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CAUSES OF TEACHERS' TURN OVER IN BOLE SUB CITY, ADDIS ABABA: INSELECTED PRIVATE SCHOOLS

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CAUSES OF TEACHERS' TURNOVER IN SELECTED PRIVATE SCHOOLS OF BOLE SUB CITY, ADDIS ABABA

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Abstract

The purpose of the study was to investigate causes of teachers' turnover in private schools of Bole sub city of Addis Ababa. To accomplish this purpose descriptive survey design was employed. The study was carried out in eight purposively selected primary schools of Bole Sub city of Addis Ababa. From these schools 40 current teachers were selected randomly whereas 20 ex teachers and 8 school principals were selected by purposive sampling techniques. The main instruments of data collection for this study were questioners, interview and document analysis. Then the data gathered was presented, analysed and interpreted by using a mixture of quantitative and qualitative data descriptive method by using percentage and mean in table and qualitative explanation used by computing the data on SPSS version 20.The results of the study revealed that the major causes of teacher turnover in private school of Bole sub city of Addis Ababa were inadequate teaching salary, unfair treatments of teachers from school principals, high burden of work load on teachers, teachers low salary compared to non- teaching profession, low recognition and respect for teachers by the society. Furthermore, frequent teacher turnover affected the proper attainment of school goals and objectives and overburdened the existing teachers. As a result, teachers' turnover highly affects the quality education in private school of Bole sub city.On the basis of these findings, the study forwarded some recommendations to minimize teachers' turnover through creating awareness raising conference for all private school principals and management to consider all the causes of teacher turnover, Private school owners need to improve the salary of teaches and all stakeholders create awareness in the society that teaching is a noble profession.

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CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

All organizations and institutions, to carry out their activities and achieve their goals and objectives should have human, material and financial resources. Among these resources the human resource is the most fundamental and decisive asset. This is due to the fact that human resource mobilizes and organizes the other resources (material and financial) to realize the organizational goals and objectives. Thus, proper human resource administration in an organizational set up is a prerequisite to meet intended objectives (Wossenu, 2001, p.47).

The Ethiopian educational system has undergone changes for centuries until secular education was adopted in the early 1900's. The elites mostly had the privileges of getting involved until 1974 when the government tried to work for the coverage of education countrywide. Previously, before private schools were given due attention in Ethiopia, almost all learners used to go to government schools regardless of the approach the schools follow. But nowadays, there are so many private schools; in fact they are so many that it is almost difficult to choose one from the other (Getachew and Lulseged, 1996).

The existence of non-government schools in Ethiopia began to surface by the advent of Christian missionaries. However, the first official recognition of the non-government schools, including the private ones appeared in the 1940s by Proclamation 1943, Article 27 (Getachew and Lulseged, 1996). Following that, Decree Number 2 of 1944, issued on 21 Nehassie, 1936 and in accordance with the provision of Article 23. C of amendment Number 2 order Number 16 of the 1966, the second proclamation was passed in September 1973. Accordingly, the Ministry of Education and Fine Arts provided the first clear and detailed regulation on non-government schools; defining private, mission and community schools with terms and conditions for operation in Meskerem 1966 (Getachew and Lulseged, 1996).

Unfortunately, this regulation was short lived as a result of Proclamation Number 54, 1975, which outlawed the existence of private schools in Ethiopia (Getachew and Lulseged, 1996;

Seifu, 2000). This policy ordered the confiscation and nationalization of all private schools transferring their management and ownership to the public ownership.

After twenty years, the Transitional Government of Ethiopia (TGE) allowed the establishment and operation of private schools in 1995. The Council of Ministers as per Article 4 (2) of the definition of Powers and Duties of the Prime Minister, under the Council of Ministers' Pursuant to Proclamation Number 2/1991 issued a new regulation entitled the "Licensing and Supervision of Private Educational Institutions" in Ethiopia (TGE, 1995, Council of Ministers, Regulations Number 206/1995). This policy has opened the door for the re-emergence of private institutions in Ethiopia, particularly in big urban centres.

In Ethiopian context, private school is an educational institution managed by private owner and established for the intention of conducting formal or non-formal education at any level (Ethiopia, 1995). Schools established by foreign communities and organizations as well as by religious and charity organizations are treated differently using different regulations.

Ethiopian Ministry of Education has set a definite standard for the purpose of aligning the educational system with the educational policy formulated, to assess the achievement of students, to ensure the uniformity of the educational system, to measure the level and quality of its educational system against the international primary school standard. The standard has been passed through different improvements for the last twenty years (Getachew and Lulseged, 1996).

Several privately owned schools had begun to operate in Addis Ababa following the New Education and Training Policy of 1994. Amongst all primary schools functioning in Addis Ababa, 76.4 % were privately managed educational institutions (MOE, 2016). According to Education for All, 2015 National Review report, the total number of students enrolled in primary level has shown a drastic change from 57.4 in 2000/01 to 101.3 in 2013/14 and total number of primary schools has increased from 6,958 in 2000/01 to 32,048 in 2013/14. In order to accomplish the educational goal, the education system demands high number of qualified and experienced teachers. Even if, the decisive measures had been taking by the government to increase the supply of teachers in quality and quantity by improving their professional capacity through pillars of long-term development, there is still lack of teachers because of teachers" turnover (MOE, 2016).

The Ethiopian government is investing large amount of money to expand the education sector by giving emphasis to quality, equity, accessibility and relevance of education. To this end, Ethiopia has set new educational and training policy in 1994. After the formulation of the policy, a number of efforts have been made to strengthen the qualification and professional development of teachers, set career structures of teachers to motivate teachers and retain them in the education system. However, the implementation of the policy and investment on education is hindered by teachers' turnover, which increases the shortage of teachers that the country is trying to improve.

A teacher's decision to leave a school can be viewed as a very personal choice, as indeed it is. However personal that choice may be it does have an impact on the school the teacher has chosen to leave. Viewed in isolation, the leaving of one teacher from a school may be considered to have a minimal impact. Nevertheless, when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be devastating (Ingersoll, 2001).

A teacher is one of the precious assets for quality education. Development of any country depends on its educational system that is the quality of its graduates, so teachers are the nation builders. The role of a teacher cannot be ignored in the process of development and success in one country. Teaching is a profession that has low emphasis but teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. Teachers can have an influence more profound than others and give the glorious position and dignified status to the nation (Imrab S. et al., 2013). Teaching is about passion, love of education and learning, inspiration, concern, consideration of the other, dedication in trusting students, belief in the power of knowledge and a non-stop attempt to make a difference to the lives of others (Troudi, 2011).

A number of literatures state that teacher's turnover is a global phenomenon in the present period and a massive exit of teachers from the profession due to, amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Kamara, 2002). Due to the intense competition, organizations have felt the importance of human resource in recent past. The study by Pitsoe (2013) stipulates that globally, more than any other profession, the teaching profession has recently gone through rigorous deliberation and analysis (Xaba, 2013).

These days the problem of teacher turnover, are not limited only to government schools. Private schools also experience similar problems. The factors that cause teacher turnover at government and private schools might not be identical.

1.2. Statement of the problem

In a vast body of literature, education is acknowledged as an essential element in the process of national development. It solves human potential and helps individuals better understand the world in which they live. The strength of any educational systems, however, largely depends on the quality and commitment of its teachers. According to Oliveria and Farell, the teacher is the most important resource in an education system in any society. The teacher also plays a major role in the delivery of quality education. Educational quality has largely been a function of teacher quality (Avalos and Hadad, 1979; Fuller, 1986). Plant (1970) stresses a similar view and points out that teachers are the heart of the educational process, main determinants of the quality and effectiveness of educational process, and players of decisive role in the fulfillment of educational goals. In relation to the above-mentioned explanation, Miles (1975) states that school facilities, such as good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment, all contribute to the effectiveness of education, but all depend for their full realization upon the skill, wisdom and commitment of teachers. Indeed, teachers are the most important elements in the realization of educational goals. Because of this, every educational system should strive to attract qualified people to the profession and provide them with the best possible working conditions and material incentives that will satisfy their needs.

A trend around the world shows that nearly all countries have experienced teacher departure from their educational systems. According to a study conducted by Ingersoll (2001), in the United States, almost one out of every two new teachers leaves the classroom by the end of five years of teaching.Even though teacher turnover in USA was over 80% in 1963; the trends were changed after 13 years by 1976. It indicates that turnover is avoidable in developed countries but it has continued increasing in developing countries.Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover. Trend of teacher turnover has also been an age-old problem in the Ethiopian context beginning from the introduction of modern education in 1908 up to the present (Motuma, 2015).

Different research conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year. For instance, researcher like Aklilu (1967) states that as early as 1953, referring to teachers trainees who graduated from one institution turnover rate of 67% over a nine year period. Other researcher, Motuma (2006) conducted his study in Oromia regional state government secondary schools revealed that the average rate of teacher turnover was 17% in the years 2001-2004.

Hilina (2011) conducted study on turnover of teachers in Addis Ababa and it indicated that the rate of teacher turnover in government and private secondary schools in 2001 was 20.2% and 17.6% respectively and in 2002 the turnover rate was 14% for government schools and 17% for private schools in Addis Ababa. Furthermore, Tewedaj (2014) conducted study in order to assess the turnover rate of general secondary schools of Addis Ababa in the years between 2000 E.C and 2004 E.C and found out that it was approximately 12%.

On the other hand according to Fenot (2005), nearly two-thirds of teachers (64.7%) have tentative or definite plans to leave the profession. Fifty percent of these indicated that they will continue teaching until they get another job and 14.2% stated they definitely plan to leave teaching. Less than 23.3% intend to remain in the profession until retirement, out of 278 primary teachers in Addis Ababa, Ethiopia. Generally, different studies indicated that teacher turnover is a problem facing in the country.

Teacher's turnover is a serious problem facing private primary schools in Addis Ababa. In Addis Ababa teachers have low motivation because many teachers use teaching as a launching pad to propel themselves into more lucrative jobs. Because of inadequate salaries; low respect for low status of teachers, poor relationships teachers has with principals, the management style of the principals and the lack of decisions- making opportunities for teachers were significantly dissatisfied teachers with their work. Salary and benefits emerged as the primary dissatisfying aspects of all the work factors. Turnover is affecting not only the teacher but also students and the entire community at large. However, there has been little attention that has been drawn to show the ways adopted by educational experts to reduce teacher turnover and their effectiveness (Hilina, 2011; Darge, 2010).

Few educational researches done by Hillina (2011) and Tewedajj (2014) previously in the area focused only on the government owned schools and in few private schools in Addis Ababa. Therefore, this study different from the previous one in the following way: firstly, this study focuses on only in private primary school which the previous researchers did not considered and secondly it tries to investigate the causes of teacher turnover in selected private schools of bole sub city.Therefore, the rationale behind of this study was to investigate causes of teacher's turnover in private school of Bole Sub City, Addis Ababa.

1.3. Research questions

1. What are the causes of teachers' turnover in private primary schools of Bole Sub City?
2. What are the most common reasons that lead teachers to turn over in private primary schools of Bole Sub City?
3. What possible measures can be taken to minimize the problems of teachers turnover in private school of Bole Sub City?

1.4. Objective

1.4.1. General objective

The overall objective of this research was to investigate the major causes of teachers' turnover in the private schools of Bole sub city.

1.4.2. Specific objectives

1. To find out the causes of teachers' turnover in the selected private primary schools of Bole Sub City.
2. To investigate the most common reasons that lead teachers to turn over.
3. To explore possible solutions to minimize teacher turnover and increase teachers retention in the study area.

1.5. Significance of the study

Teachers' turnover in schools has become a general problem of intrinsic importance as it affects provision of educational services. The problem is increasing at incredible rates in private

schools. Previous studies have agreed that compared to other professions, employee attrition rate is disproportionately high in education (Grossman & Thomson 2004).

Taken as a whole, this study analysed causes of teacher's turnover in the private schools of bole sub city.Therefore, the information gathered from this study can be useful for governmental organizations like Addis Ababa Education Bureau and of the various schools in Addis Ababa. The research findings may help educational experts and practitioners' in adjusting the directions to tackle major problems on the reasons of teacher's turnover in private schools and it may indicate areas that need remedies, and may create awareness among teachers, educational officials and concerned bodies to take corrective action. In addition, it can be used to identify the gap that can fill by material or by training which is required by people in the study area. Moreover, good experience could be gained from these selected schools and good ideas can be adapted to improve teacher's turnover. Finally, this research paves the way for other researches who are interested in the area.

1.6. Delimitation of the Study

The researcher believes that issues of teachers turn over could be many and so does the factors that contribute to them. Among them institutional, economical, personal, political, social and even policy related factors. However this studywas delimited Socio, economical and personal causes of teachers turn over. Regarding geography, in Addis Ababa City Administration, there are ten sub cities and 162 primary private schools. But due the proximity of the sub city and many private schools are found and the society's purchasing power of education is also high, the researcher has delimited to work on some selected private school teachers in Bole Sub City.

1.7. Limitation of the study

The major problem encountered in this study was related to the process of data collection. There was tremendous reluctance among participants i.e. teachers to fill in the questionnaires and principals to be interviewed. It was also hard to find the ex-teachers due to lack of sufficient documents on ex. teachers.

1.8. Organization of the study

This study is organized into five chapters. The first chapter deals with background of the study, statement of the problem with its basic questions, objectives, significance, and delimitations of the study. The second chapter presents review of related literature. The third chapter presents research design and methodology including the sources of data, the study population, sample size and sampling technique, instrument of data collection, and method of data analysis. The fourth chapter deals with data presentations, analysis and interpretation. The fifth chapter presents the summary, conclusions and recommendations of the study.

1.9. Operational definition of terms

Turnover: The rate at which employees leave a workforce and are replaced.

Teacher turnover: used to define the movement of teachers from one school to another and shift of teachers from the teaching profession to another profession for good.

Voluntary turnover- used to refer to case of separation of a teacher from its employer with his/her own decision for personal or professional reasons ending a work contact without any imposition or influence of any kind.

Involuntary turnover: used to refer separation that occurs when an employer fires or decide to terminate its relation with an employee due to economic reasons, or incompetence.

Ex-teachers: used to refer the teachers who left one school and move to another school.

Current teachers: used to refer teachers who are still working in the school.

CHAPTER TWO

2. REVIEW LITERATURE

2.1. Theoretical literatures

2.1.1. Definition and concept of teachers turn over

Scholars have been conducting plenty of studies on employees' turnover (Shaw, Delery, Jenkins, & Gupta, 1998). Multiple researchers and scholars have given 'turnover' different definitions. Turnover is described as the movement of employees out of the organisation or any permanent departure beyond organisational boundaries (Croasmun, Hampton & Herrmann, 2002:1; Rohr & Lynch 1995). Commonly used, 'Employee Turnover' describes employees who move from the place they work to a different one (Allen, 2008).

In addition, employee turnover is seen as the circulation of employees around the labor market, between other organizations, work places and professions; also, between being employed or unemployed (Abbasi & Hollman, 2000). According to K. Morrell et al (2004), Employee turnover can also be called quits, attrition, exits, mobility, migration or succession.

Teacher turnover is similar to employee turnover at organizations; it occurs when teachers quit their jobs. Including multiple meanings, turnover generally describes "the departure of teachers from their teaching jobs" (Ingersoll, 2001). There are, however, two distinct indications for what it means when a huge number of educators quit their job at a particular institution and join another, and when a big number stops teaching at all.

Teacher turnover covers three main concepts: moving from a school to another, quitting the teaching job forever, and moving to a different profession (Boe, Bobbitt, Cook, Whitener, & Weber, 1997). Basically, it refers to the main transformations a teacher faces during their teaching job from one year to the following.

Teacher turnover is a vital result to be marked in the process of education; it describes the rate at which teachers quit their jobs and change their schools. When a turnover is described as 'high', it generally means that educational institutes have to provide substitutes for a great number of their

employees annually. Carlo (2014) highlights the important effects of such turnover on school teachers' experiences, costs, cohesion and professional cultures.

2.1.2. Types of turnover

According to Robbines and Culter (2000), employ turn over can be classified as voluntarily or involuntarily and internal or external turnover.

2.1.2.1. Voluntary or Involuntary turnover

Voluntary turnover means that staff members themselves decide to stop working at a certain organization. Here, the first step is taken by the employees; they choose to end the work relation they have with their workplace, or employers. In this case, staff members take the decision of leaving a certain workplace for private or work related reasons. Assefa (2014) states that opposite to it is "involuntary turnover". The first step, here, is taken by the authority itself (i.e. the employer or organization).

Involuntary turnover means that the staff member does not have a say in it. Members can involuntarily leave their jobs for having died or suffered an illness. In addition, Involuntary turnover can be initiated by employers because of the lack of staff members' proficiency, or because the organization has taken in a new way of work such as reengineering, or has decided to down size its workers; resulting in a fewer number of workers.

2.1.2.2. Internal or External turnover

An internal turnover generally refers to the change in position that occurs to an employee at an organization. For example, a staff member starts working as an X at a certain department, and then is moved to a different one. Bishop (1989:54) states the profession also migrate from region to region or sector to sector is in a country are in the process of internal brain drain. Habtamu(2006:2) explained external brain drain as migration of professional and skilled man power from one country to another or from sources countries to recipients' countries.

2.1.3. Causes that lead teachers to turn over

Different literatures have both globally and locally identified causes, which can push teachers to leave their schools.Turnover of teachers is a challenge for schools and school administrators in

both developed and developing countries. The findings of research in the area have shown that teachers leave or move from their school either to other profession or move from their school for various reasons. Ellenburg (1979) claims that out of a list of seventeen reasons the one given most frequently was insufficient salary followed by teaching loads, inadequate supervision, students' character, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover. For this study the following possible causes of teacher's turnover are reviewed from different literature.

2.1.3.1. Inadequate salary and incentives

Salary and other monetary related benefits are said to be a motivating factor for employees. In any profession, compensation and benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. According to Milkovich and Newman (2005) compensation and benefits are one of the most visible rewards in the process of recruitment. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; & Bame, 1991). A study conducted by Bame (1991) revealed that out of the list of eight reasons, the most important factors which drive out teachers from teaching in Ghana were poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first.

The most qualified and experienced teachers move to other professional fields (SIDA, 1999). A negative relationship between pay level and turnover intention has also been reported so frequently by economists that the relationship has been accepted as a fact. As Imazeki (2005) reported, teacher retention is higher when salaries are higher. There is considerable evidence that wages are almost equally important to teachers in their decisions to leave their jobs as they are to workers in other occupations. There is also an indication that teachers tend to give up their work if their salaries are low relative to alternative wage opportunities. In Ethiopia the results of research have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years has been as critical issue for teachers‟ dropout or turnover of teachers (Darge, 2002). Broadly speaking, low teachers‟ salary is one of the major factors that forced teachers to be demoralized and which in turn increases teaching staff turnover.

2.1.3.2. Poor administration

The conditions of teachers‟ working life is influenced to a greater extent by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the learning of outcomes of learners (Harlinger & Murphy, 1986). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to communicate effectively with teaching staff followed by being supportive, appreciable, fair and consistent (Cockburn & Hayden, 2004).

2.1.3.3. Unattractive School Environment

The teaching environment must be conducive in order to carryout high quality of education. Job dissatisfaction is considered by some teachers to be the most important factor affecting teacher turnover (Hanushek et. al., 2005). Even though salaries are important, working conditions are seen as extremely important in teacher turnover.

Working conditions included unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students. This indicates that conditions of workplace are a significant area that could influence teacher turnover. In the literature one reason given for teachers‟ turnover is poor working condition of the schools (Ingersoll, 2001; Ingersoll & smith, 2003).

2.1.3.4. Students' Character and Disciplinary Problem

Students' character and disciplinary problem is one mentioned cause for teachers‟ turnover indifferent literatures. Some teachers are dissatisfied with students' character and disciplinary problems which enforce them to quit the job or move to different school. Especially controlling students with disciplinary problem is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing school (Cockburn & Hayden, 2004; Ingersoll, 2001). Ingersoll further posed that disciplinary problems such as cheating during exams, refusing to do assignments, passive audience of class hours, nonattendance and late coming were found to be the most recurrent disciplinary problems. According to Dunham (1981) as cited in Dereje (2014), student characteristic and disciplinary

problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher.

2.1.3.5. Lack of supervision and technical support

Supervision of schools serves two main purposes. First, it is a supervision system, monitoring events in schools, identifying difficulties early, and ensuring quality. Second, it serves as a feedback mechanism, providing information to policy makers about the reality in schools. According to Mulkeen (2005), teachers need both technical and supervision support throughout their careers. But in many African countries, such inspection systems forces on fault finding rather than support and this increase teacher turnover. The success of school depends largely on continuous development and maintenance of competent teachers. A carefully planned induction program can make significant contribution by which newly appointed teachers can demonstrate their potential for becoming permanent staff members. Induction programs are designed to provide support to beginning teachers as they make the transition into the classroom. Research has shown that since teachers leave the profession at the highest rates in the early years of their teaching career, induction programs are needed to help new teachers become on-the-job learners.

2.1.3.6. Low commitment for teaching profession

Commitment is a relative strength of the individual's identification with, and involvement in, a particular organization. Commitment refers to the attachment and loyalty. Some teachers enter the profession with a positive attraction for teaching and plan to make it a long term career (Armstrong (1995) as cited in Dereje (2014). Individuals enter the teaching profession because they have determined that the compensation, benefit levels, working conditions, and intrinsic value of teaching provide the best employment opportunity out of all their available options (Guarino, Santibañez, & Daley, 2006). Others enter the profession with the intent of staying in it only for a few years and plan to quit working altogether, or to use the skill gained from the school to pursue interests in other fields (Yee, 1990 as cited in Dounce, 2006). Majority of the teachers were joined the profession without their interest from the researcher lived in it experience. They used the profession as a stepping stone to shift since it seems that it is easier to get employment in teaching better than in other occupation. In Ethiopia, Tesfaye and

Demewoz(2004) as cited in Dereje (2014) explained that preference towards the teaching profession in the last forty years was mostly due to the status attached to the profession.

Former teachers were asked about their attitudes towards teaching profession, most of the practicing and former teachers replied that we would not choose to become a teacher if we would have a choice back then in life. This implied that the former teachers didn't want to stay in the teaching profession and those that were practicing are also stayed in it only to make their living. He then finally concluded that most practicing and former government secondary school teachers joined the profession not for positive professional reasons and still they could not develop positive perception of the profession. Accordingly, most of the teachers have negative perception towards teaching profession and they have no intention to stay in the profession for a long period of time (Dereje, 2007)

2.1.4. Effects of teachers turn over on teaching learning process

The consequences of teacher turnover are too frightening to expect. Institute of Management (1999) suggests that the impact of turnover is by way of increased costs to the organisation, broadly categorised as separation, replacement, recruitment, selection, induction and training costs as well as loss of productivity while the newly hired teacher comes up to speed (Carrel et al., 1998; Special Reports, 1999). Ingersoll (2002) postulates that staffing problems are created when employees leave the organisation and have to be replaced, especially since teacher turnover is highest among new teachers mostly within the first five years (Mills, 2001).

According to Ingersoll (2002:4) turnover influences the performance and effectiveness of the school since the school as an organisation has production processes requiring extensive interaction among educators and is therefore prone to suffer when subjected to high rates of turnover. Consequently, turnover disrupts the quality of school cohesion and the teaching learning process.

The shortage of educators is perhaps the most significant effect of educator turnover. Duffrin (1999) points out that it is difficult to fill the vacancies created by educators who leave the profession. Ingersoll (2002) attributes the shortage of teachers directly to turnover and posits that about 90% of newly hired teachers are simply replacements for recent departures. To address this

situation, the temptation is reportedly the lowering of standards and compromising entry requirements into teaching (Kelleher, 1999; Chaika, 2000).

The effects of teacher turnover necessitate the management thereof. A number of measures have been taken to address teacher turnover in various countries. Among others, aggressive recruitment drives, lowering standards for entry into teaching, provision of allowances as incentives have been employed. However, these measures seem largely to address attracting people in to teaching. Therefore, a holistic approach is needed to manage teacher turnover effectively. This has to address critical sources of turnover, namely, organisational characteristics in the light of the reasons thereof.

2.2. Empirical Literatures

2.2.1. Global over view of teachers turn over

Teacher turnover is a global challenge and, by its very nature, is an extremely complex phenomenon. It is frequently positioned as either a problem for workforce planning and resources, or as an indicator of the relatively poor quality of schooling and teacher morale. Consequently it has become increasingly important in debates about the teaching profession globally. Teacher turnover reduces the quantity of teachers available to schools, potentially exacerbating localized teacher shortages. Herbert and Ramsay, (2004) reveal that there are numerous reports of high teacher turnover in several developed countries such as United States of America. According to Ingersoll (2002) in the USA, teacher shortages as a result of turnover are widely reported in many states.

In addition Hanushek, (2004) reports that between 16 to 20% of all teachers choose to leave the school in which they are teaching that year in the USA. According to Ingersoll (2002), numerous research reports for example Schools and Staffing Survey, Teacher Follow-up Survey National Centre for Education Statistics, Centre for American Progress, U.S. Department of Education, and National Commission on Teaching and America's Future have documented that the United States is at the peak of a severe teacher shortage.

According to the National Centre for Education Information, the nation will require hiring about 2.2 million teachers in the next decade. A common response by policy makers to the probability of a teacher shortage is to increase the supply of teachers by implementing hiring initiatives.

Though these recruitment efforts may be worthwhile, they will not solve the teacher staffing problems that some schools face. Herbert and Ramsay, (2004) claim that it is for this reason, that teacher retention has been identified as a national crisis there. In Britain teacher turnover is reported as a national crisis. Santiago & Mackenzie (2005) also reveals that the situation is worsening in Sweden, Germany and New Zealand as far as teacher turnover is concerned. In the developing countries the problem is comparatively serious. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicated that the problem had almost reached a catastrophic stage (Xaba, 2003). In most of these African countries, the phenomenon of teacher turnover is associated with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Nigeria, Kenya, Central African Republic and South Africa as reported by Coombe, (2002). The president of the Gambian Teachers' union reports a massive exit of teachers from the profession due to amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Xaba, 2003).

In South Africa for example, concerns of teacher turnover are strongly articulated due to the adverse effects it has on the education provision. The situation regarding teacher turnover and attrition in South Africa seems complex for example, Coombe (2002) reports that many vacant teaching posts are not filled instead there is employment of temporary teachers. In a recent study conducted in South Africa by the Human Sciences Research Council for the Education Labour Relations Council in2005, it was found that 55% of teachers would leave teaching if they could. The reasons cited for this included workload stress, low salaries, lack of discipline in schools and lack of career advancement. Ingersoll (2002) further reveals that many teachers are reportedly leaving the profession for greener financial pastures.

Zimbabwe is reported to have lost very many newly-qualified teachers who may have left for greener pastures. The problem of teacher turnover in Malawi is also reported to be overwhelming as compared to other developing countries (Xaba, 2003).

In Kenya, concerns about teacher shortages are strongly articulated. To some extent it is also a result of turnover of teachers amongst other reasons. Teacher's turnover manifests in many ways and is attributed to many causes. It is therefore imperative that the education system takes cognizance of this and taken steps to address this situation proactively before it reaches critical proportions.

2.2.2. Teachers turnover in Ethiopia

Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover. Few research findings conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year. For instance, in as early as 1953, referring to teachers trainees who graduated from one institution Aklilu (1967, p.33) reported a turnover rate of 67% over a nine year period. Likewise recent studies show that teacher turnover is a problem that schools are facing in the country. A Study conducted by Motuma (2006, p.42) in Oromia Regional State government secondary schools revealed that the average rate of teacher turnover was 17% in the years 2001- 2004. Similarly Manna and Tesfaye (cited by Darge, 2002, p. 2) points out that 49% of teachers included in their study were planning to leave the teaching profession.

In recent years, in Ethiopia, the number of schools has been growing rapidly resulting from increasing students' enrolment. For instance, secondary school first cycle (grade 9 & 10) enrolment has grown at 13.6% annual average while secondary schools increased by 14.1 per cent (MOE, 2008/09). However shortage of qualified teachers is a problem that the education system is facing mainly in secondary schools. For instance, according to MOE, only 75.2% were qualified to teach at the secondary level (MOE 2008/09). The Ethiopian government is investing large amount of money to expand the education sector by giving emphasis to quality, equity, accessibility and relevance of education.

To this end, Ethiopia has set new educational and training policy in 1994. After the formulation of the policy, a number of efforts have been made to strengthen the qualification and professional development of teachers, set career structures of teachers to motivate teachers and retain them in the education system. However, the implementation of the policy and investment on education is hindered by teachers' turnover, which increases the shortage of teachers that the country is trying to improve. As recent studies have indicated, in different regions of the country teachers are leaving their schools incessantly (Manna &Tesfaye, 2000; Temesegen, 2005; Motuma, 2006; Alazare, 2007).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

A descriptive survey research method was employed in this study. In relation to this, Kothari (2004) describes that in social science and business research we quite often use the term for descriptive research studies because the researcher has to use facts or information already available, and analyse these to make a critical evaluation of the material and can only report what has happened or what is happening. In general, this section describes the strategy of the study used in data collection and analysis.

3.2. Research Design

The aim of this study was to assess the factors that influence teachers' turnover in selected private primary schools in Bole Sub City of Addis Ababa. To conduct the research, both quantitative and qualitative research methodologies were employed. This is because employing the mixed approach helps to converge or confirm findings from different data sources (Creswell, 2003). The study had mainly employed quantitative methodology and was complemented by qualitative data. Quantitative methodology was employed as a major methodology because of the nature of the study and the research questions.

In order to undertake the study, primary and secondary data was collected through structured questionnaires from ex-teachers and current teachers and interviews from school directors of the selected schools in the sub city, Addis Ababa. In addition, document analysis was also made in order to assess previously under taken turnover of teachers research activities.

3.3. Population, Sampling Technique and Sample Size

3.3.1. Target population

Population in a research context refers to all items to be included in any field of inquiry (Kothari, 2007). The target populations in this study werethe x –teachers, the teachers and the principals who work in selected private primary schools in Bole sub city, Addis Ababa. According to Bole

sub city education office of 2018/2019 academic year, there are 88 private primary schools with a total number of 1856 teachers and 88 principals in the sub city are found.

3.3.2. Sampling technique

Purposive sampling was used to select respondents' especially former teachers in order to collect focused information, typical and useful information to avoid time and money wastage. Though the researcher frequently visited Bole Sub-city education office, there is no written information about the state of teacher turnover in the private schools. Thus, the researcher decided to talk to schools for information about ex- teachers.

Among a total of 88, (8 private schools) were selected as a sample population by using purposive sampling technique. This method of sampling was used because it helps the researcher to include schools with different rates of teachers' turnover. Five (5) teachers from each private primary school among 8 schools were chosen randomly by lottery system. The names of all teachers were written in a piece of paper and placed in a container. Furthermore, to select ex- teachers, who no longer work in private schools selected by purposive sampling. In addition to these, 8 principals of private schools were selected in available sampling.

3.3.3. Sample size

A sample size representative was selected by using both purposive and simple random sampling. The sample for this study was expected to constitute 8 private primary schools and 68 respondents selected from the sub city.

Table3.1. Summary of the sample size of the study population

Type of respondents	Total population	Sample population
Teachers	182	40
Principals	8	8
Ex- teachers	-	20
Total	190	68

Source: Own survey, 2018

3.4. Source of data

The necessary data for this study was collected from both primary and secondary sources.

3.4.1. Primary data source

Primary sources refer to individuals from whom information has originated directly as a result of the particular problem under study. Primary data pertinent to the study collected through questionnaire and interview.

3.4.2. Secondary data source

Secondary data was obtained through the analysis of published and unpublished document sources.

3.5. Data collection instruments

3.5.1. Questionnaire

Questionnaires were prepared by the researcher to collect information from current teachers and ex- teachers. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely. This was done in order to support the data gathered through interview and document reviews. The questionnaires were prepared in English and deliver to collect quantitative and qualitative data from sample respondents**.**

3.5.2. Interview

This study mainly used face to face interview, which provide a fast hand experience and personal contact with interviewees. Interviews also provide high capability for facial validation which may be instrumental in gaining insight into the reason for certain responses from participants. For this study, Semi-structured interview questions were prepared in Amharic Language for principals, to gather more information. The interview questions were discussed with the interviewee and the researcher in Amharic Language to reduce communication barriers and to get more information.

3.5.3. Document Analysis

In order to get the information about the trends of teacher turnover, data were gathered from the 8 schools. Since all the selected schools do not have a well-organized document which shows the exact number of teacher turnover, the data were taken from attendance.

Therefore, in addition to questionnaire and interview, the researcher used the document as secondary sources of data collection and the document analysis was used to enrich the information about the issue under study. Documents such as trend of teacher's turnover, manuals, and official publications of the central government, state governments, and local bodies' reports were analysed.

3.6. Method of Data Analysis

The study used quantitative data for measuring both constructs whereby a large amount of data to be collected. The data for the entire study was input into the Statistical Package for Social Sciences (SPSS) 20 version for Windows to interpret the result. As a result, Descriptive and inferential statistical tools were used to compute the collected data and infer generalization. Hence specifically, frequencies, percentage, mean combined mean and standard deviation was included from descriptive statistics.

The research questions were examined through various data analysis procedures and data analysis method for each questions are discussed separately for further details. In this regard, statistical methods of Correlation and Regression analysis were utilized.

3.7. Ethical consideration

According to McMillan and Schumacher (2006) the researcher is ethically responsible for the rights and welfare of the subject by being knowledgeable about professional guidelines, legal Considerations, and ethical requirements. It is important for the researcher to obtain both consent and permission for the study. The researcher protected the rights of the participants by maximizing potential benefits and minimizing potential risks. It is vital that the researcher protect the privacy of the participants and assures minimal misinterpretation of the data.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered from private schools of Bole sub city in regarding the teacher's turnover causesin the sub-city. The data were obtained from current and former teachers and principals of selected private schools of Bole sub-city of Addis Ababa. Questionnaire and interview were the instruments used to collect relevant data for this study.

The major objective of this study was to assess the causes of teachers' turnover in selected private primary schools of Bole Sub-city in Addis Ababa.. To this end source of data were determined and different data gathering tools were employed. The sources of data were teachers currently working in private schools and teachers who left the targeted schools. Questionnaires and interview were the instruments through which data were collected in this study.

As stated in the methodology section, 63 questionnaires were administered i.e. 40 for current school teachers, 20 for former school teachers from private schools of Bole sub-city of Addis Ababa were selected and collected the necessary data. First, 60 questionnaires were distributed, but from 63 distributed questionnaires, 60 were analyzed giving a response rate of 95%, the remaining 5% were not analyzed due to inappropriately filled responses and missing questionnaires. In addition, 8 school principals from private school of the selected sub-city were used as a source of data through interview.

4.1. Background of the respondents

As it is explained under the methodology section of this study, private school current and former teachers of Bole sub-city of Addis Ababa were included as a sample in this study from three selected private schools. From these schools, 40 teachers working currently in private school and 20 ex- teachers of private schools were selected randomly for questionnaire but two from ex teachers and one questionnaire from private school teachers were dropped due to missed information (incomplete data).

Table 4.1Teachers' background

	Current teachers			Ex –teachers	
Items	**Classes**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Sex	Male	17	42.5	6	30
	Female	23	57.5	14	70
	Total	40	100	20	100
Age	18-30	32	80	18	90
	31-40	5	12.5	2	10
	41-50	3	7.5	-	-
	51-60	-	-	-	-
	>60	-	-	-	-
	Total	40	100	20	100
Educational background	Diploma	2	5	2	10
	BA/BSC	35	87.5	18	90
	MA degree	3	7.5	-	-
	Others	-	-	-	-
	Total	40	100	20	100
Work experience	<4	8	20	1	5
	5-8	21	52.5	14	70
	9-12	7	17.5	5	25
	>13	4	10	-	-
	Total	40	100	20	100

Source: Own survey, 2019

As shown on the Table 4.1 among the total number of respondents, (57.5%, and 70%) of the respondents were currently working in private schools and former private ex teachers were female respectively. While 42.5% of respondents that are currently working in private schools were male and 30% of ex teachers that are serving in private schools previously were male respondents. This may implies that the teaching staff in private schools is dominated by female teachers who are careful and energetic of their career.

Regarding age among the current teacher respondents of private schools 32(80%) of them were at the age category of 18-30, likewise 18 (90%) of the respondents from ex – teachers of private school were found to be in the same category of age. From this we can observe that the majority of the respondents in both teachers were nearly at the same age category.

Regarding the qualification of teachers, out of the 40 respondents of current private school teachers, 35 (87.5%) of them have BA/BSC degree. Not far away, 18(90%) from 20 respondents of the private school of ex-teachers possess the same level of qualification. The only difference when compared with the qualification of respondents in both teachers 3(7.5%) of the respondents from current private school of 40 teachers have their second degree.

With respect to the experiences of respondents, 20% of ex-teachers respondents and 5% of current teachers had teaching experience of 4 years and below while 52.5% of ex-teachers and 70% of current teachers respondents had 5-8 years' experience. On the other hand, 17.5% of ex-teacher respondents and 25% of current teachers had a work experience of 9 to 12 years while 10% of ex-teachers only had more than 13 years of work experience.

4.2. Analysis of teachers' questionnaire

As it is described under the methodology part of this study and recently under the background section, 40 from current teachers of private schools and 20 ex- teachers from private schools of Bole sub city of Addis Ababa were selected as a respondent of the questionnaire desired to collect the desired data. To investigate the major cause of teacher's turnover in private schools of the selected area, some major questions were raised for the respondents (teachers in this part) which are open and close ended types with alternatives and rating.

4.2.1. Cause of Teacher Turnover

In relation to this part, the respondents from both teachers were asked to put their degree of agreement on teachers turnover causes and the implication in private schools of bole sub city.

The weight of the choices was represented as follows: 5= strongly agree; 4= agree; 3= neutral; 2=; disagree and 1= strongly disagree. And this was calculated by mean and since the scale consists 4 points 2.0 was taken as average; results exceeding 3.0 as high. Whereas scores less than 2. 0 were regarded as low, mean scores between 2.0 and 3.0 was considered to be moderate.

Table 4.2 Response of teachers related to cause of teachers turnover on conditions of work place

No	Items	Respondent		Rating						
				5	**4**	**3**	**2**	**1**	**Total**	Mean
1	There is high burden of work load on teachers	Ex- teachers	**freq**.	13	5	2	-	-	20	4.5
			%	65	25	10			100	
		Current teachers	**freq.**	32	7	1	-	-	40	4.7
			%	80	17.5	2.5			100	
2	The number of students in the class is high	Ex- teachers	**freq.**	2	3	10	5	-	20	3.1
			%	10	15	50	25		100	
		Current teachers	**freq.**	3	7	24	4	2	40	3.1
			%	7.5	17.5	60	10	5	100	
3	There is lack of school facilities like internet, toilet, library etc.	Ex- teachers	**freq.**	1	5	12	2		20	3.2
			%	5	25	60	10	-	100	
		Current teachers	**freq.**	6	3	27	4	-	40	2.3
			%	15	7.5	67.5	10		100	
4	Poor conditions of class room	Ex- teachers	**freq.**	-	-	16	3	1	20	2.7
			%	-	-	80	15	5	100	
		Current teachers	**freq.**	-	-	23	13	4	40	2.5
			%			57.5	32.5	10	100	
5	Physical violence against teachers from students	Ex- teachers	**freq.**		11	4	5	-	20	3.3
			%		55	20	25		100	
		Current teachers	**freq.**	-	29	5	6	-	40	3.8
			%		72.5	12.5	15		100	
6	Unfair treatments of teachers from school principals	Ex- teachers	**freq.**	17	2	1	-	-	20	4.8
			%	85	10	5			100	
		Current teachers	**freq.**	31	7	2	-	-	40	4.7
			%	77.5	17.5	5	-	-	100	
7	Lack of teaching methodology	Ex- teachers	**freq.**	-	-	-	2	18	20	1.1
			%				10	90	100	
		Current teachers	**freq.**	-	-	1	4	35	40	1.1
			%			2.5	10	87.5	100	
8	Lack of adequate instructional materials	Ex- teachers	**freq.**	-	-	3	17	-	20	1.3
			%			15	85		100	
		Current teachers	**freq.**			12	28		40	1.3
			%			30	70		100	
9	Lack of school management support	Ex- teachers	**freq.**	-	-	14	6		20	2.7
			%	-	-	70	30		100	
		Current teachers	**freq.**	-	-	33	7		40	2.8
			%	-	-	82.5	17.5		100	
10	Teachers negative attitude towards school owners	Ex- teachers	**freq.**	3	2	2	13			2.7
			%	15	10	10	65			
		Current teachers	**freq.**			2	37	1		2.0
			%			5	92.5	2.5		
11	There is fault finders of supervisors	Ex- teachers	**freq.**	13	7					4.6
			%	65	35					
		Current teachers	**freq.**	29	8	2				4.7
			%	72.5	20	5				
12	Lack of motivation	Ex- teachers	**freq.**	19	1					4.9
			%	95	5					
		Current teachers	**freq.**	12	26	2				4.2
			%	30	65	5				

Source: Own survey, 2019

As one can see from the table 4.2 above, regarding the high burden of work load on teachers in both teachers there is no basic difference. As it can be seen from Table 4.2, 65% of ex -teachers and 80% of current teachers of private school teachers revealed that workload is one of the factors for teachers to leave private schools. Teachers are much more loaded whenever a turnover occurred in their school, recruitment of unqualified and less experienced teachers, failure to cover portions of the academic year, and bring about much more tensions among the teachers and the school principals which initiates instability in the school. This finding illustrated that high workload that teachers have an impact on teachers' decision to stay or leave.

With regard to item 2, which deals with the number of students in the class, the respondents rated this item as moderately agreed with and individual means of 3.1 for ex teachers and 3.1 for former teachers. As it was seen under the observation section, the class size in private schools has a limited number of students are found. Class size refers to the number of pupils regularly scheduled to meet the administrative and instructional units, known as class or section, usually under the direct guidance of a single teacher (Monre, 1956:212). Most pedagogues agree about the population in the classroom to be manageable size 20-35 students (Marry Print, 1993; Andrew Pollard, 1994).

In relation to item 3 of the same table, concerning the school facilities, 60% of former teachers and 27% of current teachers mentioned lack of facilities as another moderately pushing factor for private school teachers in Bole sub city. As the study of Lamathaka and others (2000) educational facilities that provide the learners with a variety of experience and knowledge about physical environment is very important.

Item 4 of Table 4.2 indicates that the respondents were asked on the condition of class room whether it was the cause of teacher's turnover in private school or not. Based on this 80 % of ex –teachers and 57.5 % of current teachers agree moderately. The mean value of ex- teachers and current teachers were found to be (X=2.7) and (X =2.5) respectively agreed.

In item 5, participants were asked to indicate the degree of student's physical violence against teachers. Data presented in table 4.6 demonstrated that the largest group of ex-teachers respondents 11(55%) and current teachers 29 (72.5%) agree highly. The mean value of ex teachers and current teachers was 3.3 and 3.8 respectively. Ex teachers and current teachers

indicate that students' character and disciplinary problem is a factor that results teachers frustration which influence teachers decision to leave their job. As respondents expressed students' disciplinary problem affect teachers moral and increase teachers' job instability. This indicated that student's disciplinary problem was mentioned as one of the causes of teacher turnover in the sub city.

Concerning the unfair treatments of teachers from school principals, on item 6 of Table 4.2, ex-teachers and current teachers in private schools revealed that their opinion with the mean value (X= 4.8) and (X=4.7) respectively agree strongly that unfair treatment of teachers by school principals is a factor for teacher turnover in selected schools.

With regard to item 5, ex- teachers and current teachers were asked to rate the degree to which on lack of teaching methodology of teachers. In relation to this, 29(40.8%) of ex-teacher respondents and 10(55.6%) current teachers disagree on the lack of teaching methodology.

With regards to item 8 of table 4.2 onpoor working condition as a cause of teacher turnover, one of the questions raised to respondents was on the issue of lack of adequate instructional materials in the private school for all ex-teachers and current teachers in academic progress.

With regards to item 8 of table 4.2 onpoor working condition as a cause of teacher turnover, one of the questions raised to respondents was on the issue of lack of adequate instructional materials in the private school for all ex-teachers and current teachers in academic progress. Regarding this, the mean value of ex- teachers and current school teachers found to be (X=1.3) and (x=1.3) respectively agree that there is adequate instructional materials in the School and it does not the cause of teachers turnover. As noticed by Michael (1998), instructional materials are all those materials that they bring effective teaching method in the classroom. In addition they facilitate his/ her teaching and the work more creative and effective. These materials help the teacher and new concrete dimension to the class room teaching because teachers and student's dependence on the materials, in the text book and supplementary books can easily lead to stereo typed mode of teaching and introducing teaching aids to the class room.

From Table 4.2, below, item 9, one can learn that the majority of ex teachers (70%) and current teachers (82.5%) were moderately happy because the school management supports them. This indicated that majority of teachers agreed on administrators to support their teachers in technical

matters. This finding was confirmed with the finding of Cockburn and Hayden, (2004) 45% of teachers quit their job due to school management problems.

Moreover,When respondents asked about the teachers negative attitude towards school owners to turnover from the school under item eight, (65%) of ex- teachers and (92.5%) of current teachers respondents replied that most teachers have positive attitude towards school owners and this indicated that it has the lowest turnover of teachers from the school when we compared with other causes.

Regarding item eleven, respondents were asked whether their tendency to the fault finders of supervisors or giving constructive support for teachers, (65%) of ex- teachers and (72.5%) of current teachers agreed that supervisors are fault finders than giving constructive support for teachers and this indicated that supervisors are not well committed in discharging their responsibilities is the cause of teachers turnover in private schools.Committed supervisors play an important role in retaining teachers in their profession while lack of good committed supervisors increase teachers' turnover (VSO, 2002).

School supervisors were assigned randomly without the necessary technical training to support for teachers. They wrongly used their power and tried to tightness teachers rather than relaxing and encouraging. Thus, teachers were dissatisfied with technical support given by supervisors and this in turn lead to teachers' turnover (Darge, 2002).

The last item, item 12 of Table 4.6 respondents were asked to rate whether there is lack of motivation or not, based on this 65% of ex teachers strongly agreed that there is lack of motivation and 65% of current teachers also strongly agree on the lack of motivation of teachers.

Table 4.3 Response of teachers related to cause of teachers turnover on socio economic factors

No	Items	Respondent	Rating							
				5	4	3	2	1	Total	Mean
1	Inadequate teaching salary as compared to the work you do	Ex- teachers	#	17	2	1			20	4.9
			%	85	10	5			100	
		Current teachers	#	31	4	5			40	4.6
			%	77.5	10	12.5			100	
2	Teachers have low salary compared to non-teaching profession	Ex- teachers	#	17	3				20	4.7
			%	85	15				100	
		Current teachers	#	33	7				40	4.8
			%	82.5	17.5				100	
3	Poor living conditions like health insurance not given to teachers is one reason for teachers turn over	Ex- teachers	#	13	6	1			20	4.7
			%	65	30	5			100	
		Current teachers	#	29	9	4			40	4.5
			%	72.5	22.5	10			100	
4	Inadequate salary increment	Ex- teachers	#	16	2	2			20	4.7
			%	80	10	10			100	
		Current teachers	#	28	10	2			40	4.6
			%	70	25	5			100	
5	Teaching as a profession has low socio- economic status in general	Ex- teachers	#	13	7				20	4.6
			%	65	35				100	
		Current teachers	#	37	2	1			40	4.9
			%	92.5	5	2.5			100	
6	Lack of recognition and respect for teachers by friends in other occupations	Ex- teachers	#	13	5	2			20	4.5
			%	65	25	10			100	
		Current teachers	#	36	4				40	4.9
			%	90	10				100	
7	Low recognition and respect for teachers by students and parents	Ex- teachers	#	18	2				20	4.9
			%	90	10				100	
		Current teachers	#	36	4				40	4.9
			%	90	10				100	
8	Teachers salary is insufficient to meet the financial needs of their family	Ex- teachers	#	19	1				20	4.9
			%	95	5				100	
		Current teachers	#	38	2				40	4.9
			%	95	5				100	
9	Lack of incentives	Ex- teachers	#	3	12	5			20	3.9
				15	60	25			100	
		Current teachers	#	31	6	3			40	4.7
			%	77.5	15	7.5			100	

Source: Own survey, 2019

With respect to inadequate salary, Table 4.3 indicates that the respondents were asked on depicts items that were listed to measure inadequate salary that teachers get as a factor for teachers' turnover. The result of the study shows that about 85% of ex private teachers and 77.5% of current teacher's respondents currently working in private schools indicated that dissatisfaction with teaching salary among teachers may result in turnover.

Regardless of item two of the above Table 4.3 above, respondents were asked if teachers have low salary compared to non- teaching profession, teachers of both ex- teachers and current teachers of private schools replied almost the same response i.e. (85%) of ex-teachers and (82.5%) of current teachers from private schools responded that they assured that the salary paid to teachers is less compared to other professionals. In relation to this, some of the former teachers explained in the open ended question they said that there currently working in a given not-for profit organization. They revealed that the salary they are currently earning is much better than they had been paid for being a teacher.

Regardless of poor living conditions like health insurance not given to teachers is one reason for teachers turn over, (65%) of ex teachers and (72.5%) of current teachers replied that they agree strongly.

Concerning the item about 4 of the above table 4.3, respondents were asked about the inadequate salary increment of private schools. From the respondents of ex- school teachers, (80%) of them replied as agree strongly; (70%) of current teachers also agree strongly.

In relation to this, the data that are gathered from interview on "What should be done to minimize teacher's turnover from primary schools?" show that all interviewees of principals they replied that there was salary increment but since the increment was not that much teachers still keep on leaving. Improving salary of teachers and creating conducive environment were suggested as the most notable strategies for retaining outstanding and well experienced private primary school teachers. The biggest challenge for all principals in relation to salary was the decision about salary increment is in the hands of the owners. It is up to the owners. Likewise according to the principals, the majority of private school owners are not from the education field and do not understand the impact that excessive teacher turnover brings on the overall teaching-learning process.

With regard to item 5, which deals withteaching as a profession has low socio- economic status, the respondents rated this item as strongly agreed with individual means of 4.6 for ex-teachers and 4.9 for current teachers. This finding illustrated that the stable teachers of the targeted schools indicate low social status accorded to teachers by the society as a factor that compels teachers to quit teaching. In relation to this, Manna and Tesfaye (2000) stated that low social status accorded to teachers by the society is one of the outstanding reasons that teachers compelled to leave the profession.

In relation to item 6 of the same Table, concerning the lack of recognition and respect for teachers by friends in other occupations, the respondents rated the item strongly agreed and individual mean values of ex-teachers and current teachers was 4.5 and 4.9 respectively. This revealed that, there is lack of recognition & respect for teachers by friends in other occupation.

As it can be seen from the Table 4.3 above, item 7 on thelow recognition and respect for teachers by students and parents, the respondents rated the item strongly agreed and individual mean values of 4.9 for both ex-teachers and current teachers. The respondent's response indicated that there is lack of recognition & respect for teachers by students and parents

Regarding item 9, 95% of ex- teachers and current teachers indicated that the salary paid to teachers is not enough to lead their lives properly. Respondents expressed that teachers' income is insufficient to meet their financial needs to support their family.

Finally, the last item of table 9, the respondents asked to express about the incentives, was rated as strongly agreed with an individual means for 3.5 for ex-teachers and 4.7 current teachers. Respondents from both categories indicated that absence of incentive increases teacher turnover in the Sub City. Different research findings indicated that low benefit package is the most significant factor that contributes to teachers' turnover (Crousman, Hampton & Herman, 2006).

One of the school principal during the interview confirmed or supported the response of ex-teachers and current teachers indicated in the above table. He continued and explained that high turnover of teachers was always happening on the part of more experienced and qualified male teachers because in order to get better working environment and salary they leave from this profession. Therefore, the general working environment and economical questions of teachers were not attractive.

Table 4.4 Response of teachers related to cause of teachers turnover on external environment factors

No	Items	respondent		Rating						
				5	4	3	2	1	Total	Mean
1	Better payment is offered to non-teaching occupation with the same qualification	Ex- teachers	#	14	6				20	4.7
			%	70	30				100	
		Current teachers	#	34	4	2			40	4.8
			%	85	10	5			100	
2	Teaching profession has very low social status than other profession	Ex- teachers	#	20					20	5.0
			%	100					100	
		Current teachers	#	37	2	1			40	4.9
			%	92.5	5	2.5			100	
3	Lack of professional development	Ex- teachers	#		12	6	2		20	4.4
			%		60	30	10		100	
		Current teachers	#	20	19	1			40	4.4
			%	50	47.5	2.5			100	
4	High mismatched of market situation and teachers income	Ex- teachers	#	18	2				20	4.9
			%	90	10				100	
		Current teachers	#	32	5	3			40	4.7
			%	80	12.5	7.5			100	
5	Lack of training	Ex- teachers	#			3	15	2	20	2.0
			%			15	75	10	100	
		Current teachers	#			29	10	2	40	2.7
			%			72.5	25	2.5	100	

Source: Own survey, 2019

As one can see from the table above, a total of five questions were delivered to both ex-teachers and current private school teachers of selected respondents to get the desired data on the cause of teacher turnover using the rating scale explained above. Regardless of better payment is offered to non- teaching occupation with the same qualification commitment, (70%) of ex- teachers and (85%) of current teachers respondents replied that better pay is offer to non-teaching occupation with same qualification.

In relation to item 2 of the table above respondents were asked whether teaching profession has very low social status than other profession or not. In relation to this, 100% of ex-teachers and 92.5% of current teachers in private school replied that teaching profession has very low social

status than other profession is the causes of teacher turnover. In relation to this, (Jones, 2005), stated that, overall teachers find a professional paradox- their community has great expectations from education but teachers are accorded low social status and held in low esteem. Many therefore leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching professional teachers repeatedly battle public stereotype that their jobs are easier than most other professions, all these reduces their commitment and morale to teach.

In item 3, participants were asked to indicate whether there is lack of professional development or not. Data presented in table 4.4 demonstrated that the largest group of ex-teacher respondents (60%) and current teachers (50%) agreed that professional development opportunity was also one of the factors that push out teachers from schools. Most respondents of teachers indicate that lack of opportunity for further education is a factor that influences teachers to leave. Teachers working in private schools expressed that minimum opportunity for further education and unfair selection of teachers for professional development opportunity was factors that affect teacher moral and result teacher. This finding was confirmed with studies conducted by different researchers (Alazar, 2007; Motuma, 2006) which indicated that lack of opportunity for Continuous Professional Development was also one of the factors that influence teachers' decision to leave or change their school.

Moreover, with regard to item 4, the two groups of respondents were asked to indicate whether there is high mismatched of market situation and teachers income. The data shows that (90%) of ex-teachers and (80%) of current teachers respondents strongly agreed that there is high mismatched of teachers' income and market situation.

As one can see from the table above, regarding the lack of training in both respondents there is no basic difference. Which means, there is a small disparity in the level of the training i.e. 15(75%) out of 20 ex-teachers and 72.5% of current teachers of private school denoted that there was no lack of training in the school.

Table 4.5. The effects of teacher turnover on teaching learning process

No	Items	Respondent		Rating						
				5	4	3	2	1	Total	Mean
1	Students sit for examination with the out enough knowledge of the subject	Ex- teachers	#	6	14				20	4.7
			%	30	70				100	
		Current teachers	#	10	30				40	4.2
			%	25	75				100	
2	When experienced teachers left , students losesinterest	Ex- teachers	#	9	11				20	4.4
			%	45	55				100	
		Current teachers	#	13	25	2			40	4.2
			%	32.5	62.5	5			100	
3	Students' academic achievements is affected negatively	Ex- teachers	#	6	12	2			20	4.1
			%	30	60	10			100	
		Current teachers	#	10	29	1			40	4.2
			%	25	72.5	2.5			100	
4	Students face some problem adapting the newly assigned teacher	Ex- teachers	#	5	13	2			20	4.1
			%	25	65	10			100	
		Current teachers	#	14	22	4			40	4.2
			%	35	55	10			100	
5	Teacher turnover disrupt instructional activities, i.e. deteriorates students' academic performance	Ex- teachers	#	6	13	1			20	4.2
			%	30	65	5			100	
		Current teachers	#	7	31	3			40	4.6
			%	17.5	77.5	7.5			100	

Source: Own survey, 2019

4.5Teachers Perception on the effects of teacher turnover on teaching learning process

As shown in the Table 4.5 above item 1, respondents of teachers were asked about whether Students sit for examination without enough knowledge of the subject or not. Based on this, (70%) of ex teachers and (75%) of current teachers respondents agree on item one. The mean value of ex-teachers and current teachers found to be (4.7) and (4.2). This indicated that, students sit for examinations without having the required understanding of a subject matter due to causes related to turnover of teachers and this can affect the teaching learning process.

One of the private school principal during the interview confirmed or supported the response of ex-teachers and current teachers indicated in the above table. He continued and explained that periods are wasted whenever a turnover of a teacher occurred in their school. Due to this, said

the principal, there are portions that were not covered. While the replaced teachers were trying to compensate uncover portions, they would make students very busy. Students are expected to do many tasks without their interest. Doing assignments, taking notes, reading books were some of the duties loaded on students to finish the book.

As shown in the Table 4.5 above item 2, respondents of ex-teachers and current teachers were asked when experienced teachers left , students interest loses or not. Based on this, (55%) f ex-teachers and 62.5% of current teacher's respondents agree on item two. The mean value of ex-teachers and current teachers was 4.4 and 4.2 respectively. This indicated that experienced teachers left the teaching profession or they move to better school and this is a serious problem both for the students who lose value of being taught by in experienced teachers and to the school which must recruit and train their replacement. The high rate of teacher turnover paved the way for the replacement of experience teachers by in experienced teachers. In relation to this, (Ingersoll, 2001), explained that in recent years compelling evidence has emerged that teacher turnover is a significant problem affecting school teaching-learning process.

In line with this in the interview conducted with school principals, they were asked concerning the effects of teacher's turnover on the teaching learning process when a teacher leaves the job, they expressed that when experienced teachers leave and new ones are hired, students will have difficulties to get along with the new teachers, whenever there is high teacher turnover, the portion remains uncovered.

According to Ingersoll (2001), in recent years compelling evidence has emerged that teacher turnover is a significant problem affecting school teaching-learning process and student achievement. Concerning what are the effects of teacher's turnover on the teaching learning process when a teacher leaves the job?, the interview with school principals indicated that the school face challenges such as instability in the teaching – learning process, additional costs in the recruitment process of new teachers for replacement, inability to obtain experienced and qualified teachers in the market, inquiries of students and their parents especially when the teacher who leave the school was experienced and competent, and so on. Teachers' turnover has negative effect on teaching organization particularly when best experienced teachers quit teaching or when the school program undergoing rapid growth in development. Hence, it reduces

the overall effectiveness of the school and finally leads to the deterioration of quality education (Ingersoll, 2002).

As one can see from the table above, regarding the students' academic achievements is affected negatively or not in both teachers there is no basic difference. Which means, there is a small disparity in the level of the academic achievement is affected negatively i.e. (60%) out of 20 ex-teachers of private school and (72.5%) of current teachers denoted that their students' academic achievement is affected negatively. The mean value of ex-teachers and current teachers are 4.1 and 4.2 respectively. This data indicated that high teacher turnover affects the teaching-learning process negatively**.**

Regardless of item four of the above Table 4.5 above, respondents were asked if students face some problem adapting the newly assigned teacher, ex- teachers and current private school teachers replied almost the same response i.e. 13(65%) of ex-teachers and 31(77.5%) from private schools responded that students faced problem during the new teachers assigned.

One of private school principal during the interview confirmed or supported the response of teachers and mentioned that a number of consecutive problems will be appear when teachers leave the school. Students will be left without teachers, wastage of periods, the remaining teachers are forced to cover the periods unwillingly, portions will not be covered according to the plan, and the school management will be busy to control the overall teaching learning process while replacing the new teachers. As a result, teachers" turnover highly affects quality education.

The last item of Table 4.5 deals with how teacher turnover disrupt instructional activities, i.e. deteriorates students' academic, based on this ex-teachers and current teachers of private school mean value were ((X=4.2) and (X =4.6) respectively agree on the point. Therefore, based on this they strongly agree on the point and it can be said that, teacher turnover disrupt instructional activities, i.e. deteriorates students' academic achievement. From this it can be said that school programs are smoothly carried out when teachers are available in the school but when experienced teachers leave the school, students were claimed for teacher whereas the remaining teachers complain of holding additional periods. Therefore, from respondents' point of view, loss of experienced and qualified teachers might disrupt the teaching-learning system and influences the teaching-learning process.

4.6. Analysis of the interview questions given to principals

According to the 8 principals' response, though they do not have clearly recorded data that shows the number of teacher leaving the school, they use the school attendance sheet as a reference. They say teacher's turnover in their school is high and very worrying.

Concerning the question "what do you think the main causes of teacher's turnover?" they responded that inadequate salary, poor working condition, students' disciplinary problems, school characteristics, teachers' personal factors are mentioned as the causes of teachers' turnover by the principals.

Regarding the question who intends to leave more from school in terms of experience, sex and field of specialization? They explained that they do have neither documents nor research done on this issue.

Finally, the principals put some suggestions concerning what should be done to minimize teachers' turnover from primary schools. These include:

- ✓ Improving and monitoring leadership and supervisory skill
- ✓ Building confidence of individuals encouraging freedom to discuss about turnover of employees
- ✓ Providing a definite salary scale comparable to othe government departments and private agencies.

4.7. Document analysis

One way to get information to fulfill the study is to use documents for analysis purpose. In this study concern the only document that is available to be used as a source of information is to get the X-teachers' full information. The fore, the X- teachers' phone number is used to contact them and collect data through questioners.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is divided in to three main parts. These are summary, conclusion and recommendation. Summary deals with or states of the main points of the study. Conclusion also sums up research questions based on the result of the study. Finally, recommendation puts actions to be done for the purpose of the study, based on the results under chapter four by the concerned bodies.

5.1. Summary

The purpose of this study was to investigate the major causes that influence teachers' decision to leave, move or stayin private schools of Bole sub city of Addis Ababa. In order to achieve the desired goal of this study, the following basic questions were prepared to the research specific objectives.

- ☞ To identify the causes of teachers turn over in private schools of Bole Sub City.
- ☞ To find out the most common reasons that lead teachers to turn over.
- ☞ To explore possible measures to minimize teacher turnover in the study area.

The study was conducted in randomly selected eight private schools of Bole Sub City of Addis Ababa. Then, 40 current teachers, 20 ex- teachers and 8 principals were selected by using random sampling and purposive techniques. In doing this, for the study, primary and secondary data sources were used and review of the related literature was also made to treat the basic questions. In order to deal with the basic questions, three types of data gathering instruments (questionnaire, interview and document analysis) were used. Accordingly, questionnaires (closed and open ended questions) were used to collect data from current teachers and ex teachers. Interview made with school principals and in some instances document analysis and observation were undertaken.

Based on this, a total of 60 copies of questionnaires were distributed to 40 current teachers and 20 ex teachers. The returned were 60(95%) which comprised of 40 current teachers and 20 ex teachers. The data obtained through questionnaire were analysed and interpreted using

descriptive statistics such as frequency, percentage and mean. The data gathered through interview were analysed qualitatively using narration.

According to the results of the data analysis, the major findings of the study are the following:

- ☞ Most of the current teacher employee respondents are f..ound to be young and first degree holders who have more intention for turnover, female, single and had been in the school for less than five years.
- ☞ As described in the previous chapters, that there is the problem of teachers turnover in private school of Bole sub city of Addis Ababa which has been brought by the number of factors as identified from the interview and questionnaires. The study found that the major causes of teacher turnover in private school of Bole sub city of Addis Ababa are inadequate teaching salary, unfair treatments of teachers from school principals, high burden of work load on teachers, teachers low salary compared to non- teaching profession, low recognition and respect for teachers by the society and fault finders of supervisors are significantly affect teachers' turnover in private schools in Bole Sub city.
- ☞ In particular the study recognized that among the factors inadequate salary and law social status given to teachers by the society were more of an impact on teachers' turnover than the other factors described in this study.
- ☞ With regard to teachers Perception on the effects of teacher turnover on teaching learning process, teacher turnover affects schools performance. The influence of turnover on performance of the school was high, because if there is teacher turnover the schools should replace that teacher, during the time teachers replacement, there was wastage of periods, it was not easy for students to get along with the newly hired teachers, students were sitting for tests without getting the required knowledge, they were observed losing interest for learning too. Due to these problems all the teaching learning system of the schools will be interrupted.

5.2. Conclusion

Based on the results of the finding of the study, the following conclusions have been drawn.The finding of this study indicated that the major causes of teacher's turnover in the schools were such as heavy work load, dissatisfaction with current salary, better pay is offered to non-teaching occupations with same qualification, low social status given to teachers by the society, high mismatched of teachers' income and market situation are the factors that this study has identified as a reasons for turnover of teachers in private school of Bole sub city of Addis Ababa.

Therefore, the finding of the study show that turnover of teachers reduces the overall effectiveness of the school which leads to the worsening of quality learning. Because, teachers are crucial to the success of students and the school, the continuous turnover of teachers will affect the students achievement and the overall school activity.

5.3. Recommendations

Based on the findings and conclusion of the study the following recommendations are suggested to reduce turnover of teachers in private schools of Bole sub-city of Addis Ababa.

- ☞ Poor working conditions could lead teachers to develop negative perception that could obstacle to effective teaching and weaken teachers' commitment to their work. Therefore the school administration should try to improve class room condition, teachers' workload, instructional material supply and the overall working condition of schools to enhance teachers to do their job.
- ☞ By recognizing the significant effects of poor administrative support on teachers'.
- ☞ The management is advised to consider all management related causes of teacher turnover in order to minimize/avoid teacher turnover and its impact on the school performance.
- ☞ Private school owners need to improve salary of teaches in order to motivate them because inadequate salary is major reasons that leadteachers to quite their job. Unless teachers are paid according to their level and experience they will continue to leave. Balancing the salary of teachers with the market may be the competitive advantage of the school and it helps to maintain experienced teachers.
- ☞ The government, media and other concerned bodies is advised to create awareness in the society that teaching is a noble profession because it is also one cause of teachers' turn over.
- ☞ The management of the private schools needs to work on how to minimize the work load of teachers.
- ☞ Educational opportunities that help the teachers to develop their knowledge and skills should be created and facilitated by school administrators and education officials.
- ☞ It is advised to the sub city and Woreda education office provide training on leadership for private school principals.
- ☞ Sub city and Woreda education office has to create experience sharing environment between the principals in the sub city.

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APPENDIX

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT ON EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by current teachers

Dear respondents

First of all, thank you in advance for your valuable time and cooperation

The purpose of this questionnaire is to collect data for EDPM thesis title "causes of teachers' turnover in private schools of Bole Sub City**".**Please, give due attention and respond to the questions honestly. I would like to assure that your response will be kept confidential and it will be only used to academic purpose.

General instruction

1. Do not write your name
2. Reade each question carefully
3. Please respond to all closed ended questions by putting"✓" marks in the boxes and to the open ended ones by writing your responses on the space provided.

Part I: General Background

1. **Sex** Male☐Female☐
2. **Age** A. 18-30☐ C. 41-50☐
   B. 31-40☐ D. 51-60☐
3. Educational level A. Diploma☐ B. Degree☐ C. Masters☐
4. Work experience _____
5. Field of specialization_____

Part II. **Causes of teacher turn over**

The following are major possible causes of teacher turnover in private primary school in Addis Ababa. Please read carefully and put tick mark "✓" in the box that best describes the causes of teacher turnover in your school using the scales **5= Strongly agree, 4= Agree 3= Neutral, 2= Disagree, 1= Strongly disagree**

1. **Conditions of work place**

No	Items	5	4	3	2	1
1	There is high burden of work load on teachers					
2	The number of students in the class is high					
3	There is lack of school facilities like internet, toilet, library etc.					
4	Poor conditions of class room					
5	Physical violence against teachers from students					
6	Unfair treatments of teachers from school principals					
7	Lack of teaching methodology					
8	Lack of adequate instructional materials					
9	Teachers are unfairly treated by principals					
10	Lack of school management support					
11	Teachers negative attitude towards school owners					
12	There is fault finders of supervisors					
13	Lack of motivation					

If any other, please specify_____

_____

2. Socio- economic factors

No	Items	5	4	3	2	1
1	Inadequate teaching salary as compared to the work you do					
2	Teachers have low salary compared to non- teaching profession					
3	Poor living conditions like health insurance not given to teachers is one reason for teachers turn over					
4	Inadequate salary increment					
5	Teaching as a profession has low socio- economic status in general					
6	Lack of recognition and respect for teachers by friends in other occupations					
7	Low recognition and respect for teachers by students and parents					
8	Teachers salary is insufficient to meet the financial needs of their family					
9	Lack of incentives					

If any other, please specify_____

_____

3. External environment factors

No	Items	5	4	3	2	1
1	Better payment is offered to non- teaching occupation with the same qualification					
2	Teaching profession has very low social status than other profession					
3	Lack of professional development					
4	High mismatched of market situation and teachers income					
5	Lack of training					

If any other, please specify_____

_____

Part III. The most common reasons of teacher's turnover

There are many possible reasons mentioned in the above section that can make private primary school teachers leave teaching. In your opinion what are the most important reasons that primary school teachers leave teaching. Please read all reasons listed below and rank them by assigning 1 to the most important reason and 5 for the least important reason.

_____ Inadequate salary and lack of incentives

_____ Teaching is low social status profession.

_____ Students disciplinary problem and there characters

_____ Poor working environment

_____Administrative problems

Part IV. The Teachers Perceptions on the effects of teacher turnover on teaching learning process.

Please read carefully and put tick mark "✓" in the box that best describes the effects of teacher turnover in your school using the scales **5= Strongly agree, 4= Agree 3= Neutral, 2= Disagree, 1= Strongly disagree**

No	Items	5	4	3	2	1
1	Students sit for examination without enough knowledge of the subject					
2	When experienced teachers left, students loses interest					
3	Students' academic achievements is affected negatively					
4	Students face some problem adapting the newly assigned teacher					
5	Teacher turnover disrupt instructional activities, i.e., deteriorates students' academic performance					

Would you list other than above mentioned that related to the effect of teachers turnover on students"achievement_____

_____

Thank you

APPENDIX

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT ON EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by ex- teachers

Dear respondents

First of all, thank you in advance for your valuable time and cooperation

The purpose of this questionnaire is to collect data for EDPM thesis title "causes of teachers' turnover in private schools of Bole Sub City".Please, give due attention and respond to the questions honestly. I would like to assure that your response will be kept confidential and it will be only used to academic purpose.

General instruction

1. Donot write your name
2. Read each question carefully
3. Please respond to all closed ended questions by putting"✓" marks in the boxes and to the open ended ones by writing your responses on the space provided.

Part I: General Background

1**. Sex** Male☐Female☐

2**. Age** A. 18-30☐ C. 41-50☐

B. 31-40☐ D. 51-60☐

3. Educational level A. Diploma☐ B. Degree☐ C. Masters☐

4. Work experience _____

5. Field of specialization_____

Part II. Causes of teacher turn over

The following are major possible causes of teacher turnover in private primary school in Addis Ababa. Please read carefully and put tick mark "✓" in the box that best describes the causes of teacher turnover in your school using the scales **5= Strongly agree, 4= Agree 3= Neutral, 2= Disagree, 1= Strongly disagree**

1. **Conditions of work place**

No	Items	5	4	3	2	1
1	There is high burden of work load on teachers					
2	The number of students in the class is high					
3	There is lack of school facilities like internet, toilet, library etc.					
4	Poor conditions of class room					
5	Physical violence against teachers from students					
6	Unfair treatments of teachers from school principals					
7	Lack of teaching methodology					
8	Lack of adequate instructional materials					
9	Teachers are unfairly treated by principals					
10	Lack of school management support					
11	Teachers negative attitude towards school owners					
12	There is fault finders of supervisors					
13	Lack of motivation					

If any other, please specify_____

_____

2. Socio- economic factors

No	Items	5	4	3	2	1
1	Inadequate teaching salary as compared to the work you do					
2	Teachers have low salary compared to non- teaching profession					
3	Poor living conditions like health insurance not given to teachers is one reason for teachers turn over					
4	Inadequate salary increment					
5	Teaching as a profession has low socio- economic status in general					
6	Lack of recognition and respect for teachers by friends in other occupations					
7	Low recognition and respect for teachers by students and parents					
8	Teachers salary is insufficient to meet the financial needs of their family					
9	Lack of incentives					

If any other, please specify_____

_____

3. External environment factors

No	Items	5	4	3	2	1
1	Better payment is offered to non- teaching occupation with the same qualification					
2	Teaching profession has very low social status than other profession					
3	Lack of professional development					
4	High mismatched of market situation and teachers income					
5	Lack of training					

If any other, please specify_____

_____

Part III. The mostcommon reasons of teacher's turnover

There are many possible reasons mentioned in the above section that can make private primary school teachers leave teaching. In your opinion what are the most important reasons that primary school teachers leave teaching. Please read all reasons listed below and rank them by assigning 1 to the most important reason and 5 for the least important reason.

_____ Inadequate salary and lack of incentives

_____ Teaching is low social status profession.

_____ Students disciplinary problem and their characters

_____ Poor working environment

_____Administrative problems

Part IV. The Teachers Perceptions on the effects of teacher turnover on teaching learning process.

Please read carefully and put tick mark **"✓"** in the box that best describes the effects of teacher turnover in your school using the scales **5= Strongly agree, 4= Agree 3= Neutral, 2= Disagree, 1= Strongly disagree**

No	Items	5	4	3	2	1
1	Students sit for examination without enough knowledge of the subject					
2	When experienced teachers left, students loses interest					
3	Students' academic achievements is affected negatively					
4	Students face some problem adapting the newly assigned teacher					
5	Teacher turnover disrupt instructional activities, i.e., deteriorates students' academic performance					

Would you list other than above mentioned that related to the effect of teachers turnover on students"achievement_____

_____

Thank you

APPENDIX

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

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Interview questions for school principals

1. What looks like teachers turnover in your school? Did you have recorded data of teacher turnover in the past three years?
2. What do you think the main causes of teacher's turnover
3. Who intends more to leave or move from the school in terms of experience, sex and field of specialization?
4. What should be done to minimize teacher's turnover from primary schools?