaching career as follows.

- i. Lack of psychological readiness on the part of new graduates. This might be due to the inadequacy of teacher education programmes (Diploma and Degree levels) to persuade or prepare the graduates to serve in remote areas.
- ii. Lack of early interest in teaching before joining teacher education programmes. The possible explanation for this might be that trainees as prospective teachers joined teacher training involuntarily without interest; and
- iii. The new graduates simply needed a degree or qualification credential which would enable them to obtain employment other than teaching. This might be largely the result of involuntary placement of students in teacher education institutions.

Table 5.1 New degree and diploma teacher graduates turn-up to MOE (1998/99 - 1999/00)

Qualification	1998/99			1999/00			Total		
	New	Not reported		New	Not reported		New	Not reported	
	Graduates	NO.	%	Graduates	NO.	%	Graduates	NO.	%
Degree	503	30	6	567	60	10.6	1070	90	8.4
Diploma	612	14	2.3	300	16	5.3	912	30	3.3
Total	1115	44	3.9	867	76	8.8	1982	120	6.1

Source : Compiled by MOE/TEMSD,2000

Table 5.2 New diploma and degree teacher graduates allotted to some Regions and rate of turn-up (1997/98-2000/01')

Region	Qualification	1997/98			1998/99			1999/00'			2000/01'			Total		
		Alloted.	Not reported		Alloted	Not reported		Alloted	Not reported		Alloted	Not reported		Alloted	Not Reported	
			No.	%		No.	%		No.	%		No.	%		No.	%
Afar	Degree	16	9	56.3	37	22	59.5	31	18	58.1	29	19	65.5	113	68	60.2
	Diploma	87	8	9.2	59	20	33.9	37	11	29.7	21	6	28.6	204	45	22.1
Amhara	Degree	92	9	9.8	75	17	22.7	90	15	16.7	167	23	13.8	424	64	15.1
	Diploma	180	13	7.2	23	3	13.0	44	4	9.1	26	3	11.5	273	23	8.4
Benishangul-Gumuz	Degree	25	20	80	45	15	33.3	31	12	38.7	21	11	52.4	122	58	47.5
	Diploma	74	18	24.3	62	8	12.9	27	6	22.2	16	3	18.8	179	35	19.6
Oromia	Degree	86	7	8.1	81	6	7.4	124	11	8.9	204	41	20.1	495	65	13.1
	Diploma	145	19	13.1	76	8	10.5	43	9	20.9	86	13	15.1	350	49	14
Somali*	Degree	NA	-	-	NA	-	-	NA	-	-	26	22	84.6	26	22	84.6
	Diploma	NA	-	-	NA	-	-	NA	-	-	18	4	22.2	18	4	22.2
Tigray**	Degree	57	16	28.1	49	13	26.5	60	13	21.7	NA	-	-	166	42	25.3
	Diploma	78	10	12.8	78	8	10.3	24	5	20.8	NA	-	-	180	23	12.8

Source: Compiled by MOE/TEMSD, 2000/01'

* Data available only for 2000/01

** Data excluding 2000/01

3.3. Causes of Teacher Attrition

What factors contributed to or aggravated teachers' inclinations to leave teaching from the school system?

According to Chapman (1994:8), two types of factors must be examined in considering the causes of teacher attrition. The first is *root causes*, which directly lead to teacher attrition, and the other one is *enabling factors*, which do not themselves cause teacher attrition, but are conditions which allow it to continue, once it starts.

In general, from the researcher's standpoint and experiences, it might be anticipated that teachers would leave their jobs for three main reasons in Ethiopia:

- i. Lack of initial preference for teaching and entering teacher education programme without interest.
- ii. Unfavourable working conditions in the school environment, and
- iii. Unfavourable working conditions out side the school environment.

Therefore the following part of the study attempts to analyze the above factors specifically.

3.3.1. Initial Preference for Teaching

Initial preference for teaching could expected to be an influential factor on teacher retention. Therefore, it makes sense to investigate why former teachers joined the profession in the first place. As asserted by Lortie (1975:165) a high rate of teacher attrition is related to students' who joined teacher education programme having negative initial preference for teaching.

In order to ascertain whether former teachers joined the teaching profession with or without interest, they were requested to respond to the questions why they became teachers in the first place. The following ten reasons for becoming a teacher were rated by 282 former teachers using a five point Likert-type scale calibrated as follows: Strongly Disagree = 1, Disagree = 2, Undecided = 2, Agree = 4, and Strongly Agree = 5. The rating scores are further computed to mean value, rank and standard deviations.

The summary results that appear in Table 6 show that the three most prominent reasons why former teachers became teachers are, in rank order according to mean value results: teacher training was the only option either for education and for a job; compelled by personal problem

otherwise not interested in teaching and the use of teaching deliberately as a stepping-stone to look for other job.

Table 6 Rating Score on Reasons for being teacher by former teachers (N=282)

	Reasons for being Teacher	Responses Rating Score						Rank	SD
		5	4	3	2	1	- X		
1.	Interested in teaching as a career	35	113	16	92	26	3.14	4	1.25
2.	Unsurpassed contribution for development of one's country or area	19	130	32	63	38	3.10	5	1.22
3.	The opportunity to join teacher training or get a teaching job was easy	33	107	18	64	60	2.96	7	1.39
4.	Compelled by personal problem, not interested in teaching	20	155	19	69	19	3.31	2	0.91
5.	Teaching would give opportunity to personal educational development	12	146	14	76	34	3.09	6	1.80
6.	Deliberate use of teaching as a stepping stone to look for other job	8	161	20	68	25	3.21	3	1.11
7.	High regard to teaching at the time	-	22	27	164	69	2.18	9	0.81
8.	The salary was comparatively attractive at the time	-	2	-	221	59	1.80	10	0.45
9.	The only option to get training or job was teaching	21	179	18	39	25	3.47	1	0.94
10.	Influenced by friends and relatives to join teaching	18	72	10	103	79	2.46	8	1.30
Overall —							2.87		
X									

Conversely, at rank 4 and 5, respondents advanced positive professional reasons for becoming teachers. These are: interested in teaching and contribution to ones country through the teaching profession. These provide some counterbalance the reasons ranked 1 to 3. The sixth ranked reason- " to develop oneself through education", might imply that teaching would help to gain more knowledge, as the task of the profession requires often reading and writing to prepare class instructions. But it might also mean that teaching would be educationally beneficial. The lowest ranked reasons from 8 to 10 are : influenced by friends or relatives, high regard for teaching due to the fact that teaching was accorded high status and the attractive nature of the salary. These indicate quite clearly the low attraction of these factors in deciding to become a teacher (mean values <2.5).

A significant number of respondents identified that to join teacher training or get a teaching job at that time was "easy" (mean value = 2.96 and mean rank = 7). This indicates of course, the selection for admission to teaching were probably weak.

As a whole these findings indicate that most former teachers joined the teaching profession without interest or joined teacher education programmes simply because at that time there were no options or alternatives for their choice of career. They stayed in teaching job for an interim period until they get other jobs with better pay and prestige.

On the other hand, practicing teachers were asked to rate the reasons for becoming a teacher using the same question items and applied Likert-type scale. The weighted mean rank and standard deviations were computed. The responses are summarized in Table 7 below.

Table 7 Rating Score on Reasons for being teacher by practicing teachers (N = 884)

S. N.	Reasons for being Teacher	Responses Rating Score						SD	Mean Rank	
		5	4	3	2	1	— X			
1.	Interested in teaching as a career	41	421	86	170	166	3.0	1.23	6	
2.	Unsurpassed contribution for development of one's country or area	33	340	104	203	204	2.77	1.28	7	
3.	The opportunity to join teacher training or to get a teaching job was easy	59	436	83	146	160	3.10	1.28	5	
4.	Compelled by personal problem, not interested in teaching	63	442	83	148	148	3.14	1.27	2	
5.	Teaching would give opportunity to personal educational development	61	441	76	146	160	3.11	1.28	4	
6.	Deliberate use of teaching as a stepping stone to look for other job	62	440	79	146	157	3.12	1.32	3	
7.	High regard to teaching at the time	17	175	87	285	320	2.19	.086	10	
8.	The salary was comparatively attractive at the time	21	186	101	285	291	2.28	1.35	9	
9.	The only option to get training or job was teaching	65	561	57	122	79	3.46	1.10	1	
10.	Influenced by friends and relatives to join teaching	26	190	106	270	292	2.31	1.13	8	
		Overall Mean — X					2.85			

As can be seen from Table 7, the rating score on reasons for becoming a teacher of the three most important items were almost in accord with that of former teachers responses by mean, rank and standard elevation. These were: the only option or alternative was teaching (mean value = 3.46, rank = 1); not interested in teaching (mean value = 3.14, rank = 2) and use of teaching as a stepping stone to find another job (mean value = 3.12, rank = 3).

However, the two categories of teachers differ in rating the rest of the reasons. Practicing teachers rated, self-development through education (mean = 3.11); teaching was easy to join (mean = 3.10) and interested in teaching were (mean = 3.0) ranked 4,5 and 6 respectively.

In addition a different reason, advanced by both categories of respondents through an open ended question, was that they had wanted to go into another line of work, but were unable to do so because of personal or external constraints. The significantly different reason pointed out by degree holders was that they were placed in teacher education institutions by MOE according to their ESLCE result or after the Freshman Programme by the teacher education institutions. These responses accounted about four and six percent of former and practicing teachers respectively.

Although few in number (less than one percent) among the practicing teachers who were certificate (TTI) holders, joined teaching to escape the National Military Service at that time.

Table 8 T-test Analysis for items which produced statistically significance difference between former teachers (N = 282) and practicing teachers (N=884) on the reasons for becoming teacher.

	Reasons for being Teacher	Former teachers		Practicing Teachers		t-value
		— X	SD	— X	SD	
1.	Interest in teaching as a career	3.14	1.25	3.0	1.23	1.6440
2.	Unsurpassed contribution for development of one's country or area	3.10	1.22	2.77	1.28	3.9077*
3.	The opportunity to join teacher training or to get teaching was easy	2.96	1.39	3.10	1.28	-0.1501
4.	Compelled by personal problem, not interested in teaching	3.31	0.91	3.14	1.27	2.4646*
5.	Teaching would give opportunity to personal educational development	3.09	1.20	3.11	1.28	-0.2397
6.	Deliberate use of teaching as a stepping stone to look for other job	3.21	1.11	3.12	1.32	1.1303
7.	High regard to teaching at the time	2.0	0.81	2.19	0.86	-3.3782*
8.	The salary was comparatively attractive at the time	1.80	0.45	2.28	1.35	-9.1042*
9.	The only option to get training or job was teaching	3.47	0.94	3.46	1.10	0.1490
10.	Influenced by friends and relatives to join teaching	2.46	1.30	2.31	1.13	1.7393

* Statistically Significant at 0.05 level.

Table 8 depicts the summary results of the t-test for the mean differences between former and practicing teachers of the reasons for becoming a teacher. As can be noted from the table, both former and practicing teachers agreed on these responses: that they became a teacher because the opportunity to join teacher training or get a teaching job was easy; teaching would give opportunity for personal educational development; deliberate use of teaching as a stepping-stone to look for other job, the only option to get training or a job was teaching and influenced by friends and relatives to join teaching ($t = -0.1501, -0.2397, 1.1303, 0.149, 1.7390$ respectively, $P > .05$). These further revealed that there were no statistically

significant differences between the two groups concerning their reasons for being a teacher. It can be inferred from these results that both groups joined teaching without interest. Hence, it confirmed that the preference to stay in teaching by practicing teachers was low and that whenever they get opportunities for other jobs, they might leave.

In summary, most former and practicing teachers joined teaching as a last option and only until they could get other jobs. In this aspect, researchers such as Cummings (1990:4), Rust and Dalin (1990:163) pointed out that the largest working occupation in the civil service of developing countries of Africa is teaching, and the teaching profession is the largest option and one of the few employment opportunities for school leavers. Some joined teaching without interest, for intern period until they get other job.

On the other hand, the t-test results on certain reasons advanced for being a teacher indicate statistically a significant difference between the two groups. These were the unsurpassed contribution for the development of ones country ($t = 3.9077, P > .05$); compelled by the personal problem otherwise not interested ($t = 2.4636, P > .05$); high regard to teaching at the time ($t = -3.3782, P > .05$), and the salary was comparatively attractive at the time ($t = -9.1042, P > .05$).

Generally lack of early preference for or interest in teaching could have a deterrent effect on retaining teachers.

Any occupation which fails to recruit new members will not survive. However, it may be less apparent that the way an occupation fits into the competitive recruitment system will affect its social composition and its inner life. To draw in new members an occupation must possess certain "recruitment resources." Recruitment resources consist of comparative benefits that include money, prestige and power, and the psychic attractions of the occupational tasks (Lortie, 1975:25-26).

In respect of the above statement, to ascertain whether "recruitment resources" influenced the initial preference for teaching, prospective teachers at the three levels of teacher education programmes in Ethiopia were requested to specify how they joined their respective teacher education institutions. To this end those with highest frequencies and percentages are categorized as shown in Table 9.

Table 9 Responses advanced by prospective teachers (N=162) how they joined teacher education programmes

Item and Responses	Number of Responses											
	TTI (N=57)			Diploma (N=52)			Degree (N=53)			Total (N=162)		
	M	F	%	M	F	%	M	F	%	M	F	%
How did you join teacher Education programme?												
a) assigned by MOE (by ESLCE result out of choice of field of study)							9	1	18.9	9	1	6.2
b) Assigned by college/ university after Freshman Programme without interest	-	-		-	-		17	2	35.8	17	2	11.7
c) Interested in teaching (by choice)	12	25	64.9	21	5	50	-	3	5.7	33	32	40.1
d) Last option, otherwise not interested in teaching	13	6	33.3	20	2	42.3	19	2	39.6	52	10	38.3
e) Miscellaneous considerations	1	-	1.8	2	1	5.8	-	-	-	3	1	2.5
f) No response	-	-	-	1	-	1.9	-	-	-	1	-	0.6

Respondents who gave the answer that they joined teacher education as a last option, otherwise they were not interested consisted of : TTI 19 (33.3%), diploma programme 22 (42.3%), and 21 (39.6%) in the degree programme.

In addition, it was found that prospective teachers in the degree programme who were assigned or placed by MOE (ESLCE result) comprised (18.9%) and 37.7% of them were assigned after the freshman programme out of their chosen field of study by higher education institutions. All together 96.2 prospective teachers in the degree programme joined teacher education without interest.

On the other hand, among the prospective teachers in TTI, 37 (64.9%) and 26 (50%) in diploma responded that they joined teacher training as an initial preference with interest. Conversely, among the prospective teachers in degree programme who had preference for teaching were 3 (5.7%). Altogether, in the three programmes those who joined teacher training programmes with interest comprised 65 (40.1%).

One interesting point to be underlined was that among the 46 female prospective teachers all together in the three programmes 32 (69.6%) joined teacher training with interest. Further, it indicated that the females in TTIs (N = 31) who joined from interest, constituted 25 (80.6%). Among the female prospective teachers in diploma and degree programmes 45(62.4%) and 3

(37.5%) joined with interest respectively. Therefore, it seems evident that to recruit more females to teacher education programmes at the other two levels (diploma and degree) should be taken as a strategy to increase the retention of teachers.

Although, the recruitment of candidates to prepare as teachers in Ethiopia requires further study, in general it could be inferred from the above findings that a substantial number of prospective teachers were involuntarily forced into teacher education especially in the degree level teacher education programme.

As matters stand now, recruiting candidates to prepare as teachers, especially in various higher institutions in degree programmes, was largely involuntary and if this continues it will create three major consequences in the future. Firstly, it might seriously affect the retention of trained teachers since these institutions have been trying to prepare teachers who were largely not interested or lacked initial preference for teaching. Secondly, such ill-prepared young teachers, will further negatively affect the quality of instruction in schools; and thirdly, these young graduates being frustrated due to inadequate training and lack of readiness for teaching would not opt to turn-up to start in the profession.

3.3.2. Reasons advanced by former teachers why they left teaching

As observed from the earlier analysis, a substantial number of former teachers who never had the intention to be teachers left teaching after a brief period of time serving in schools. In addition among those former teachers who enjoyed teaching, or were at least interested in teaching, also left schools due to certain factors that pushed them into voluntary attrition.

In relation to this, former teachers were asked about reasons for leaving teaching; that are factors within the school that contributed to withdrawal from teaching, and factors outside or beyond the school that contributed to their drop-out from teaching.

Using a five-point Likert-type scale, the following ten reasons for leaving teaching were rated by former teachers calibrated as: strongly disagree = 1, disagree = 2, undecided = 3, agree = 4, and strongly agree = 5. The rating scores were further computed to mean value and rank.

Table 10 Rating scores on reasons advanced by former teachers for leaving teaching (N=282)

s. No	Reason for leaving the teaching profession	Responses Rating Score					— X	SD	Mean Rank
		5	4	3	2	1			
1.	Low economic and financial benefits	141	141	-	-	-	4.50	0.50	2
2.	Administrative problems without school	65	143	25	40	9	3.76	1.06	5
3.	Unfavorable working conditions within school	92	118	21	42	9	3.86	1.12	4
4.	Limited chance for further education	38	79	10	113	42	2.85	1.34	9
5.	Difficulties of living conditions	43	75	13	122	29	2.93	1.31	8
6.	Lack of instructional support	31	70	12	91	84	2.61	1.36	10
7.	Lack of professional career development	74	126	3	44	35	3.57	1.35	6
8.	Low social prestige accorded to teachers by the society at large	225	48	2	4	3	4.73	2.58	1
9.	Overworked being tedious and bored	72	117	4	46	43	3.46	1.41	7
10.	Lack of transfer to better places	103	128	5	29	17	3.96	2.25	3
Overall Mean							3.62		

Table 10 summarizes the reasons advanced by former teachers for leaving teaching. Although the regional context may show variations in the factors that compelled teachers to quit teaching, Table 10 mirrors the overall motivating factors for leaving teaching in general. As mentioned by the former teachers, the most significant factors that compelled former teachers to quit teaching in rank order 1 to 3 were: low social prestige accorded to teachers by the society at large (mean = 4.73); low economic and financial benefits (mean = 4.50); and lack of transfer (mean = 3.96). The least three reasons ranked from 8 to 10 were: difficulties of living conditions, limited chance for further education and lack of instructional support (mean scores were 2.93, 2.85 and 2.61 respectively).

Further, Table 10 depicts that, all of the set reasons were rated as positive reasons for withdrawal from teaching. The mean value had a maximum of 4.73 and minimum of 2.61 and the overall average mean was 3.62. Since for all the set reasons the mean value rating scores were greater than the acceptable mean value of 2.5, all of them do have an impact on teachers' attrition/retention. Therefore, if these factors are not solved in a timely way, they will continue to adversely effect the retention of teachers and that in turn will affect the quality of education.

From the questionnaire responses of former teachers, the interviews and the focus group discussions with some practicing teachers, school principals and education officials at REB, ZED and WEO detailed investigations and analyses on the above reasons for quitting teaching were made.

(i) Low Social prestige accorded to the teaching profession

Among the variables that affect individuals' interest in teaching as well as the retention of teachers are the occupation's (1) prestige, (2) monetary or material rewards, (3) non-material rewards, and (4) working conditions (Thomas, 1997:165).

The prestige of an occupation can be viewed as the overall level of regard or respect generally held in a society for people in that occupation. Former teachers, perceived that the society at large, accord low social prestige to teaching occupation. In this respect, practicing teachers were asked to rate their belief in how they are perceived by some members of the community. A rating score was used of Very high = 5, High = 4, Medium = 3, Low = 2, and Very Low = 1, and the results are shown in Table 11 below.

Table 11 Practicing Teachers (N = 884) Perception on Level of prestige community members imputed to teaching occupation

	Some members of community	Responses Rating Score					— X	Rank
		5	4	3	2	1		
1.	Education officials	18	325	103	202	204	2.61	1
2.	Non-teaching Civil service personnel	30	90	77	283	320	1.84	4
3.	Parents	17	175	87	252	324	2.12	2
4.	Students	16	173	84	247	215	1.96	3
5.	Government officials at local level	13	160	74	249	140	1.77	5
		Overall Mean — X					2.06	

As observed from the above Table 11, practicing teachers believed that their occupation does have low prestige. The actual overall average mean value (2.06) indicated that the belief on the perception of the occupation was below the acceptable mean value (2.5). Among the community members, education officials were rated first (mean value of 2.61) in according better prestige to teaching. On the contrary, the teachers believed that their prestige was regarded poorly by government officials at local level (mean = 1.77) However, in order to

ascertain that the teaching occupation was actually accorded low status by various community members, requires the views of the community members themselves and that needs further investigation.

In general, the current opinions and believes of teachers would indicate that, the status of the teaching occupation vis-à-vis the community, the ill-treatment of teachers at the hands of government and education offices, are serious impediments to retaining teachers and to attract the best recruits to the profession.

(ii) Low economic benefits

The second weighted reason given for teachers dropping-out from teaching was the low economic benefits earned in teaching. Regarding this, former and practicing teachers were asked for their views on teachers' salaries position compared to those of non-teaching civil service jobs and whether the salaries were enough to meet their financial obligations and could adequately support their families.

Table 12 Teachers' view on adequacy of their salaries compared to other civil service jobs with parallel qualifications and experiences

	Item	Practicing teachers (N=884)		Former teachers (N=282)		X ²
		No.	%	No.	%	
1.	Do you think the salaries of teachers sufficient enough to sustain their living condition in your area?					2.80
	a) Sufficient	183	20.7	45	16	
	b) Not sufficient	692	78.3	231	81.9	
	c) Not sure	9	1.0	6	2.1	
2	How do you compare teachers salaries with that of other civil service jobs with Parallel qualification and service in your area					11.40
	a) equivalent	302	34.2	65	23	
	b) not equivalent	570	64.5	209	74.1	
	c) Not sure	12	1.3	8	2.8	

As can be seen from Table 12, with regard to the sufficiency of teachers' salaries, the opinion of 78.3% of practicing teachers asserted that teachers' salaries " were not sufficient". That was significantly higher than those with the contrary opinion of sufficient (20.7%). Likewise the opinion of former teachers, the salaries were declared insufficient by 81.9% as compared to those with the contrary opinion (16%). The Chi-square result show that the two groups opinions were statistically significant ($x^2 = 2.8$, df 2, $P > .05$). Table 12 depicts the opinions on the equivalence of teachers' salaries with those of other parallel civil service jobs. Among

the practicing teachers 64.5% of them asserted that it was not equivalent, while 34.2% expressed the opposite.

Among the former teachers 74.1% asserted that teachers' salaries were not equivalent, in contrast to 23% who expressed they were equivalent. The Chi-square test was calculated to detect the relationship between teachers' salaries and those at other civil service jobs with parallel qualification and experience. The result of the test showed that for 2 degrees of freedom calculated value $\chi^2 = 11.40$, $P > .05$. Thus it revealed that there is reliable evidence showing the existence of a statistically significant similarity of view both groups. Thus it signifies that, former teachers left teaching with the belief that their salaries were lower than other civil service jobs requiring parallel qualification and service.

For further investigation of the above, the following part considered a comparative analysis of former teachers' years of service and monthly salary while in teaching and in their new jobs.

Table 13 Former teachers' monthly salary and years of service in teaching versus in new job by qualification.

S.No.	Average monthly salary and Year of Service in Teaching and New job	Qualification level		
		TTI (N = 56)	Diploma (N =83)	Degree (N = 144)
1.	Year of Service in teaching	5.6	10.2	11.3
2.	Initial Monthly Salary in teaching	271.92	360.68	514.86
3.	Monthly Salary when left teaching	351.38	606.90	920.03
4.	Difference in monthly salary between initial and when left teaching	79.46	246.22	405.17
5.	Annual salary increment rate in teaching	14.19%	24.14%	35.86%
6.	Year of service in the new job	2	2.5	2.6
7.	Initial monthly salary in the new job	619.35	948.25	1349.78
8.	Present salary in the new job	642.16	1040.53	1426.79
9.	Difference in monthly salary between initial and present in he new job	22.81	92.31	77.01
10.	Annual Salary increment rate in the new job	11.4%	36.9	29.62%
11.	Difference in monthly salary between present new job and when left teaching	290.78 (82.8% increase)	433.63 (71.4% increase)	506.76 (55% increase)

The figures in Table 13 gave some confirmations that the starting monthly salary in their new job was significantly higher than the salary when teachers left teaching (Item No. 3 difference with No. 7). They showed difference of salaries for TTI as 76.3%; Diploma as 56.2%; and Degree as 46.7%. Moreover, the differences in monthly salary when they left teaching and their present monthly salaries in the new job (No. 11) showed 82.8% , 71.4% and 55% increases in TTI, diploma and degree graduates respectively.

Therefore, salary could be taken as a major driving force for teachers to leave teaching and opt for better paying jobs.

On the other hand, contextual factors often play a much larger role than simple income in determining relative advantages of earnings. For example, in the early 1960s, the initial salary of a TTI graduate was Birr 230 (equivalent of US\$92 at that times rate of exchange. At present it is Birr 305 (equivalent of US\$36 at the rate of current exchange). This shows teachers' incomes are affected by a high inflation rate and that factor requires to be taken account of. Due to this fact teachers may opt for a "moonlighting job" or a permanent job that pay better than teaching.

The other major drawbacks that pushed teachers to withdraw from teaching was the absence or inadequate provision of non-monetary benefits, such as housing allowance or lack of housing for teachers in remote rural areas, free or subsidized medical services and others. Some teachers in hardship areas, especially in peripheral regions, referred to the total absence of hardship allowance. For instance among the former and practicing teachers from Afar about half of them (56.7%) responded that they were paid hardship allowance, equivalent to other civil service personnel, the rest (43.3%) were denied of hardship allowance. All the respondents who get hardship allowance invariably responded that it was inadequate compared to the expensive living condition of the area.

In general, teaching has long ceased to be an attractive profession in Ethiopia. Major factors behind this may be teachers belonging relatively to a salary structure and other benefits that is low by all measures when seen against employees in other civil service jobs. Lack of other non-monetary benefits is another factor. Earlier studies in this area revealed somewhat similar results (see Aklilu, 1967; MOE (1982); ERGESE,1984; and Ayalew 1990). The new salary scale introduced in 1995 has not yet changed the poor prevailing situation of teachers' salaries as viewed by the teachers themselves (see Table 12).

(iii) Lack of Transfer

One of the major issues that adversely affected the retention of teachers was the absence of transfer from Region to Region, especially to Addis Ababa. Transfer was considered as a legitimate right of teachers in the past, before the decentralization of the administration of

teachers or the formation of Regional Governments. Prior to the decentralization of government system, MOE was responsible for the transfer of teachers from one administrative area to another, including to Addis Ababa. From the experience of the researcher, at that time new graduates, when assigned to start teaching in remote areas, accepted without hesitation and were optimistic that they would be transferred to a better place after certain years of service in the hardship area. As a consequence of decentralization of the government system, the Regions have been vested to administer transfer within their respective regions. Transfer at an inter-region level requires a long process of contact between regions and is based on the consent and will of the regions. Therefore, transfer from one region to another is almost unthinkable for teachers nowadays.

The rate of loss of newly graduated teachers before starting teaching being high in peripheral Regions may be associated with this fact. Similarly, the high "leakage" of practicing teachers from peripheral regions may be partially attributed to absence of transfer. This is supported by the statement of Chapman (1994:17) "one reason for drop-out from teaching could be reactions to being assigned to remote areas away from family and friends and which offer limited social and professional opportunities and lack of transfer".

For further investigation of the problem of transfer encountered by teachers, former and practicing teachers were requested to specify whether their birth place was within or outside their region of employment .

Table 14 Former and Practicing secondary school teachers birth place by Region.

Birth place	Former Teachers						Practicing Teachers					
	Afar		Amhara		Oromia		Afar		Amhara		Oromia	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Within the Region	-	-	28	73.4	73	55.7	-		74	59.2	78	51.3
outside the Region	19	100	9	23.7	51	38.9	22	88	42	33.6	61	40.1
Not specified	1	5	1	2.6	7	5.3	3	12	9	7.2	13	8.6

- N.B.**
- Addis Ababa not included
 - Since medium of instruction in primary school is in local languages teachers in primary schools were not included in the above data.

As observed from the above Table 14, almost the entirety of both groups of teachers in Afar Region birth places were outside the region. Thus one of the possible reason for the high rate

of attrition in Afar would be that the teachers' birth place were outside the region and integrating themselves into the society may not have been easy. Therefore, in order to minimize teachers' drop-out, the region requires to find a specific strategy to ease social integration.

Table 14 also signifies that 23.7% and 38.9% of former teachers birth places were outside Amhara and Oromia regions respectively. Among the practicing teachers those with their birth places outside the region comprised 33.6% in Amhara and 40.1% in Oromia regions. In this aspect, both groups have similar characteristics.

In general , if teachers are working in places where they are alien to the local medium of instruction or the working language of local government the intention to leave the area might increased. In these circumstance they might see a transfer. If they are denied the right to transfer, the only option left to them is to quit teaching and withdraw from the area.

(iv) Working Conditions within the School

Not only do teachers in Ethiopia usually face inadequate economic benefits that lead them to have poor living conditions, but their working conditions in schools are also unfavourable. It is evident that conducive working conditions motivate teachers to stay in teaching and so, may enhance the quality of teaching. In this sense the next major factor, rated fourth by former teachers, was unfavourable working condition within the school where they last taught. In connection with this, to investigate the problem encountered by former teachers in respect of working conditions within school , they were requested to rate the working conditions using a Likert Rating Scale as followed: Very Good = 5; Good 4; Fair =3, Poor = 2; Very poor = 1.

Table 15 Former teachers' (N = 282) ratings of the working conditions in school last taught

Sr. No.	Working conditions within schools	Response rating scores										— X	Rank
		5		4		3		2		1			
		No	%	No	%	No	%	No	%	No	%		
1.	School management/leadership	66	23.4	46	16.3	11	3.9	80	28.4	79	28	2.79	2
2.	Collegial relationship among teachers	101	35.8	151	53.5	6	2.1	20	7.1	4	1.4	4.17	1
3.	Student discipline	9	3.2	17	6	5	1.8	98	34.8	153	54.3	1.69	7
4.	Classroom conditions	—	—	11	3.9	5	1.8	113	40.1	153	54.3	1.55	9
5.	Availability of educational materials	—	—	9	3.2	4	1.4	108	38.3	161	57.1	1.49	10
6.	Teachers' participation in decision-making	28	9.9	54	19.1	82	29.1	63	22.3	55	19.5	2.78	3
7.	Availability of services such as water ,toilets	-	-	18	6.4	50	17.7	94	33.3	120	42.6	1.88	6
8.	Instructional support from principal and department head	24	8.5	37	13.1	89	31.6	71	25.2	61	21.6	2.62	4
9.	Conduciveness of staff room	14	5	21	7.4	13	4.6	116	41.1	118	41.8	1.93	5
10.	Students' enthusiasm to learn	—	—	17	6.0	31	11	63	27.1	171	60.6	1.62	8
Overall											— X	2.25	

— X = Mean Score

The mean scores were calculated and interpreted as follows:

- 0.5 - 1.49 very poor,
- 1.5 - 2.49 poor,
- 2.5 - 3.49 fair,
- 3.5 - 4.49 good, and
- 4.5 - 5.00 very good

Table 15 above reflects the working conditions of schools where the former teachers last taught.

An examination of the rating scores in Table 15 shows that, the most three unfavourable conditions were identified as:-

- (i) Unavailability of adequate educational materials (mean = 1.49)
- (ii) Poor classroom conditions (mean = 1.15)
- (iii) Low students' enthusiasm to learn (mean = 1.62)

The mean values for the above unfavourable conditions signify that, certain working conditions within schools were poor or very poor.

The availability of education materials, such as students' text books, teachers guides, teaching aids and equipment, facilities in laboratories and library books and more are very important inputs for teaching-learning quality as well as to enhance the effectiveness of teachers efforts.

It is common to observe that, due to the lengthy absence of refurbishing of schools, the physical conditions of classrooms are dilapidated. Anybody can easily observe in the main urban areas that classrooms are overcrowded in a situation and teachers may be unable to control classroom discipline. Even a desk for the teacher is a luxury. Where the researcher had a chance to visit certain schools in South East and West of Oromia, due to lack of adequate number of desks, some students were obliged sit on the floor and attend to classroom work.

One of the frustrating situations in schools, especially in urban schools is the declining situation of students' enthusiasm to learn. As a consequence, students' discipline is a growing concern in many government secondary schools found in major urban areas. Teachers in Addis Ababa rated students discipline next to the last (ranked 9, see Table 16).

In general, the working conditions in schools, really are a growing concern in the dissatisfaction of teachers and possibly helps to drive them to quit teaching. The worrying situation in working conditions of schools is so immense that by itself it needs a large-scale study.

In contrast to the above responses of poor working conditions, the former teachers rated some working conditions with a mean value between 2.5 to 4.49 and these represent fair to very favourable conditions in schools. In this regard collegial relationship among teachers was rated high (4.17), while school management, teachers' participation in decision making and instructional support from the principal and department heads were rated fair at 2.79, 2.78 and 2.62 mean values respectively.

That collegial relationship among teachers being ranked first indicate that, relationships among teachers were good and supportive and that social relations among staff in schools were strong. This might help to retain teachers. Also, the participation of teachers in decision making in school matters was an encouraging signal.

Table 16 Mean value and rank order of practicing Teachers ratings on factors Related to working conditions within schools among Regions (N = 884)

S. No.	Working conditions within school	Addis Ababa		Afar		Amhara		Oromia		Total	
		\bar{X}	Rank	\bar{X}	Rank	\bar{X}	Rank	\bar{X}	Rank	\bar{X}	Rank
1.	School management /leadership	2.64	2	2.60	2	2.67	2	2.74	2	2.66	2
2.	Collegial relationship among teachers	3.96	1	3.93	1	4.10	1	3.98	1	3.99	1
3.	Student discipline	1.45	9	2.57	4	2.20	5	2.24	4	2.11	5
4.	Classroom conditions	1.42	10	1.38	9	1.35	9	1.34	10	1.37	10
5.	Availability of educational materials	1.71	7	1.31	10	1.31	10	1.36	9	1.42	9
6.	Teachers' participation in decision making	2.61	3	1.57	8	2.54	4	2.16	5	2.22	4
7.	Availability of services such as water toilet	2.59	4	1.68	7	1.62	8	1.74	7	1.91	6
8.	Instructional support from principal and department heads	1.84	5	2.59	3	2.56	3	2.61	3	2.40	3
9.	Conduciveness of staff room	1.75	6	1.74	6	1.73	7	1.42	8	1.82	7
10.	Students' enthusiasm to learn	1.58	8	2.08	5	1.80	6	1.82	6	1.66	8
	Overall mean	2.16		2.15		2.19		2.14		2.16	

Table 16 depicted the responses of practicing teachers that revealed the poor state of working conditions prevailing in schools in the sample regions. The overall mean values of the four regions showed insignificant deviations from the overall mean value (2.16). It can be inferred from that school environment across the country showed undifferentiated features. The rating scores of former teachers overall mean value (2.25) compared with that of practicing teachers (overall mean = 2.16) also showed relatively insignificant variations in rating of the working conditions of schools.

This situation implies that, due to poor working conditions within schools, teachers' commitment towards teaching was reduced, leading to decreased satisfaction and might further compel them to depart from teaching.

As stated by Lortie (1975:105), unfavourable workplace and organizational characteristics decrease teachers' motivation, and consequently affect the work effort of teachers and their decisions to stay in teaching.

(v) Administrative Inefficiency

One other problem faced by teachers, that caused them to leave teaching is the stressful situation of teachers' administration. Former and practicing teachers were requested to specify, through an open-ended question, the types of administrative problems they encountered outside the immediate school. During a focus group discussion with some

practicing teachers in the sampled schools this issue was also raised. The list of administrative problems disclosed was lengthy, however. the major ones, with high frequency of mention (responses from questionnaires) are summarized and presented in Table 17 below.

Table 17 Administrative problems encountered by Former and Practicing Teachers

S. No	Administrative Problems	Former Teachers		Practicing Teachers	
		Frequency Mention	Rank	Frequency Mention	Rank
1.	Delays in salary payments; salaries do not always reach teachers on time.	44	5	96	5
2.	Deducting salary without consultation or agreement to teachers	13	8	37	10
3.	Favoritism based on political party affinity; certain teachers are favoured being affiliated to political party	41	6	98	4
4.	Ill-treatment by educational officials; no where to appeal grievance	58	2	263	2
5.	Sense of insecurity, because no one to guard against unfair treatment unjustifiable mishandling by local officials	51	3	111	3
6.	Unfair transfer; transfer policy not transparent	48	4	84	6
7.	Redeployed un-thought-of to far place school (forced transfer)	4	10	47	8
8.	Discriminatory selection for in-service training programmes.	7	9	46	9
9.	Delays in career structure promotion implementation procedure and salary adjustment	168	1	570	1
10.	Unwanted interference on school matters by local government officials	16	7	54	7
Total frequency		450		1046	
Spearman's Rank Correlation Coefficient (rs) = 0.9030					

Note:- Total exceeds number of respondents since several respondents gave more than one reason or explanation of administrative problems encountered.

The list of administrative problems encountered by former and practicing teacher indicates that the prevalence of certain severe problems need special considerations to retain teachers. Among the major of these problems were (the three in order of rank): delays in career promotion procedures, consequently in connection to this untimely salary adjustment; ill-treatment of teachers by educational officials and the sense of insecurity.

Delays in salary payments were a wide complaint among teachers, especially those working in rural schools far away from the Zonal or Wereda towns.

Spearman's Rank Correlation Coefficient was computed to see whether there were statistical differences in ranking administrative problems encountered by former and practicing teachers. The statistical result ($rs = 0.9030$) showed that there was a great similarity between the administrative problems encountered by both categories of respondents. Therefore from this result it is possible to infer that those same administrative problems that compelled former teachers to leave teaching could similarly push out practicing teachers to leave teaching too.

These were not surprising results as the researcher has observed piles of appealing letters sent to MOE by teachers on the above administrative problems. Teachers even traveled long distances to appeal to MOE but in vain they return back to their schools highly disappointed asking "Where to go and appeal?"

(vi) Professional Career Development

It is important to note that the status of the teaching profession also depends on the opportunity it provides for career development. In order to boost the moral of teachers, and also to enhance the quality of instruction, TGE has taken the initiative by introducing the "Teachers' Career Structure and New Salary Scale" (TGE,1994:21). Nevertheless, a substantial number of teachers left teaching after the introduction of this policy and the current practicing teachers seem not to be happy with the new career structure.

In this connection, both former and practicing teachers were requested to rate their agreement with the statement , that the new teacher career structure and salary scale would help motivate and retain teachers. A rating scale was used of: strongly agree = 5; agree = 4; undecided = 3; disagree = 2, and strongly disagree = 1. Summarized responses are presented in Table 18, below.

Table 18 Former and Practicing Teachers responses towards the retention and motivation level of the new career structure and salary scale

Item	Former Teachers (N = 282)		Practicing teachers (N = 884)		t-test sig. 2- tailed at .01 level -2.5473
	No.	%	No.	%	
<i>"It has been anticipated that the new teachers' career structure and salary scale would help to motivate and retain teachers, and committed to their profession" what is your level of agreement?</i>					
Responses					
Strongly agree	-	-	76	8.6	
Agree	32	11.3	110	12.4	
Undecided	19	6.7	28	3.2	
Disagree	152	53.9	392	44.3	
Strongly disagree	79	28.0	278	31.4	
— X	2.01		2.22		
SD	0.6894		1.2520		

The former teachers' rating of the statement revealed that about 83% of them disagree or strongly disagreed. Similarly about 76% of the practicing teachers disagree or strongly disagree on the same issue. The mean values 2.01 and 2.22 for former and practicing teachers respectively also indicate that the retention and motivation ability of the career structure was low (mean value <2.5 low)

The T-test result ($t = -2.5473$ at alpha 0.01 level) obtained shows that both groups of teachers have no statistically different responses towards the career structure incapable of motivating and retaining teachers i.e. their agreement is confirmed.

From the above finding, it can be inferred that former teachers were not motivated as they left teaching after the introduction of the career structure and new salary scale. Similarly, the responses of practicing teachers being that they were not satisfied with the career structure, their intention to leave teaching could be high also. Therefore, the new career structure and salary scale that has been introduced since 1995/96, needs further study by MOE and REBs towards revising in order to achieve its desired goals.

(vii) Work Overload

Respondents rated *inter alia* work overload (mean value of 3.46) as high in job-related stress factors, and might induce correspondingly high levels of dissatisfaction among teachers. As expressed by former and practicing teachers, the criteria set for measuring performance evaluation for promotion in the new career structure required many tasks to be performed by teachers, irrespective of school context. Coupled with poor working environment in schools, especially overcrowded classrooms and lack of adequate education material, the work stress of teachers would be even worsened. The increased level of work and the job demands typical of schools who work in double shifts could induce higher stress in teachers and headteachers. Further, teachers bitterly expressed that they were not paid according to their workload. In certain schools, due to shortage of teachers as a result of attrition, the researcher has found certain teachers that work beyond the norm of teaching load of thirty periods per week. For instance, in certain remote rural schools of Amhara and Oromia, with sections of four, the only teachers found were two that worked in two shifts with a teaching load more than forty periods per week each.

(viii) Difficulties in Living Conditions

It is obvious that teachers are found in every corner of the country. Good or bad, better or worse, teachers are exposed to every type of living conditions due to the nature of their work place. As the standard of living tends to be based on income so the teachers' way of life is determined by their income or salary. Besides their income being low, teachers face difficulties in living conditions that really reflect the low image and status of the profession.

From group discussions carried out in schools with certain teachers, educational officials at WEO and ZED, as well as the questionnaire responses of practicing teachers, the following were identified as major difficulties such. Those listed in Table 19 had high frequency of mention by teachers.

Table 19 Type of difficulties in living condition encountered by urban and rural practicing teachers

	Type of difficulties in living condition	Urban Teachers		Rural Teachers	
		Frequency Mention	Rank	Frequency Mention	Rank
1.	Accommodation (housing)	539	1	89	1
2.	Remoteness	24	4	74	2
3.	Health Service	112	2	71	3
4.	Potable water and food supply services	26	3	63	4
	Total Frequency	701		297	
	Spearman's Rank Correlation (rs) of coefficient	=0.4			

Note: Total frequency exceeds number of respondents since several respondents gave more than one item of difficulties.

All the above items of difficulties in living conditions encountered by urban and rural practicing teachers indicate the absence of non-monetary alternative incentives. Housing was found to have the highest frequency encountered by both urban and rural teachers. In remote areas teachers had difficulties even to find a house to rent. Where new schools were constructed, there was a lack of accommodation for teachers.

Table 19 also reveals that there was a statistically medium relationship between the types of difficulties faced by urban and rural teachers' (Spearman's Rank Correlation of Coefficient (rs) = 0.4). In other words they shared certain similar types of difficulties such as housing in their living conditions.

Teachers in urban areas also suffered from housing problems. Most of them live in rental houses belonged to private landlords and they ranked it as the first difficulty. For instance,

among teachers involved in the study from Addis Ababa, about 78% live in houses rented from private landlords; about 9% live in Kebele houses, and the rest about (12%) do own their houses. All those accommodated in private rental houses invariably asserted that, the rent was very expensive compared to their income. Teachers in Afar involved in the study who were from urban schools, invariably live in privately owned houses, and revealed that rents too were expensive relative to their income. Most teachers in rural, remote areas live in shelters constructed by the community, not better and may be even worse than the housing type of the community as observed by the researcher in one of the sample Weredas of Oromia.

The other severe difficulty identified by rural teachers was inaccessibility due to lack of transportation and postal services. During discussion with teachers, it was mentioned that there were schools as far as four to five days to travel on horse back to reach WEO (referring to Dodola WEO, Bale Zone).

Teachers also suffered from lack of health services or being unable to cover the expensive medical services at private health centres. Although teachers are entitled to pay at half-cost for medical treatment in government medical institutions, a similar benefit with other civil service personnel often rural teachers were devoid of such benefits because of two reasons. Firstly, the inaccessibility of government medical institutions, as hospitals or Health Centres are found in urban areas. Secondly the inadequate medical services rendered in these government health institutions. The only option to teachers was to seek private medical services that are very expensive, not affordable by teachers.

Teachers in rural areas also suffered from a lack of supply of potable water and food items. Due to this fact often teachers in rural areas were often vulnerable to water borne diseases. They also travel long distances to reach a market in order to buy food items.

The absence of alternative incentives such as provision of housing, compensation for working in a hardship area, free or subsidized medical services and other important matters for basic living caused teachers to migrate from rural to urban areas in search of other jobs. During discussion time with certain teachers in rural schools in Oromia Region, they often expressed openly and frankly that during the long summer vacation time they spent their time in search of other jobs at Addis Ababa and Nazereth.

The potential for teachers to leave teaching from rural areas as discussed above, is strongly associated with the difficulties in the living conditions they encountered.

This indicates that the intentions ETP to motivate teachers that work in hardship areas (TGE, 1994a: 22 and 1994b:17) have not yet been realized and need MOE and REBs to take tangible steps urgently to promote alternative incentives that could retain teachers.

(ix) Lack of instructional support and limited chances for further education

The provision of instructional support and further education should be looked at in as much as they reflect what has come to be recognized as a necessary consequence of the rapid development of social life and of education systems. However, measures taken in this field remain piecemeal and optional, where they are provided, and often they are found to be lacking altogether. Teachers often lacked refresher courses or access to further education. Since the few higher education establishments of the country are found in the big towns, the chances for teachers to attend higher education during their spare time is very limited. In discussions with teachers it was disclosed that the migration of teachers to big towns was increasing in part in search of access to further education as a means of freeing themselves from the destitute way of life in teaching. The lack of opportunity for further education was one of the highly ranked reasons advanced by teachers in earlier studies also (see Aklilu,1967). Similarly, the present study showed that the high thirst for further education by teachers still not totally satisfied..

There is evidence that lack of instructional support by supervisors from local education offices was part of teachers reasons for not being satisfied in their job. This is consistent with the statement of Blum and Nylor, 1984 (In Mena and Tesfaye, 2000:15), that satisfaction of employees with effective administration and support and supervision by superiors are significant components of job satisfaction.

3.4 Commitment to teaching career: decision to stay or leave teaching

Teachers' commitment to their career may be considered to be a main factor in staying in teaching . Career commitment predicts teachers' decision to stay in or leave teaching. In line with this, practicing teachers were asked about their decision whether to stay or leave teaching despite having encountered various problems while in their teaching jobs.

Table 20 Frequency, percentage and chi-square results of practicing Teachers' (N = 884) Career Commitment to stay or leave teaching by gender

Career Plan to stay or leave teaching	Responses						X ²
	Male (N = 709)		Female (N = 175)		Total		
	NO.	%	NO	%	NO	%	
Stay	154	21.7	124	70.9	278	31.4	157.21
Leave	494	69.7	39	22.3	533	60.3	
Undecided	61	8.6	12	6.9	73	8.3	

It can be seen in Table 20, that a substantial number of the respondents (60.5%) indicated they would prefer to leave teaching. Gender-wise leaving teaching showed contrasting decisions. Females preferred to stay in teaching by 70.9%, but male teachers' decision to stay was only 21.7%. Chi-Square test showed that, for 1 degree of freedom at the 0.05 level of significance, the critical value of $x^2 = 3.84$; and the calculated value of $x^2 = 157.21$ that it could be concluded that the plan to stay or leave teaching was dependent on gender; that means the likelihood of staying in teaching career was higher among females while it was low among male counterparts. This is in agreement with the finding of Mena and Tesfaye (2000:14).

The possible explanation for females' preference to stay in teaching was that they enjoy teaching since interactions are primarily with children. The care of children is generally said to be especially consistent with the social definition of womens' work in our society.

Table 20 revealed also that a significant number of teachers preferred to remain in teaching (31.4%). The possible reason(s) may be associated with interest in teaching (intrinsic behaviour), lack of an alternative job, avoid loss of the security of a pension, avoid disruption to a settled life with family and others.

That the intention to leave teaching by practicing teachers was high (68.6% versus 31.4%) could predict a trend for the rate of attrition from the teaching profession to increase unless urgent measures are taken to curb it by MOE, REBs, and other concerned bodies. Moreover, the recruitment of more females to teaching profession should be considered as a strategy, since a preference to stay in teaching showed a relatively high incidence among females. This accords with generalizations of an international analysis of the teaching profession by Cummings (in Rust and Dalin, 1990: 11-12) that, the future will indicate an increase in the proportion of females among the teaching force but also an increasing frequency of outward mobility of teachers to other occupations.

Table 21 Former Teachers' willingness to Teach Again by Sex and Level of School.

Item and Responses	Total Sample (N = 282)	Male (N = 251)	Female (N = 31)	Primary (N = 59)	Secondary (N = 223)
<i>Do you have any interest to go back again to teaching?</i>					
Yes	36 (12.8)	24 (9.6)	12 (38.7)	11(18.6)	17(7.6)
No	237 (84.0)	221 (88)	16 (51.6)	45 (76.3)	200(89.7)
Not sure	9 (3.2)	6 (2.4)	3 (9.7)	2 (5.1)	6 (2.7)

Note: () denotes percentage

Former teachers were requested if they would become a teacher again. The number of respondents who would like to go back again to teaching was found to be low (12.8%) as indicated in Table 21. But still teaching profession gave satisfaction to a certain group of former teachers : Among these were female teachers, more of whom declared they would go back to teaching compared to males (38.7% versus 9.6%). It showed also the opposing views of former primary and secondary school teachers when we compare their preference to go back to teaching (18.6% to 7.6% respectively).

The possible explanation of the preference not to go back to teaching by most former teachers (84%) could be that they might not be optimistic that the reasons they advanced for leaving teaching would show realistic improvements (see Table 10).

3.5. The quality and Relevance of Teacher Education Programmes

It is believed that recruitment procedures, quality and relevance of teacher education programmes are related to teachers' intention to leave or stay in the profession (see Zymelman and Destefano 1989). One reason that could lead to teacher attrition is that teachers are poorly prepared for the challenges of the classroom (Chapman 1994:10). The following section concerns whether the current teacher education programmes in Ethiopia have any impact on future prospective teachers' intention to stay or leave teaching.

3.5.1. Relevance of the training programmes to the Task of Teaching

It is anticipated that all the training programmes to prepare teachers for the various levels of schools, should have a bearing on what goes in schools. Specifically, the training programmes should prepare trainees for the task awaiting them after graduation. In this sense prospective teachers were asked, how far the training programmes they received at their respective institutions were relevant to produce readiness on their parts for future teaching tasks.

Table 22 Prospective Teachers perception on relevance of the training programmes in their respective institutions to prepare them for future teaching task.

Item and Responses	Prospective Teachers in Teacher Education Programmes		
	TTI (N = 57)	Diploma (N = 52)	Degree (N=53)
<i>Do you think the training programme offered in your institution has adequately prepared you for your future teaching task?</i>			
Yes	52 (91.2)	37 (71.2)	10 (18.9)
No	5 (8.8)	13 (25)	38 (71.7)
Not sure	-	2 (3.8)	5 (9.4)

Note: () denotes percentage

As can be seen in Table 22 almost all (91.2%) of prospective teachers in TTI felt assured that the training programme was preparing them for their future task. Conversely, prospective teachers in the degree programme (71.7%) disclosed the training programme was not adequate enough to prepare them for their future task. The training programme at diploma level, also showed a positive belief that it was preparing trainees for their future teaching task (71.2%).

The fact that the high percentage in the degree programme failed to produce satisfaction among its trainees lends support to the notion that a substantial number of trainees joined the training programme without interest and/or whose objectives, contents and methods of the training programme might be unrelated to the nature of school teaching.

As a consequence, after graduation trainees might opt for a non-teaching job even before starting the profession, or being frustrated due to lack of readiness, might withdraw from at an early stage teaching. Those who remain in teaching, might adversely affect the quality of teaching.

3.5.2. Prospective Teachers Intention to Stay or Leave Teaching in the Future

In order to ascertain whether the current way of preparing teachers in the teacher education establishments is related to teachers' retention/attrition, prospective teachers were asked their views of the likelihood of them staying or leaving the teaching profession in their future career. The responses are summarized and presented below in Table 23.

Table 23 Future career plan of prospective Teachers preference to stay or leave Teaching

Item and Responses	Prospective Teachers in Teacher Education Programmes			
	TTI (N = 57)	Diploma (N = 52)	Degree (N = 53)	Total (N = 162)
<i>What is your future plan or intention to stay or leave teaching?</i>				
Stay	54 (94.7)	47(90.4)	30(56.6)	131(80.9)
Leave	2(3.5)	3(5.8)	17(33.1)	22(13.6)
Not sure	1(1.8)	2(3.8)	6(11.3)	9(5.6)

Note: () denotes percentage

A look at Table 23 reveals that prospective teachers in the three programmes have differing intentions on staying or leaving teaching in the future. Prospective teachers in the degree programme again show the highest intention (33.1%) to leave teaching in the future, compared to the others (TTI 3.5% and Diploma 5.8%). This finding also shows the possible future trend of loss of new graduates compared to in Table 5, where for new graduates of 1999/00 the rate of loss was observed to be 26% and 17.4% for degree and diploma graduates respectively.

It could be inferred from these figures that the rate of loss of degree holder teachers may increase and as a consequence, the loss in the costs of training especially in the degree programme would increase, while the social rate of return would diminish.

Further, those prospective teachers who preferred to leave teaching disclosed their reasons why they intend to do so. Not surprisingly, their responses concurred with former teachers' responses (See Table 10). Among the major reasons advanced were: low prestige accorded to teaching by the community at large, teaching pays a low salary compared to other jobs requiring similar qualification; they were forced to join a teacher education programme without having an interest; a teaching job would lead to physical hardship in living conditions if assigned in a remote rural area, and poor working conditions within the school.

The above responses reveal that even among prospective teachers' the perception of the teaching profession is negatively skewed. To adjust the perception of prospective teachers positively requires the taking of serious measures both by MOE and the training institutions through well designed, realistic strategies to improve teacher education programmes.

3.6. Prevailing Consequences of Teacher Attrition

High teacher attrition would predict negative consequences for the education system. In order to see the extent of these consequences, a focus group discussion was carried out with some practicing teachers, REB, ZED and WEO officials. Interviews were also carried with school principals who faced constraints through shortage of teachers as a result of teacher attrition. In addition to the researcher's observations and experience, the following consequences as a result of teacher attrition were identified in some parts of the regions.

(i) Brain Drain Within the School System

As result of more teachers leaving secondary schools, diploma holders trained to teach in grades 5-8 were assigned to teach in Secondary Schools. This in turn created vacancies at the upper primary grades and TTI graduates were assigned to teach in upper primary (grades 5 - 8). Thus, an "Internal Brain Drain" occurred in the school system. The redeployment of teachers beyond their qualification level to upper grades created a chain of draining teachers from lower primary (grades 1 - 4) to upper primary (grades 5-8) and to secondary grades (grades 9-10). In order to ameliorate the resulting shortage of teachers in lower primary schools in rural areas, untrained teachers were recruited at local level and their salaries were paid by the community.

For instance in two zones of Oromia, (Arsi and Bale), the researcher found that more than 90 untrained teachers had been recruited and were working in schools and given full responsibility equally to trained teachers.

(ii) High concern that quality of instruction and student achievement might be affected as a result of students being taught by under-qualified or untrained teachers.

In schools that were affected by shortage of teachers as result of teacher attrition, especially in Secondary Schools, principals and teachers expressed their concern that their students being taught by sub-standard teachers might achieve low results in the national examinations awaiting them at the end of grades 10 and 12. The other problem encountered was that the sudden departure of teachers without warning, being especially high in subjects of natural sciences and mathematics, upset the normal instructional

process. This compelled schools in certain Zones of Oromia Region to reduce contact periods in these subjects from the normal contact hours , in order to teach all the students in every section of grades 9 - 12. The reduction of periods in these subjects would definitely affect the coverage of the curriculum in the time allotted and that consequently would affect the quality of instruction these students received.

(iii) Mobility of Students to better Schools

Students who were enthusiastic to prepare themselves for the national examination (ESLCE), in order to follow higher education, flocked to better schools where qualified and experienced teachers were available. This was observed by the researcher in Arsi and Bale zones of Oromia. For instance, students from certain high schools of Arsi Zone moved to Assela and Nazereth (Adama) High Schools, because these high schools were equipped with qualified and experienced teachers. Thus, parents that could afford it, sent their children to better schools.

Teacher attrition might undercut the community's confidence in the school. This loss of confidence might also increase the mobility of students to better public or private schools as parents who value education sought other options for educating their children. Such an extraordinary movement of students from school to school in search of better education, has happened over the last five years, as expressed by Arsi, Bale and East Wellega ZED, WEO and School Officials during group discussion.

(iv) Overcrowded classes, Shortage of Education Materials

As consequences of the drain of students to those schools with best qualified and experienced teachers and known for a high rate of pass in ESLCE, have problems with overcrowded classes and shortage of educational materials such as student text books. Conversely, certain high schools observed in Arsi, Bale and East Wellega Zone, who were away from Zonal main towns, were found to be underutilized due to low enrollment of students.

(v) Additional Expenses incurred Parents and Community

As a result of sending their children away from home in search of better schools and also paying the salary of untrained teachers hired by the community, parents incurred additional costs.

(vi) Teachers in Secondary Schools who teach maths and natural sciences were overloaded

The consequence of teacher attrition has created shortage of teachers in certain subjects, especially in maths and natural sciences (See Table 4). The remaining teachers in these subjects were overloaded beyond the maximum teaching load per week in order to cover all sections. It was also found in certain rural primary schools of Oromia and Amhara Region that the number of sections were incompatible with the number of teachers. Therefore, teachers were obliged to teach in two shifts and in some cases their teaching load reached up to forty periods per week, which was beyond the normal teaching load of thirty periods per week.

(vii) Wastage in Cost of Teacher Training

Although data for the costs of training per teacher in certificate, diploma and degree level were not available, the exodus of any trained and experienced teachers from classrooms meant the loss of cost incurred for teacher training. The longer the duration of teacher education, the higher the cost of it. Therefore, the high rate of loss of trained degree graduate teachers meant higher cost wastage than for the other groups.

(viii) Social rate of return decreased as private rate of return increased

When teachers left teaching and were employed in other jobs that pay better salary, it meant that teacher education worked more for individual benefits rather than for societal benefits. Hence, as a consequence of this, teacher education programmes' social rate of return decreased and the private rate of return increased.

(ix) Teacher attrition may be desirable for other sectors

At the expense of teacher attrition other public and private sectors gained by attracting better skilled and experienced human resource from the teaching force. The "brain drain" being to other sectors within the country put the education sector at a disadvantage situation. It would have been the worse if the brain drain was to outside the country(see Chapman,1994:11-12).

(x) **Absence of Intra-regional transfer of teachers also enhanced attrition rate**

The failure of newly graduated teachers to report to regions or schools hindered intra-regional transfer. Unless teachers could be replaced by new ones they were not allowed to be transferred to better places in the respective regions. Hence, teachers felt they were being detained in unwanted places for a long time became frustrated and the only way to escape might be to quit teaching and leave the area to search for another job.

3.7. Expected Changes to Retain Teachers and to make Teaching an Attractive Profession

Former teachers, practicing and prospective teachers were requested to forward their suggestion on what changes they believed would reduce attrition and attract the best recruits to the teaching profession. Below are the results of focus group discussions and interviews with teachers, REB, ZED and WEO officials in the sample regions as well as questionnaire responses from former, practicing and prospective teachers.

- Improve the salaries of teachers, equivalent to other civil service jobs requiring similar experience and qualifications and consider career promotions.
- Provide housing for teachers who are working in remote rural areas, and encourage teachers to construct their own houses in urban areas by arranging long-term loans with low interest and providing free land.
- Provide medical services for teachers at low cost, or free, especially for teachers who work in hardship areas.
- Pay compensation through top-up payments for teachers who work in hardship areas.
- Provide awards for superior teaching performance and long teaching service.
- Provide wide access to in-service training.
- Improve working conditions within schools.
- Recruit candidates for teacher education through appropriate selection criteria.
- Improve teacher management services at WEO, ZED and REB levels, and
- Revise implementation procedures of teachers' performance evaluation and the career structure scheme.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and forwards recommendations based on the findings and conclusions.

The study was designed to assess the causes of teacher attrition and to seek possible preventive strategies in selected Regions of Ethiopia with the following specific purpose:

- (i) Point out the main causes and magnitude of teacher attrition in Addis Ababa, Afar, Amhara and Oromia Regions,
- (ii) Show whether there are differences in attrition among teachers of the different age groups, sex, service years, educational background, school level and place of work,
- (iii) Examine the consequences of teacher attrition,
- (iv) Assess the changes teachers expect,
- (v) Identify strategies or measures to be taken to curb attrition and increase teacher retention as well as to attract best recruits to teacher education programmes.

In order to achieve the above purpose, the study was guided by the following basic research questions.

- (i) What is the rate of teacher attrition in the sample regions?
 - (a) Is there a significant difference in the magnitude/extent of teacher attrition among inter-regions with particular reference to the sample regions?
 - (b) Is there any significant difference in the rate of attrition among the sample regions with respect to educational background, age, gender, years of service, subject specialization, level of school and place of work?
- (ii) What are the main causes of teacher attrition in the sample regions?
 - (a) What are the conditions that compelled former teachers to quit teaching?
 - (b) What is the intention of practicing teachers to stay or leave teaching? Are there conditions compelling them to leave the profession?
 - (c) Does the new career ladder and salary scale induce teachers to remain in teaching?
 - (d) Are there conditions attracting prospective teachers to join the teaching profession? What is their future career plan to stay or leave teaching?
- (iii) What consequences are prevailing in schools as result of teacher attrition?
- (iv) What changes are teachers expecting?

- (v) What possible strategies/measures can be taken to circumvent the problem of teacher attrition?

4.1. Summary of Findings

In this study, the descriptive survey method of research was employed. In dealing with the earlier mentioned research questions, related literature of international and local context were referred too. Three categories of respondents:- former teachers who left teaching, practicing teachers currently at work and prospective teachers in three levels (certificate, diploma and degree) of teacher education programmes participated in providing first hand information in filling questionnaires for the study.

In addition interview and group discussion guides, document analysis and the researcher's personal observations and experiences were used as instruments for the study.

Out of 300 questionnaires distributed to former teachers, 282 (94%) were filled out and returned. Similarly out of 1030 questionnaires administered to practicing primary and secondary school teachers, 884 (85.8%) were completed and returned, and out of 180 questionnaires distributed to prospective teachers 162 (90%) were completed and returned.

The study was carried in four Regional states: Addis Ababa, Afar, Amhara and Oromia. From these four regions, on the basis of some preliminary survey areas with regard to proximity and accessibility, 12 Zones, 20 Weredas, 46 primary and 12 secondary schools were involved in the study. Prospective teachers involved in the study were drawn from five TTIs/TTCs and three Universities that prepare teachers in certificate, diploma and degree levels.

Focus group discussions and interviews were carried with REB, ZED and WEO education officials, principals and some practicing teachers.

The data obtained were analyzed and the following summarized findings are presented.

4.1.1. Characteristics of respondents

(i) Former Teachers

Among the former teachers, male constituted 89%, while female counterparts comprised 11%. All former teachers from Afar were male.

With regard to age, 71% of them were between the age group of 21-35 years. In Afar region those with age group below 25 years comprised 58%. Comparatively more young teachers left the teaching profession from Afar region, that most of the teachers in the region were young.

When looking into the educational background of former teachers, about half of them (51%) were degree holders, the rest were with certificate (19.8%) and diploma level (29.1%). That more degree graduate teachers left the teaching. Among the former teachers, those who taught in primary schools were 20.9%, and 79.1% taught in secondary schools. Among the diploma holders 92.7% taught in secondary schools. Therefore secondary schools were suffering relatively more than primary schools in losing teachers.

Among those who left teaching, substantial of them (87.6%) were from urban schools the rest (12.4%) were from rural schools.

The marital status of former teachers show that 77% of them were married. However, former teachers from Afar showed a different picture, that 84.6% of them were single. Therefore marriage showed opposing picture in relationship with teacher attrition in Ethiopian context.

In teaching experience and rank in the career structure aspect, 66% of them had up to 15 years of service, while 74% of them reached the rank of full fledged and senior teacher. This shows that the most experienced teachers left teaching. In contrast Afar showed distinct feature in this aspect that 69% of them had 10 and below years of service, as the region was dominated by young beginner (30.8%) and junior (38.4%) teachers.

(ii) Practicing teachers

Among the respondents of practicing teachers, 80.2% were males, while females constituted 19.8%.

When looking the age aspects of teachers, 73% of them were in the age group of 21 to 35. The educational level of the respondents showed that, those with certificate level were 58%, the rest 28% and 14% were with diploma and degree level respectively. Nevertheless among the diploma holders 95% of them were from secondary schools. This shows that secondary schools were filled by substantial number of sub-standard teachers.

As the experience of the practicing teachers show, about 79% of them had experience between 6 and 20 years. However, almost all (98%) of the respondents from Afar had teaching experience ranging 0-15 years, among these about 34% of them had five and below years of experience.

The rank of the teachers in the new career structure also complied with the years of experience. That almost 70% of the teachers were full-fledged and senior teachers. Compared to the rest of the regions, about 52% the teachers from Afar Region were in the rank of full-fledged and senior and the rest (48%) were junior and beginner teachers.

(iii) Prospective teachers.

The gender composition in TTI and some CTEs that prepare teachers for first cycle primary in certificate level was more balanced as females accounted for 54.4%. This was due to the affirmative action (quota system) taken to enhance the enrollment of females in TTIs. Females in diploma and degree programmes comprised 15.5% and 13% respectively.

4.1.2. Attrition from the teaching profession

- (i) The loss of teachers over three years period (1996/97 - 1998/99) in the four sampled region reached a total of 5847 teachers. Hence average teachers attrition rate per annum found to be 1949 (3%).
- (ii) Inter-regional comparison on the average annual rate of teacher loss (in the three years period) showed: 1.3% in Addis Ababa, 7.4% in Afar, 3.4% in Amhara and 2.6% in Oromia Regions.
- (iii) Annual rate of teacher loss with respect to educational background among the four regions, showed 1245 0.77% in certificate, 493 (4.7%) in diploma and 216 (7.6%) in degree levels respectively. The attrition rate of primary school teachers was minimal at 0.77%, in contrast to the rate of secondary school teachers (diploma and degree) seem to be very high reaching 5.3% for the three years time on average for the four Regions.
- (iv) Comparison of the four sampled regions with Benshangul Gumuz and Somali, showed, average annual rate of teachers loss for the three years period (1996/97 - 1998/99) 56 (3.5%) in Benishangul-Gumuz and 79 (7.6%) in Somali Regions. With respect to educational background within the three years period, annual rate of teacher loss found

to be 0.96% in certificate, 15.4% in diploma and 52.1% in degree from Benishangul-Gumuz, while from Somali Region it was 6.5% in certificate, 14% in diploma and 25% in degree level.

- (v) Overall, teacher attrition rate for the three years period in the six regions (including Benishangul-Gumuz and Somali) reached 3%.
- (vi) New graduates failure to turn-up before starting teaching, also aggravated the problem of teacher attrition. Data for the year 1998/99 showed that among 502 new graduates from degree programme, those who failed to report to MOE were 30 (6%) and those from diploma programme were 14 (2.3%). In 1999/00 among the 567 new degree graduates, 60 (10.6%), and among 300 new diploma graduates, 16 (5.3%) failed to report to MOE.
- (vii) Loss of new graduates before starting teaching among the sampled regions excluding Addis Ababa, (which was insignificant) during the years 1997/98 - 2000/01' showed that among the new degree graduates, those who failed to report to Afar, Amhara and Oromia were 60.2%, 15.1% and 13.1% respectively. Similarly among the diploma graduates who failed to report were 22.1%, 8.4% and 14% respectively for Afar , Amhara and Oromia.
- (viii) In contrast, the rate of loss of new degree graduates in 2000/01 in Benshangul Gumuz was 52.4%, while in Somali it was 84.6%. Among the new diploma graduates in the same year the rate of loss was 18.8% and 22.2% respectively in the above regions.
- (ix) When looking into teachers loss in relation to subject specialization, among the diploma and degree holders, it showed that 68.4% of the former teachers with diploma level were specialized in Maths, Physics, Chemistry and Biology. Similarly, 60.5% of the degree holders were specialized in the above subjects. Those specialized in languages (Amharic and English) comprised 19.5% and 18.8% among diploma and degree graduates respectively. Among those who specialized in social studies (Geography and History) were 6.1% and 10.4% respectively in diploma and degree level. Thus secondary schools may be suffering from acute shortage of Maths and Natural Science teachers. This was supported by the report of Mid Term Review of ESDP in 2001/2 that it disclosed a general shortage of qualified teachers in English, Maths and Natural Science.

4.1.3. Some causes of teacher attrition

The study anticipated that teachers left school for three main reasons: lack of early commitment or preference to join the profession or enter teacher education programme; unfavourable working conditions within and without school.

In connection to the above anticipated issues, the findings of the study revealed the following.

(i) **Initial commitment to teaching**

- The three most influential reasons (in rank order) advanced by former teachers for being a teacher were: teaching as only last option; compelled by personal problem not interested in teaching; the use of teaching deliberately as stepping stone to find another job. This shows that in general former teachers lacked initial commitment to teaching before joined the teaching profession.
- The three most influential reasons for becoming a teacher advanced by practicing teachers totally comply with those of former teachers. Thus, most practicing teachers joined teaching without initial commitment to teaching. This might suggest that their future retention in teaching would be low.
- Initial commitment to teaching among prospective teachers in the three types of teacher education establishments (TTI, Diploma and Degree) revealed that 33.3% in TTI, 42.3% in diploma and 96.2% in degree joined teacher education without interest in teaching. Those in the degree programme asserted also that they joined teacher education "forcedly" either assigned there by MOE, or by the college/University after the freshman programme and with no interest in teaching. However among the female prospective teachers, 69.9% as compared with 13.8% of their male counterparts joined teacher education with an interest in teaching.

(ii) **Reasons advanced by former teachers why they left teaching.**

- The three most important reasons rated by former teachers for leaving teaching in rank order were: low prestige accorded to teaching ; low economic and financial benefits and lack of transfer to better places. The next three rated reasons that drove former teachers to leave teaching were: unfavourable working conditions within school: administrative problems and lack of professional career development. The last four reasons rated least important were: overloaded work, difficulties of living conditions; limited chance for further education and lack of instructional support. The rating score for these reasons

showed an overall average mean of 3.62. The high mean score suggests that all the reasons were capable of tempting former teachers to leave teaching.

- Low social prestige was imputed to teaching by local government officials, non-teaching civil service personnel, students, parents, education officials (in rank order) as perceived by both former and practicing teachers.
- The second weighted reason for teacher' drop-out from teaching was confirmed by comparing the salary in teaching and in new job of former teachers. Former teachers' current salaries in new jobs showed, a rate of increments on average to the last salary scale when they left teaching by 82.8% 71.4% and 55% for TTI, diploma and degree level teachers respectively.
- Absence of inter-regional transfer especially to Addis Ababa was confirmed by the former teachers as the third major factor for teacher attrition. It was assumed that absence of intr-regional transfer of teachers aggravated the rate of loss of teachers from peripheral regions. In line with this, it was found that invariably all former and practicing teachers from Afar Region, their birth places were outside the region, that showed the highest rate of loss of teachers.
- A glance at rating scores for working conditions within schools by former teachers depict that: lack of adequate educational materials, poor classroom conditions and lack of students' enthusiasm to learn were rated the most unfavourable working conditions in schools. The response of practicing teachers totally accorded with the above opinions of former teachers.
- Some of the administrative problems encountered by the two categories of respondents- former and practicing teachers revealed that: delays in implementation procedures and inefficiencies in the career structure promotion, in line with these delays in salary adjustments; ill-treatment by educational officials and a sense of insecurity from local government officials were mentioned as the three most prevalent administrative problems encountered by teachers. It was also observed from the responses that favouritism based on political party affinity and delays in salary payments were found to be part of the administrative inefficiency encountered by teachers, that drove former teachers voluntarily to quit teaching and could compel the remaining practicing teachers to leave teaching also.

- With regard to professional career development, that the new career structure and salary scale serving of its intended purposes to motivate and retain teachers were rated disagree and strongly disagree by 82% of former teachers and by 76% of practicing teachers. Thus the career structure has to be revised again by responsible bodies as it was not attaining its anticipated purposes.
- Part of the difficulties in living conditions specifically, faced by practicing teachers which seem to have aggravated the rate of "wastage" were mentioned in rank order as: lack of accommodation or housing, lack of adequate health services, inadequate potable water and food supply services, and remoteness (in accessibility).
- Lack of instructional support and limited chances for further education were identified by former and practicing teachers also urging teachers to leave teaching and migrate to urban areas to search for a job and continue their further education. The only upgrading programme and it had limited capacity was identified the summer in-service training course (Keremt course) with long duration. Teachers, once trained through pre-service programme, had little or no access to any type of continuous in-service training throughout their career life.
- Regarding career commitment to stay or leave teaching, about 67% practicing teachers disclosed that they would leave teaching. Gender-wise, it showed contending career decisions to stay or leave teaching showed contending opinion among female and male counterparts. 71% of females indicated they would stay, in contrast with 22% of males.
- Former teachers willingness to teach again showed that 12.8% of them would like to go back to teaching, in contrast 84% were not willing to be a teacher again. Among the female former teachers (=38.7% of them would like to go back to teaching in contrast with 9.6% male counterparts.

4.1.4. Adequacy of Teacher Education Programmes and Future plan of prospective teachers to stay or leave teaching

Prospective teachers perception of the relevance of training programme they received for their future teaching task during their stay in teacher education establishments, revealed conflicting views. Those in TTI mainly (91%) responded that the programme was relevant; 71% of the students in diploma programme expressed that it was also relevant. Conversely, those in degree programme 72% disclosed that the programme lacked relevancy to their future teaching task .

Based on findings of new graduates' failure to turn-up before starting in the profession, this was examined to predict prospective teachers preference to continue teaching or to drop-out early. According to the responses almost all TTI students (94%) said they would stay in teaching. Diploma programme students had similar intention with 90.4% to stay, while about 81% of the degree students said they would stay in teaching. The response from the degree students was found to be not very promising. It is inevitable that some of them might fail to turn up after graduation based on previous evidences (see table 5.1 and 5.2).

4.1.5. Prevailing consequences as a result of teacher attrition

- (i) Teachers drifted from lower primary to secondary schools due to shortage of teachers as result of teacher attrition. Hence teachers were assigned beyond their qualification to upper grades that resulted in 'Brain Drain within the school system'. Due to this fact many untrained teachers were employed to teach in lower primary schools in Oromia and Amhara Regions.
- (ii) The concern by teachers and school principals was expressed that quality of instruction and student achievement might be seriously affected as a result of students being taught by sub-standard and untrained teachers.
- (iii) Students flocked to better schools where qualified and experienced teachers were available. Thus parents that could afford send their children to better schools that might create inequity in the future.
- (iv) Shortage of teachers created overcrowded classes. In contrast those schools were students flocked away experienced low enrollment being underutilized.
- (v) Parents and community indulged to additional expenses as a result of sending their children to other schools and to pay the salary of untrained teachers hired by the community.
- (vi) Loss of trained teachers meant wastage in cost of teacher training. Thus social rate of return decreased as private rate of return increased in teacher education.
- (vii) The "brain drain" of teachers to other sectors show that teacher education was working for other sectors.

4.1.6. Expected changes

All categories of respondents, former, practicing, and prospective teachers as well as incumbent principals, REB, ZED, and WEO education officials, suggested long list of changes expected that could reduce attrition increase retention and attract best recruit to the teaching profession. These included to revise the current endeavours to improve the situation of teachers through the new career structure as well as to take new measures such as to improve salary, provision of hardship allowances, free or subsidized housing, instructional supervisory support, improve working conditions within schools, improve administration out of school, community support, more opportunities for promotion and professional development and more.

4.2. Conclusions and Implications

4.2.1. The trend of exodus from teaching seems likely to continue. Annual teacher attrition rate within three years period reached 3% for the four sampled regions, the highest in degree teachers' attrition rate that reached about eight percent, the next about five and one percent in diploma and certificate holders respectively. Teachers are leaving at the highest rate from the peripheral region of Afar, while the lowest attrition rate found to be in Addis Ababa. Therefore specific strategies should be developed to retain teachers in peripheral regions.

The assumed reason for degree graduate teachers to leave teaching could be that they have more employment opportunities outside the education sector and it will be harder to retain them in teaching in the future if this trend continues. This may be attributed to the trend of the country's economic development as it have been changing from centralized to market economy, the expansion of private sectors required skilled manpower. Skilled man power with degree level, mostly are found in the teaching force. The better the economic development, the higher teacher attrition seems likely to be. Therefore unless government decision makers take viable measures to reduce teacher attrition to keep pace with external influences that provide better employment opportunities to teachers, the endeavours to enhance the quality of instruction will be in very critical situation.

4.2.2. The number of new graduates who failed to appear at the start of the profession aggravated attrition that was a growing concern. New graduates failed to report found to be at alarming rate especially in the peripheral regions of Afar, Somali and Benishangul-Gumuz. For instance, new degree graduates failure to turn-up in Somali region has reached 84.6% in the year 2000/01'. Therefore it needs to take distinct measures to improve new graduates' turn-up rates from peripheral regions. Thus, to mitigate the problem of the exodus of new graduates from teaching, actions are required in recruitment, adjusting the relevance of the training programme, as well as to enhance the low status of teaching to attract best recruits to the teaching profession with initial commitment to teaching.

4.2.3. It has been assumed that teachers' qualification and place of work (urban, rural, peripheral) affect career decisions to stay or leave teaching. In connection with this, the possible conclusion is that higher qualification (that is being a degree holder) has helped teachers to look for other jobs since a better qualification is considered as the gate to jobs that offer better pay and prestige than teaching. Similarly, teachers' place of work seems to have effect on attrition/retention. There is a high prevalence of rate of teacher attrition in peripheral regions.

4.2.4. Gender-wise, female teachers attrition rate was less than their male counterparts. This implies that MOE and REBs and teacher education institutions should consider attracting more females to the teaching profession by appropriate means.

4.2.5. Regarding initial preference to teaching showed that most of the former teachers joined teaching without interest. That implied initial preference of teaching has an effect on teachers' retention. In connection with this, the finding for initial preference towards teaching by practicing teachers showed similar results to those for former teachers. Further examination of initial preference for teaching by prospective teachers, currently following their teacher education studies, revealed that a substantial number of the trainees also joined teacher education without interest, either being assigned by MOE or by institutions or as a last option. This shows that teaching is among the least preferable job and that a cure is required for the chronic attraction problem of the teaching profession in Ethiopia.

However, it should be noted that initial preference for teaching among females in the three categories of teacher education programmes was better than for their male counterparts. Therefore appropriate measures should be taken to recruit more females to teacher education institutions..

4.2.6. The reasons for quitting teaching by former teachers (by rank order) were: low social status and prestige; low economic and financial benefits; absence of transfer; poor working conditions within school; administrative constraints, lack of professional career development, work overloads, constraints or hardships in living conditions, limited chances for further education and lack of instructional support and encouragement on the job. Therefore problems faced by teaching profession within the school system were compounded by external factors forcing teachers to quit teaching and opt for other jobs. Teachers' attrition and retention was based on both intrinsic and extrinsic factors that motivate teachers. An intrinsic dissatisfaction factor that was found to be strongly compelling teachers to voluntary attrition, as well as hampering best recruits attraction to teaching, was the relative low social status and prestige accorded to the teaching profession by society at large. The prestige of teaching is basically defined as the overall level of regard or respect in which it is generally held in a society. Such regard depends on size of material income, type of service to society, working conditions and more. Therefore this implies that government, MOE and regional governments, all stakeholders in teaching, including schools, communities and teachers themselves should work in coordinated ways to improve the status of teaching through various interventions..

4.2.7. The intended purpose of the new career structure and salary scale to motivate and retain teachers, with the ultimate goal of improving quality of instruction, has faced overwhelmingly negative reaction by teachers. It was found that substantial number of teachers left teaching after the introduction of the new career structure and new salary scale and many remaining teachers might be waiting for opportunities to leave. This might imply that the new career structure and salary scale was not sufficient enough for most teachers to motivate them to prefer staying in teaching job. Hence, the new career structure and salary scale was not adequate enough to play the role as a good external motivator to retain teachers.

Factors that are driving away existing qualified teachers, thoroughly demand attention. The welfare of Ethiopia depends on the future welfare of the current children and youth and on what quality of education they receive. It has to be concern of the government, MOE ,REBs and Regional governments to take a long hard look at the daunting situation, and make bold decisions to remedy the defects of the teaching as soon as possible; it is no trifling matter for the future generation.

4.3. Recommendations

There is no single solution that could reduce attrition and increase retention. Varied interventions in an integrated and systematic way might be likely to influence teacher attrition and retention. Consequently, recommendations to reduce attrition require the formulating of an effective strategy and programme that involve a set of political decisions to take decisive action. The major decision to take is to solicit adequate resources. Thus government should allocate adequate budget directed to ameliorate teacher attrition,

Based on the summary of findings and conclusions of the study, the following possible solutions are recommended to reduce attrition, increase retention of teachers and make teaching an attractive profession in Ethiopia.

4.3.1. Improve the low image of the status and prestige of teaching among the community

The social standing of teachers operated for long time as a powerful enticement to enter and remain in teaching. It is common, that teachers in Ethiopia feel strongly that their social standing is eroding all of the time. The erosion of the status of the teaching profession is attributed to various reasons. The MOE, REBs, local communities and all stakeholders of education, including teachers themselves, can help offset, the erosion through actions that signal the continuing value of teachers to the community and to the nation's development. Therefore, to improve the low image of the status of teaching in Ethiopia the following are recommended:

- (i) Annually, there should be special day honouring teachers at National, Regional and local levels to provide special rewards for those teachers with outstanding meritorious work and long service in teaching.
- (ii) Acknowledgment of the importance of teachers in speeches and public pronouncements of key public figures.
- (iii) Newspapers, journals, radio and television programmes featuring the recognition to be given to the dignity of the teaching profession, commensurate with the importance of the education system as a basis for the nation's development.

4.3.2. Improve Rewards for Teachers

- (i) Low salaries are among the most frequent reason teachers give for leaving teaching. Raising teachers' salaries is the single most direct and effective way to reduce attrition. The ground for improved salaries of teachers should be in line with the principle, laid down by ILO/UNESCO in paragraph 115 of the Recommendation concerning the status of Teachers; that teachers' salaries should "compare favorably with salaries paid in other occupations requiring equivalent qualifications".
- (ii) Allow and support teachers to earn additional income through an alternative approach. The alternative approaches to give teachers the opportunity and flexibility to increase their income could consist of teachers being hired to offer out-of-school literacy classes or other types of non-formal and adult education as part-time jobs or providing a plot of land to those teachers in rural schools.
- (iii) Rewarding more experienced teachers for remaining in teaching could enhance the motivation of teachers to be retained. Thus, a special salary increase and prize for long service should be given to teachers who served for long years, for instance, at the 20th and 30th years of service.
- (iv) One of the major problems encountered by most teachers is lack of accommodation. Government should endorse a policy an accommodation for teachers. In rural areas, Government should construct houses for teachers at every new school.
- (v) Separate from salary, teachers should be given special allowances for such things as teaching in remote locations and hardship areas. This can be awarded by each REB according to the local context.
- (vi) Money, in the form of immediate salary, is not the only material compensation teachers would like to receive. Other material rewards provided for teachers would improve the status as well as enhance retention. In this aspect the following are recommended:
 - Free or subsidized medical care, for those working in areas hazardous to health, especially in remote lowland areas.
 - Life insurance in insecure places, such as in conflict areas.
 - Food and clothing allotment as subsidized prices for teachers working in hardship and inaccessible areas.

4.3.3. Improve working conditions within the school

Teachers employment and working conditions are reciprocal with each other. The quality of the working environment of teachers or schools, optimizes the likelihood that teachers will apply the best instructional techniques and also encourage teacher retention. Therefore to improve the school environment, the following are recommended.

- i. Provide adequate textbooks and instructional materials to schools.
- ii. Improve the physical condition of classrooms and schools in general.
- iii. Limit the number of students in classrooms appropriate to the instructional process.
- iv. Provide more effective school level instructional supervision and support.
- v. Enhance school principals to perform their roles effectively in instructional supervision, school management and enhancing community-school relationships through training and adequate remuneration.
- vi. Enhance the first teaching experience through teacher induction activities for beginning teachers since that first teaching experience is a key factor in the retention of teachers in the early years. Therefore, special mentoring programmes should be provided within schools to protect and support new teachers.

4.3.4. Improve conditions outside school that jeopardize the career satisfaction of teachers.

The conditions outside school for teachers has been exacerbated relatively by part of education and government offices depriving teachers of what entitlement they have. Therefore to improve conditions outside the school the following measures to be taken are suggested.

- i) Teachers should be paid their salaries regularly at the right time.
- ii) Enhance the organization, resource and instructional capacity for teacher management at local level. There should be continuous training of administrators at all levels in crucial areas of teacher management and client-centred approaches.
- iii) Transparent and fair transfer arrangements should be an entitlement for teachers within a region and even between regions. There should be a transfer policy for teachers with spouse. Mandatory transfers should be accompanied by incentives.
- iv) Teachers should be protected from illegal harassment and detention by local government officials.

- v) Teachers should have the right to choose and form their own associations.

4.3.5. Revise the new Career Structure and Performance evaluation of teachers

The low teachers' satisfaction level towards the new career structure implies that MOE and REBs should work together in reviewing, along with the teachers' performance evaluation scheme in order to ensure that it does reward and retain teachers. Teachers should actively participate in endorsing as well as in implementing the career structure.

4.3.6. Improve teacher education programmes

Teacher education should provide more knowledge, skills, and dispositions to prospective and practicing teachers through both pre-service and in-service programmes. Thus it is recommended to:

- i) Provide improved pre-service teacher education through appropriate instructional methods that assist students toward understanding of the processes of teaching and acquiring abilities to apply their knowledge and skills. Teacher education programmes should be strengthened principally in the practice of teaching.
- ii) Provide up-grading and up-dating opportunities for in-service teachers and provide continuous in-service training through various approaches such as distance education, professional seminars and conferences, forming teacher support groups and school-clustering.

4.3.7. Recruit those who are more likely to remain in teaching.

- (i) The most important predictor of retention is teachers' initial commitment to teaching as a career. Those with stronger commitment are more likely to remain in teaching.

Therefore, admission into teacher education programmes should take interest as a prime factor. In this respect to ascertain recruits' preference for teaching, candidates for both primary and secondary teacher preparation should be required to pass an entrance test and an interview to determine whether they appear suited to teaching. It is obvious that unless teaching is made attractive, candidates will not jump to join the profession. This is a more severe problem in the preparation of secondary school teachers in Ethiopia. To ameliorate this problem, a special preparatory programme (a laboratory school)

should be established in all FOE of universities to recruit candidates who completed grade 11 and prepare them for one year before going on to the next Secondary Teacher Education Programme. This was one satisfactory practice in Ethiopia a long time ago.

- (ii) Initial commitment to teaching is higher among women. Although the current efforts to attract more women into teacher education programmes by means of lowering entry standards and by such as using a quota system have enhanced the enrollment of females especially in TTIs and CTEs, using these as a sole affirmative action have their own limitations, leading probably to overall deterioration in the standards of teachers. Therefore, the process of attracting more female teacher trainees, with best academic achievers should be based on adequate support measures such as providing an allowance and by arranging preparatory programmes before directly joining teacher training and tutorial programmes in the institutions.

4.3.8. Enhance professional Integration and Involvement

Teachers' power and responsibility in education issues should be enhanced. Teachers should not be considered as technicians that work only by directions. Their involvement in education issues would increase their commitment and help to reduce attrition. Therefore it is recommended to:

- i) Engage teachers in discussions and planning of curriculum and new innovations of teaching before implementation.
- ii) Involve teachers in education policy issues
- iii) Provide social or professional contact among teachers to share experiences around issues of national and local education by organizing workshops and conferences, as well as a school-clustering network approach.

4.3.9. Establish Teacher Training Institutions for Peripheral Regions

One possible reason for drop-out from teaching is teachers' reactions to being assigned to remote areas or to peripheral regions, far away from family and friends, and alien to culture and language, so that they have limited social and professional opportunities. One of the possible solution to retaining teachers is to recruit individuals with stronger ties to their community. Therefore, peripheral Regions which have no teacher education institutions, (Afar and Benishangul-Gumuz) need to have their own teacher education

entities that could serve for multiple purposes in preparing teachers for the primary level pre-service and in-service programmes. In the long run, there should be a plan to upgrade a certain number of primary teachers from these regions, through in-service degree programmes to serve in secondary schools.

Further the peripheral regions should strive to improve the living environment and infrastructures including the development of economic activities to attract teachers to the regions.

4.3.10. Establish Teacher Management Information System

One of the major drawbacks was found to be the lack or absence of reliable and timely data on teachers including attrition, in all regions and MOE. There should be instituted and sustained at all levels, arrangements to capture, analyse, store and disseminate timely and reliable information on teacher management; including attrition, that would enable planning to be more effective. For these purposes a teacher management information system should be established at all levels.

4.3.11. Creation of a Teachers' Service Management Facility

In terms of quantity, teachers constitute majority of the civil service personnel, perhaps next to the military forces. Therefore, this requires the establishment of a different teachers' service management unit at all levels. This unit could serve in recruitment, deployment, promotion, conditions of service, incentives and more, and could ease the administration of teachers efficiently.

4.3.12. Develop a short and long-term strategies programmes and action plans to decrease attrition and increase retention based on the regional context

While there are numerous actions that can encourage retention and reduce attrition, some of those actions might not be applicable equally at any one time. Some plans of action might require a long time to implement as they might be expensive and complicated to implement or yield uncertain impacts. Therefore solutions as strategies and action plans to address teacher attrition, need to be phased in short, medium and long range time spans. Some of the actions to be taken in one region might not necessarily be applicable to another region. There might even be variations intra-regionally.

The implications of these are the need to formulate effective strategies, programmes and action plans to reduce teacher attrition and increase retention specific to each region. Therefore, the formulations of strategies, programmes and action plans at the various levels-MOE, regional, local, including schools and communities should focus on the following points:

- i. A realistic assessment of the level of attrition rate of teachers in each region and what rate of attrition is acceptable.
- ii. Alternative action plans to follow in order to reduce attrition that are reasonable within the context of each region.
- iii. Analysis of the proposed action plans that have impact in reducing attrition and increasing retention.

4.4. Recommendations for further research

A large scale investigation on,

- (i) 'Initial Commitment to Teaching Versus Intention to Stay or leave Teaching Among Prospective Teachers in Teacher Education Establishments in Ethiopia'.
- (ii) 'Occupational Satisfaction and Stress Among Teachers'.
- (iii) 'Teachers' Pay vis-à-vis Other comparable Occupations'.

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አዲስ ዘመን ፣ ጥቅምት 29 ቀን 1993፣ ከትምህርት ዓለም 60ኛ ዓመት ቁጥር 59 2ኛ ገጽ።

አድማሱ አታና (1982). "ዕጩ መምህራን የወደፊት ሙያቸውን ይወዳሉን?" የመምህራን ድምፅ 6(1) (ገጽ 9-32) ። አዲስ አበባ።

አያሌው ሽበሽ (1983) መምህራን የሚያጋጥሟቸው የአስተዳደር ችግሮችና ቅሬታ የሚፈጥሩባቸው ሁኔታዎች። በአ.ት.ዩ.ጽ.የ መምህራን ማኅበር የቀረበ ጥናት። አዲስ አበባ።

ኃይለ ገብርኤል ዳኔ (1981). መምህራንና ሙያቸው፤ የአ.ት.ዩ.ጽ.የ መምህራን ማኅበር አጭር ታሪክ የመምህራን ድምፅ (ልዩ እትም)፣ በአ.ት.ዩ.ጽ.የ መምህራን ማኅበር እየተዘጋጀ የሚወጣ መጽሔት። (ገጽ 66-7) አዲስ አበባ።

ከትምህርት ዓለም (1986) የመምህርነት ትምህርት የተጀመረበት አምሳኛ ዓመት የወርቅ አ.ዩ.ቤልዩ ቅፅ 13 ቁጥር 2 ልዩ እትም

ሪፖርተር (ገዳር 1993) " የትምህርትና ሥልጠና ፖሊሲው አቅጣጫ ወይም እያመራን ነው?" ቅፅ 4፣ ቁጥር 31።

ትምህርት ሚኒስቴር (1972) የመምህራን የደመወዝ ሁኔታና ሊኖር ስለሚገባው የደረጃና የደመወዝ ምደባ (ያልታተመ)።

_____ (ነሐሴ 1978) በአ.ት.ዩ.ጽ.የ ትምህርት ጥናታዊ ግምገማ የሥርዓተ ትምህርት ዝግጅትና የመማር ማስተማር ሃይት ጥናት ሪፖርት ቅፅ 1 ቁጥር 1 (ያልታተመ)

_____ ጥር 1979 ማዕከላዊ መንግሥት መመሪያ እንዲሰጥባቸው በትምህርት ሚኒስቴር የቀረቡ ጉዳዮች ትም/መማሪያዎች ማምረቻና ማከፋፈያ ድርጅት።

_____ (1983) የአ.ት.ዩ.ጽ.የ ሁለተኛ ደረጃ መምህራን ትምህርትና ሥልጠና ጥናታዊ ግምገማ። አዲስ አበባ፤ የትም/መ/ማ/ማ/ድርጅት።

_____ (1987). የመምህራን የደረጃ ዕድገት አፈጻጸም መመሪያ ቁጥር ሁለት (ያልታተመ)

_____ (1991 ሀ). የመምህራን ፍላጎትና አቅርቦትን ለማጣጣም በአጭርና በመካከለኛ ጊዜ የሚካሄድ የመምህራን ሥልጠና ስልት (ያልታተመ)

_____ (1991 ለ). በድራዳዎ አስተዳደር ካውንስል በድራዳዎ ከተማ ከነሐሴ 17 - 21 ቀን 1991 ዓ.ም. የተካሄደው የዘጠነኛው አገር አቀፍ የትምህርት ጉባኤ ማጠቃለያ፣ ግንዛቤዎች፣ ድምዳሜዎችና ውሳኔዎች።

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

A questionnaire to be filled by Practicing teachers in primary and secondary schools currently at work and former teachers who left the teaching profession for various reasons

Instructions:

The purpose of this questionnaire is to collect first hand information in order to study the causes of teacher attrition and to seek possible preventive strategies to retain teachers in their teaching career. Your participation in filling out the questionnaire by giving accurate and honest answers is extremely useful. Thus, for the questions given please respond by choosing the answer that most approximates you thinking from the given alternatives and put tick (✓) in the given box against each alternative. For the open-ended questions, please write your answers in the given space. And if the given space is not enough, please use the space on page 10.

*Note please that those questions marked by * are to be filled only by practicing teachers and questions marked by ** are to be filled only by former teachers who left teaching. Questions not marked (without *) are to be filled by both practicing and former teachers.*

Thank you in advance for your cooperation.

Note that writing your name is not necessary.

PART 1

Personal Information

- 1.1. Sex Male Female
- 1.2. Age _____ (year)
- 1.3. Educational level _____
- 1.4. Marital status: Married Single
- 1.5. Years of Service in teaching _____ years.
- **1.6. Name of the organization you are employed _____
Place: Region _____ Zone _____ Woreda/town/Kebele _____ type of
occupation _____
- **1.7. Service years in present occupation _____ Years
- **1.8. Beginning monthly salary in present occupation (new job) _____ Birr
- **1.9. Current monthly salary in present occupation (new job) _____ Birr
- 1.10. Your birth place: Region _____ Zone _____
Wereda _____ Kebele _____

PART(a) 2 is to be filled only by practicing teachers

- **(a)2.1. Name of School you are teaching _____
Region _____ Zone _____ Worrda _____
Kebele (Urban/rural) _____ Level Grade 1 - 6
Grade 1 - 8
Grade 9 - 12
- *(a) 2.2. Subject(s) currently teaching _____
- *(a) 2.3. Weekly teaching load _____ periods
- *(a) 2.4. Year rank in the career ladder scheme
Beginner Junior Full fledged Senior
Associate lead

PART(b) 2

PART 2b is partly to be filled by both practicing and former teachers

(questions without * mark are to be filled by both practicing and former teachers).

The following are items related to salary, allowances and housing. Please respond to the following questions by making a check mark (✓) that best match your answer, or in writing where necessary,

- * (b) 2.1. What is your current teaching salary per month? _____ Birr.
- * (b) 2.2. Do you think that the monthly salaries of teachers sufficient enough to sustain the basic needs of their living conditions and support their families in your area?
Sufficient not sufficient not sure
- * (b) 2.3. Do you have an extra (moonlighting) job after the regular school (e.g. farming, trading, evening class etc.)?
Yes No
- * (b) 2.4. If your answer for the above question is "yes" check ✓ the correct answer of your source of additional income
Evening class tutorial classes after school and weekends
Farming trading others _____
- * (b) 2.5. According to your answer for 2.4, how much do you earn monthly from your additional income? _____ Birr.
- (b) 2.6. Do you get hardship allowance every month?
Yes No
- (b) 2.7. If you get hardship allowance, do you say the allowance is sufficient?
Yes, sufficient Not sufficient
- * (b) 2.8. How do you compare teachers salaries with that of other employees similar qualification and experience in other civil services in your area?
Equivalent Not equivalent Not sure
- * (b) 2.9. How long do you have to wait to get your monthly salary?
on time, just at the end of the month two weeks late
3 to 5 days late more than one month late

*(b)2.10. The house you are currently living in:

you own it you rented it from a private you rented it from a Kebele

*(b)2.11. If you do not own a house, the house you rented

very expensive expensive reasonable

*(b)2.12. Name the most difficult the problems teachers encounter in their living conditions in your area?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PART (c) 2 ** (Part (c) 2 is to be filled only by former teachers Information regarding when you were a teacher)

** (c) 2.1. The place where you left teaching: Region ____ Zone ____ Wereda/town.

** (c) 2.2. Level of your education when first employed as a teacher _____

** (c) 2.3. Level of your education when you left teaching _____

** (c) 2.4. The school that you were teaching Grade 1 - 6
Grade 1 - 8
Grade 9 - 12

** (c) 2.5. Subject(s) that you taught _____

** (c) 2.6. Your rank in the career ladder scheme when you left teaching.

Beginner Junior Full fledged Senior
Associate lead

** (c) 2.7. Beginning salary when you were employed as a teacher _____ (Birr)

** (c) 2.8. Your salary when you left teaching _____ (Birr)

** (c) 2.9. When did you leave teaching? _____ month _____ Year (E.C.)

PART 3 (to be filled by both practicing and former teachers)

The reasons why you decided to join the teaching profession could be one or some of the following . Please indicate by putting tick mark (√) against your choice why you joined the teaching profession. The choices range from '*strongly agree*' to '*strongly disagree*'

Key: Strongly Agree - SA, Agree -AG , Undecided -UD, Disagree - DA and Strongly Disagree - SD

	Reasons for being a teacher	SA	AG	UD	DA	SD
3.1.	Interested in teaching as a career					
3.2.	Unsurpassed contribution for the development of one's country in teaching profession .					
3.3.	The opportunity to join teacher training or get a teaching job was easy					
3.4.	I joined the profession only to ease my problem.					
3.5.	I thought teaching would contribute to my personal education qualification improvement					
3.6.	While teaching I would get the opportunity to look for other jobs.					
3.7.	When I joined teaching, the profession was highly valued.					
3.8.	Teaching had a comparative advantage in terms of payment when I was employed as a teacher.					
3.9.	I joined teaching as last option due to lack of other job or training opportunity.					
3.10.	I was pushed by my friend(s)/ relative(s) to join teaching.					

3.11. If there were other reasons that you joined teaching, not stated in the above (3.1 - 3.10) please write in the space provided bellow _____

PART 4 (to be filled only by former teachers)**

The reasons why you decided to leave the teaching profession could be due to one or some of the following. Please indicate by putting tick (√) against your choice why you left the teaching profession. The choices range from '*strongly agree*' to '*strongly disagree*'.

Key:- Strongly agree - SA, Agree - AG , Undecided- UD, Disagree- DA, Strongly Disagree -SD

	The reason(s) for leaving the teaching profession	SA	AG	UD	DA	SD
4.1.	The economic benefits or salary earning obtained from being a teacher was far less from those obtained from other government professions requiring similar qualification and experience.					
4.2.	The administration of teachers with out school was bad.					
4.3.	Working conditions for teachers in school were unfavorable					
4.4.	Chances for further education was limited.					
4.5.	The living condition in the place I used to teach was difficult.					
4.6.	Lacked instructional support or encouragement on the teaching job.					
4.7.	Professional career development for teachers was much less than those working for other government offices.					
4.8.	Teaching profession was accorded lower social status by. government officials, parents, students and the community at large.					
4.9.	Teaching was tedious and boring job.					
4.10.	It was difficult to get transfer to better places.					

4.11. Please write if there were any other reasons that pushed you to leave teaching not mentioned above. Use the space given below.

PART 5 (To be filled by both practicing and former teachers)

Concerning the working conditions of school, please respond to the questions given by putting (√) against your choice . The choices range from 'excellent,' to 'very poor'.

	The working conditions of schools	Very Good	Good	Fair	Poor	very poor
5.1.	School management/leadership					
5.2.	Collegial relationship among teachers					
5.3.	Student discipline					
5.4.	Classroom conditions					
5.5.	Availability of educational materials					
5.6.	Teachers' participation in school decision making					

	The working conditions of schools	Very Good	Good	Fair	Poor	very poor
5.7.	Availability of services such as water , toilets, telephone, etc.					
5.8.	Instructional support from the school director and department heads					
5.9.	Conduciveness of staff room					
5.10.	Students' enthusiasm to learn					

5.11. Please write if there are (were) any conditions not mentioned above with in your school that could compel teachers to leave teaching in the space given below.

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

5.12. If there are factors that force teachers to leave the profession coming from *outside the school*, please write in the space given below.

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

5.13. "It has been anticipated that the new teachers' career structure and salary scale would help teachers to motivate retain and committed to their profession". What is your level of agreement how far these has been attained. Put tick (√) in the box given against your choice.

- Strongly agree agree undecided
 disagree strongly disagree

5.14. If your answer to the above question is "disagree" or "strongly disagree" give your reasons. Use the space given below.

PART 6 (to be filled by both practicing and former teachers)

If you had faced administrative problems regarding transfer, career structure and salary scale adjustment payments of salaries regularly and other administrative matters from the educational offices, and local government offices and others indicated below, please write the problems you faced. Write them in the given space against each office.

1. Regional Educational Bureau _____

2. Zone Education Department _____
3. Wereda Education Office _____
4. The school you were working at _____
5. Local government offices _____
6. Others _____

PART 7* (To be filled only by practicing teachers)

The following are items related to future career plan decision either to stay or not to stay in the teaching profession. Read each question carefully and respond by making a check mark (√) that best match your answer, or in writing where necessary.

7.1. What is your future career plan to stay or not to stay (leave) in teaching profession .

- I will stay and teach until retirement I will not stay, leave as soon as possible
- Undecided

7.2. If you are considering to leave the teaching profession, when do you leave?

- within two years time within five years time
- I do not know the time

7.3. If you get another job, what will be your decision with regard to payment of the new job? Check (√) that best suits your answer.

- If the payment is equivalent to my current salary I will leave
- Even if the payment is lower than to my current salary I will leave
- Even if the payment is better than to my current salary I will not leave

PART 8 (to be filled by both practicing and former teachers

The following part is related to your view on the prestige of teaching profession imputed by some of community members. What is your view on the following members of the community in your area, their regard on prestige of the teaching profession? Please read each item carefully, and indicate your responses by putting a check (√) under each of alternatives

Key: Very High - VH, High -H, Medium - M, Low - L and Very Low - VL

S.No	Level of prestige accorded on prestige of the teaching profession	VH	H	M	L	VL
8.1.	Education Officials					
8.2.	Non-teaching civil service employees					
8.3.	Parents					
8.4.	Students					
8.5.	Government officials at local level.					

PART 9 (to be filled only by former teachers)**

10.1. Do you have any intention to go back to teaching again?

Yes No Not sure

10.2. If your response to the above question (10.1) is "NO"; Please write the reason(s) for your intention not to go back to teaching again in space provided below

PART 10 (to be filled by both practicing and former teachers)

In your opinion what measures should be taken to make teaching an attractive profession in order to reduce attrition and increase retention of teachers from the teaching profession. Use the spaces given bellow to write your suggestions.

9.1. From the government side _____

9.2. From the community /parents side _____

9.3. From students side _____

9.4. From teachers' side _____

9.5. Others _____

PART 11 (to be filled by both practicing and former teachers)

In the last five years that is from 1988-1992 E.C. if there were teachers who left teaching that you know and employed in other government organizations or non-government organizations, or self-employed (who run their own business, farming , etc.) please write the name of the organization and the number of teachers employed in these firms indicted in the tables below.

11.1

S.N.	Name of government organization	Number of teachers

11.2.

S.N.	Name of non government organization	Number of teachers

11.3

S.N.	Self-employed firm	Number of teachers

PART 12 (to be filled by both practicing and former teachers)

If you have additional opinion, please write them in the space given below:

Thank you again !

- Father's (Guardian) education level _____
- Mother's education level _____

1.8 Average monthly income of your family _____ Birr.

1.9 Your father's occupation. Put tick (✓) for your appropriate answer.

Civil Servant	<input type="checkbox"/>	Trader	<input type="checkbox"/>
Farmer / peasant	<input type="checkbox"/>	Soldier	<input type="checkbox"/>
Pensioned	<input type="checkbox"/>	Other (specify) _____	

PART II

Enrollment in Teacher Education

2.1 The way you joined teacher education programme in TTI/TTC/ University could be one or some of the following. Please indicate by putting tick mark (✓) against your choice.

S.No.	The way I joined Teacher Education	Yes	No
1.	According to my choice of interest		
2.	I was placed by MOE according to my ESLCE result out of choice of field		
3. *	I was placed by the University after first year first semester or fresh programme, out of choice of field		
4. *	I exchanged with my friend during placement by the University; that I was interested in teaching		
5.	I joined as last option to get job otherwise not interested in teaching		

2.2 Specify if you joined teacher education other than mentioned above _____

2.3 If you joined teacher education programme "with interest in teaching profession", Please write the three main reasons, and put them in rank order, why you have interest in teaching.

2.3.1 _____

2.3.2 _____

2.3.3 _____

2.4 If you joined teacher education programme "without interest in teaching profession", please write the three main reasons and put them in rank order, why you do not have interest in teaching profession.

2.4.1 _____

2.4.2 _____

2.4.3 _____

2.5 What was your attitude towards the teaching profession before you joined a teacher education programme?

I liked it I did not like it I did not know

PART THREE

Views Regarding the Status and Prestige of Teaching Profession

3.1 What is your opinion, on the following community members outlook on the prestige of the teaching profession. Please indicate by putting tick mark (✓) against your choice. The choices range from "strongly agree" to "strongly disagree"

S. No.	The Teaching Profession has high regard by	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Students in my previous high school					
2.	My friends					
3.	My parents /relatives					
4.	My previous teachers in primary and High Schools (s)					
5.	Government employees					
6.	Teachers in TTI/TTC/ University					
7.*	Students in non-teaching field of study in the University					

PART FOUR

Adequacy of Teacher Preparation Programme Offered in TTI/TTC/ University.

4.1 Do you think the courses offered in teacher education programme in your TTI/TTC/ University adequately enough for your future teaching task?

Yes No Not sure

4.2 At the end of this academic year you will be graduated as teacher from your TTI/TTC/University. How far your stay in your teacher education institution, have promoted you to be comitted to teaching profession?

very high high not sure
low very low

PART FIVE

FUTURE INTENTION TO STAY OR LEAVE THE TEACHING PROFESSION

5.1 What will be your future career plan after you graduate from TTI/TTC/ University?

Teach until retirement Leave as soon as possible
Undecided

PART SIX

Suggestion for change

In your opinion what measures should be taken to make teaching an attractive profession to recruits join teacher education programmes in TTI/TTC/ University Use the space given below to write your suggestions.

PART SEVEN

If you have additional opinion, please write them in the space given bellow.

Thank you again !

ADDIS ABABA UNIVERSITY
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**Interview Guide for Discussion with REB. ZED,
WEO, School Principals and Practicing Teachers**

1. How many teachers left teaching within the period of 1995/96 - 1999/00? What type of teachers left teaching with regard to school level (primary and Secondary), qualification (TTI, Diploma and Degree), gender (male, female), Subject specialization and performance?
2. Are there problems encountered as result of teacher attrition (at Region, Zonal, Wereda and School level) ? What are the problems? How did you tackle the problem?
3. Which organizations (government or non-government) employ those teachers who left teaching? or which organizations attract teachers ?
4. Why teachers leave teaching ? (what were the causes for teachers to leave teaching?)
5. How do you see the intention of the current practicing teachers to stay or leave teaching?
6. What do you suggest for measures to be taken in order to reduce attrition, and attract best recruits to the teaching profession.?

**LIST OF SAMPLE REGIONS, ZONES, WEREDAS, AND SCHOOLS INVOLVED
IN THE STUDY**

Region	Zone	Wereda	Secondary School	Primary School
Addis Ababa	Zone one	Four Five	Kefitegna 4	Balcha Aba Nefso Tesfa Kikeb Yekatit 23 Dej. Umer Semeter
	Zone Four	Eleven Thirteen	Misrak	Menilik II Entoto Amba Tsehay Chora Kebena
	Zone Six	Twenty Six Twenty Seven	Akaki	Fitawrari Abayneh Gelan No.2 Kaliti Akaki Mengesha
Afar	Zone Two Zone Three	-	Mhammed Hanfere Nemfille	Eukeket Chora Mille Awash Sedehafgi
Amhara	Misrak Gojjam	Basso Liben Jabi Thanan	Debre Markos	Yejube Atatami Mankussa Tikur Wuha
	North Gondar	Gondar Ketema Gondar Zuria	Fasiledes	Kolla Deba Atse Bekafa Tsadiku Yohannes Fenja
	South Wollo	Kutaber Dessie	Weizero Sehen	Kutaber Kedame Gebeya Boru Meida Tigel Fere
Oromia	Bale	Dodola Goba	Dodola	Dodola Hirero Negade Sefer Sinja
	Arsi	Tiyo Hitossa	Huruta	Silingo Gonde Mekro Bopru Jawe Boru Lencha
	West Shoa	Cheliya Dendi	Gedo	Kiltu Lala Dere Gudena Genchi Dobi
	East Wellega	Gutte Gutogida	Gettema	Kewiso Sheno Gutte Gudo Fetteo Mulleta

DECLARATION

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

Name: Befekadu Gebre Tsadik

Signature: 

Place : Addis Ababa University

Date of Submission: June 1, 2001

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

Name: Ayalew Shibeshi

Signature: 

Date of Approval: June 1, 2001