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**DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**THE CAUSES AND EFFECTS OF TEACHERS' TURNOVER IN  
PRIVATE SECONDARY SCHOOLS OF NIFAS SILK LAFTO SUB-CITY  
OF ADDIS ABABA CITY ADMINISTRATION**

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## DECLARATION

This thesis represents my own original work, has not been submitted for a degree at any other institution, and all materials referenced in the thesis have been properly cited.

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

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## ACRONYMS

AAU	Addis Ababa University
MOE	Ministry of Education
TVET	Technical and Vocational Education and Training
ETP	Education and Training Policy
ICT	Information and Communication Technology
OECD	Organization for Economic Co-operation and Development
SSA	Sub-Saharan Africa
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
SES	Socio-Economic Status
NGO	Non-Governmental Organization
SPSS	Statistical Package for the Social Sciences
USA	United States of America
UK	United Kingdom
NCTAF	National Commission on Teaching and America's Future

## ***Abstract***

*The primary aim of this research was to examine the factors that lead to teacher turnover in private secondary schools located in the Nifas Silk Lafto Sub-city of the Addis Ababa City Administration. In recent times, these institutions have faced significantly high rates of attrition, with 30% of teachers resigning from their roles during the 2023/24 academic year alone. A descriptive survey research method was employed to investigate and identify the key factors contributing to teacher turnover in private secondary schools. The data for this investigation was gathered from 107 current educators, 32 former teachers, 3 principals, 2 assistant principals, 2 supervisors from the central office, and 4 supervisors from the woreda education office. The respondents were selected for the study using a combination of simple random and purposive sampling methods. A questionnaire was deployed to collect insights on the main factors influencing teacher turnover, and interviews were also conducted to complement the information obtained from the questionnaire. Both quantitative and qualitative analysis techniques were applied to evaluate the data. For analysis purposes, the mean score and Relative Importance Index (RII) were utilized to pinpoint key factors leading to teacher turnover in the researched area. The findings from the data analysis indicated that salary-related issue, workplace conditions, administrative factors, the socioeconomic status of teachers, teachers' perceptions of their profession, and personal circumstances of teachers were the main contributors to teacher turnover in the private schools of the Nifas Silk Lafto Sub-city..A robust, positive, and statistically significant correlation was observed in the analysis between the independent variables (salary-related factors, workplace condition factors, administrative-related issues, the socioeconomic status of teachers, perceptions of the profession, and personal circumstances related factors) and the dependent variable (teacher turnover). This suggests that increases in these independent variables correlate with higher teacher turnover in the researched area. The regression analysis revealed that the independent factors (salary-related issues, workplace conditions, administrative factors, teacher socioeconomic status, perceptions towards the profession, and personal condition-related issues) were strong indicators of teacher turnover. The study concluded that teacher turnover weakens the overall effectiveness of the educational system and results in a decline the quality of education. The study recommends targeted measures, including raising teachers' salaries, enhancing administrative support, and fostering positive working conditions in schools, providing continuous professional development opportunities, and addressing student behavioural issues. Accordingly, significant recommendations have been made to alleviate these challenges.*

**Keywords:** Nifas Silk Lafto, Teacher turnover, Private Secondary Schools, Educational Quality, Retention Strategies

# CHAPTER ONE

## 1. Introduction

This study investigates the causes and effects of teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto Sub-City. The study's background, problem statement, research questions, general and specific objectives, significance, scope, and limitations, as well as the organization of the study and definitions of key terms, are all covered in the following sections of this chapter.

### 1.1 Background of the Study

Education is an essential tool for national advancement, significantly contributing to economic progress, social change, and technological development. A robust and well-organized educational system is crucial for nurturing human capital, which subsequently drives national advancement. However, since teachers are the primary agents of knowledge transfer and skill acquisition, their commitment, competence, and retention play a major role in the quality of education (Ayalew, 2009). Teacher turnover, or the problem of qualified teachers quitting their jobs, is a significant challenge for educational systems around the world, particularly in developing countries with already scarce educational resources.

Teacher turnover is a widespread problem, with elevated attrition rates seen across various regions. In the United States, from 1999 to 2001, approximately 7.4% of public school teachers departed from their schools each year, while 7.7% moved to different schools (Ingersoll, 2001). This issue is even more acute in developing countries, where challenges such as economic conditions, poor administration, inadequate pay, and limited opportunities for professional advancement drive educators away. UNESCO (2015) states that high turnover rates have created a global need for 28 million teachers to accommodate the increasing demand, with 28 countries—predominantly in Sub-Saharan Africa—facing critical shortages that may continue for the next three decades.

Countries in Sub-Saharan Africa, including Ethiopia, have been especially impacted by teacher turnover. By 2003, teacher attrition had reached alarming levels in South African nations like Malawi and Zambia (Katula, 2014). Likewise, in 2008, Kenya experienced a particularly high turnover rate, with 600 teachers leaving secondary schools for better-paying opportunities, resulting in a deficit of 61,235 teachers in both primary and secondary education (Katula, 2014). The departure of skilled educators has serious consequences on the economic and technological progress of these countries, as their education sectors struggle to produce sufficiently trained professionals for essential industries (UNESCO, 2012).

In Ethiopia, various socio-economic and institutional factors drive teacher turnover, including insufficient salaries, absence of professional incentives, unfavourable working conditions, and limited career advancement opportunities (Klara, 2016). The teaching profession is frequently regarded as a last option, with many teachers viewing it as a pathway to more profitable careers. This issue is especially serious in private schools, where financial limitations and market-oriented operational approaches worsen retention problems. Urban private secondary schools, particularly in Addis Ababa, have experienced persistent staffing volatility, with high turnover rates jeopardizing instructional quality and student achievement. Teacher turnover is glaringly noticeable in Addis Ababa's Nifas Silk Lafto Sub-City. Of the 403 teachers who were employed, 121 resigned in 2023, according to data collected from ten private secondary schools in the sub-city. The stability of the educational system is threatened by such a high attrition rate, which also disturbs the learning environment and puts further financial strain on schools because of ongoing hiring and training costs. There are nineteen private secondary schools in the Nifas Silk Lafto Sub-City, according to the Sub-City education office, but I have only focused on ten of them since they are completely private; the others are run by PLCs, churches, and foreign organizations. Even though there hasn't been much thorough research on teacher turnover in private schools, little is known about the difficulties faced by private secondary schools.

The purpose of this study was to investigate the causes and effects of teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City. It investigated the socio-economic and institutional elements influencing teacher attrition, evaluated its potential effects on educational quality, and proposed data-driven strategies to enhance retention. By tackling this significant concern, the research intended to aid in formulating policies and interventions that promote teacher stability, ultimately enhancing the quality of education in private secondary schools across Ethiopia.

In order to determine the causes and effects of teacher turnover in the private secondary schools in the Addis Ababa City Administration's Nifas Silk Lafto sub-city, this study was conducted.

## **1.2 Statement of the problem**

A well-functioning education system depends on skilled and qualified educators to provide high-quality education. However, teacher turnover has emerged as a global challenge, with numerous countries, including Ethiopia, grappling with ongoing attrition issues. A high rate of teacher turnover disrupts the learning environment, impacts school performance, and raises

costs associated with recruitment, selection, induction, and training (Xaba, 2003). Research indicates that high levels of teacher turnover adversely affect student outcomes and institutional stability (Mulkeen, 2010; Bennell & Akyeampong, 2007).

In Ethiopia, the rapid growth of secondary education over the past twenty years has increased the need for qualified teachers (MOE, 2006/7). Despite policy changes aimed at enhancing teacher retention since the roll out of the 1994 Education and Training Policy, teacher attrition continues to pose a significant challenge. For example, in Oromia Regional State, the turnover rates in government secondary schools rose from 17% (2001–2004) to 21.4% (2009–2014), resulting in the loss of over 4,282 teachers within just four years (UNESCO, 2015; Zone Reports and Administrative Town, 2014). While various studies have investigated teacher turnover in government institutions, there has been limited research on private secondary schools, even though they play an increasingly important role in Ethiopia's educational landscape.

Teacher turnover in private secondary schools has become a major issue in the Nifas Silk Lafto Sub-City, threatening both the sustainability of these institutions and the quality of education they provide. Data from the Ministry of Education (2017) indicates that private schools in Ethiopia have been facing an annual turnover rate that exceeds 12%, with early-career educators being particularly susceptible to leaving (Aman Fantalle, 2018). More recent statistics from the Addis Ababa Education Bureau (2023/2024) reveal that in 2023 alone, 121 out of 403 teachers at private secondary schools in Nifas Silk Lafto resigned, resulting in an attrition rate of around 30%—considerably higher than the national average of 22% (Ministry of Education, 2022). Some institutions in the sub-city reported turnover rates reaching as high as 33.9%, indicating a systemic issue that demands immediate attention.

While there has been considerable research on teacher turnover in developed nations since the 1960s, there is limited specific study on this issue in Ethiopia (Ingersoll, 2001; Mulkeen, 2010). Existing research points to factors like low wages, insufficient administrative backing, and unfavourable working conditions as significant reasons for attrition (Bennell & Akyeampong, 2007). Nonetheless, much of this research concentrates on public schools, overlooking the distinct challenges encountered by private institutions. In contrast to government schools, private secondary schools function within a competitive, market-oriented framework that comes with unique financial limitations, job insecurity tied to

contracts, and restricted opportunities for career advancement, all of which can worsen teacher turnover.

Theoretical frameworks regarding workforce retention, including Herzberg's (1959) Two-Factor Theory and Becker's (1964) Human Capital Theory, provide useful insights on teacher migration and job satisfaction. However, there is a shortfall of localized empirical studies that explore the socio-economic, professional, and institutional elements affecting teacher turnover in Ethiopia's private education sector. Aman Fantalle (2018) highlights that the specific economic and institutional landscape in Ethiopia requires tailored studies to effectively guide policy initiatives.

In light of ongoing teacher turnover in private secondary schools within Nifas Silk Lafto Sub-City, this study aimed to explore the root causes, assess the effects on school performance, and suggest methods to improve teacher retention. By filling this research gap, the study intended to present empirical data to underpin focused policy measures, enhance institutional practices, and aid the overall advancement of Ethiopia's private secondary education system.

### **1.3 Research Questions**

The following research questions were the focus of the study:

1. What is the status of teachers' turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto Sub-City?
2. What are the major factors that contribute to teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto Sub-City?
3. To what extent does teacher turnover affect the quality of education in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto Sub-City?
4. What solutions should be recommended to sustain teachers' retention?

### **1.4 Objectives of the Study**

The study has both general objective and specific objectives as stated below.

#### **1.4.1 General Objective**

The general objective of the study was to assess the causes and effects of teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city.

### **1.4.2 Specific Objectives**

The following were the study's specific objectives:

1. To assess the status of teachers' turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city.
2. To analyse the key factors influencing teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city.
3. To evaluate the degree to which teacher turnover impacts the quality of education in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city.
4. To recommend effective strategies for improving teacher retention in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city.

### **1.5 Significance of the Study**

Three principal areas: policy development, scholarly research, and real-world application—make this study significant.

From a policy perspective, the findings offer vital information for developing successful teacher retention plans in Ethiopia's private secondary schools. By pinpointing the root causes of teacher turnover, this study informs approaches aimed at enhancing job satisfaction, ensuring professional stability, and promoting institutional sustainability.

From an academic perspective, this research adds empirical data that can serve as a basis for future investigations. It enriches the current literature on teacher turnover, especially within the realm of private education, and provides a foundation for comparative studies between government and private educational institutions, thus advancing the field of educational management.

On a practical level, the study delivers actionable insights for school leaders and educational stakeholders. The development of focused interventions and retention tactics, increased awareness of institutional issues, and ultimately improved academic quality in private secondary schools are all facilitated by highlighting the main causes of teacher attrition.

## **1.6. Scope of the study**

The focus of this study was to look into the causes and effects of teacher turnover in private secondary schools in Addis Ababa's Nifas Silk-Lafto Sub-City. It examined educators hired between 2021 and 2024 to uncover current trends and challenges particular to private secondary education. The research investigated into various factors impacting turnover, including salary levels, workload, opportunities for career advancement, and administrative practices, employing surveys and interviews with both current and former teachers. However, it did not take into account a significant number of administrative personnel, school leaders, or broader economic and policy factors, nor did it evaluate long-term institutional outcomes such as student achievement. Although the results were anticipated to provide specific recommendations for reducing turnover rates in private secondary schools within Nifas Silk-Lafto, their applicability to other areas or educational sectors may have been restricted. Future research could broaden this study by including diverse geographic and institutional contexts for more comprehensive insights.

## **1.7. Limitations of the Study**

Although there were a number of limitations during the research process, this study provided valuable insights into those variables influencing teacher turnover in private secondary schools in the Nifas Silk-Lafto Sub-City. Time constraints were a major obstacle, making it challenging to reconcile data collection with other academic obligations. The researcher used weekends and non-working hours to conduct interviews and distribute questionnaires in order to address this problem. Financial limitations were another significant drawback, as they limited access to some resources that could have improved the analysis and limited the scope of data collection.

## **1.8 Organization of the Study**

The concluding paper of this research is structured into five sections. The first chapter focuses on the introduction, which encompasses the study background, the problem statement, research questions, both general and specific objectives, the significance of the research, the scope of the study, the limitations encountered, and the organization of the paper. Chapter two reviews literature that is relevant and related to the topic. This section evaluates both theoretical frameworks and empirical studies that are connected to the research. The third chapter outlines the methodology utilized in the research. It includes a description of the research area, the research design, the approach taken, the target population, sampling methods, the research instruments, the questionnaire administration,

and the techniques for data analysis. Chapter four includes the collection, analysis, and discussion of the data gathered during fieldwork. The last chapter provides a summary of the findings, draws conclusions, and offers recommendations.

## **1.9 Operational Definition of Terms**

**Administrative City:** A city governed by a municipal authority, responsible for local administration and public services.

**Attrition:** The permanent exit of teachers from the teaching profession, reducing the overall workforce.

**Former Teachers:** Educators who have left the teaching profession, either transitioning to non-teaching roles or exiting the education sector entirely.

**Private School :** An educational institution that is independently funded and managed, operating without direct government control, and primarily financed through tuition fees and private contributions.

**Teacher Turnover:** The proportion of teachers who leave Nifas Silk-Lafto Sub-City's private secondary schools, either voluntarily or involuntarily, in a given year.

**Current Teachers:** Educators actively employed in private secondary schools at the time of the study.

**Impact on Quality Education:** The influence of teacher turnover on internal efficiency factors such as student performance, repetition rates, and teacher-student ratios.

**Workload Pressure:** The intensity of teachers' professional responsibilities, including teaching hours, administrative duties, and extracurricular commitments.

## CHAPTER TWO

### Literature Review

#### 2. Introduction

Teacher turnover has grown to be a major problem for educational systems around the world, impacting not only the consistency of the teaching staff but also the overall quality of education. This chapter examines pertinent theoretical and empirical literature regarding the reasons behind and consequences of teacher turnover, specifically in private secondary schools. It delves into essential concepts and theoretical models, including Human Capital Theory and Herzberg's Two-Factor Theory, which shed light on why educators resign from their roles. Additionally, the review looks into various factors that contribute to this issue, such as salary, working conditions, administrative support, socio-economic status, personal circumstances, and the repercussions of turnover on students, teachers, and schools. By offering a detailed summary of existing research, this chapter lays a robust groundwork for comprehending the dynamics of teacher turnover within the Nifas Silk-Lafto Sub-City of the Addis Ababa City Administration.

#### 2.1 Theoretical Literature Review

##### 2.1.1 The Concept of Turnover

Employee turnover refers to the phenomenon of employees leaving their positions. It is defined as employees leaving a company, including any permanent departure that takes place outside of the company (Crousman, Hampton, & Herman, 2006, p. 1; Rohr & Lynch, 1995, cited in Xaba, 2003, p. 287). When either the employer, the employee, or both decide to terminate the employment relationship, turnover happens. As a result, it can be divided into two categories: involuntary and voluntary turnover. When the employer starts the employee's departure, it's known as involuntary turnover.

Factors such as unsatisfactory employee performance or the implementation of new organizational strategies that necessitate workforce reductions can lead to the termination or layoff of employees. On the other hand, voluntary turnover takes place when employees choose to leave the organization independently. Employees may decide to depart for reasons related to financial situations, personal circumstances, social pressures, or other motivations (such as accepting a different job or retirement).

### **2.1.2 The Concept of teacher Turnover**

Teacher turnover, like other types of employee turnover, happens when educators leave their positions and can also be classified into voluntary or involuntary categories. Boe, Bobbitt, and Cook (1997, p. 380) define teacher turnover as a “broad term for all changes in teacher status from one year to the next.” This definition encompasses teachers who exit schools, including those who change schools and those who abandon the teaching profession altogether (Boe, Bobbitt, and Cook, 1997; Ingersoll, 2001). According to these researchers, schools encounter two types of teacher turnover: the first is when teachers leave the teaching field entirely, referred to as 'attrition,' while the second pertains to teachers who move to different roles within other schools, known as migration.

Turnover is frequently perceived negatively, particularly when it is voluntary, although this viewpoint is not always justified, as turnover is an unavoidable occurrence with both beneficial and detrimental implications. Since teacher turnover directly affects student achievement and the general quality of education, employee turnover can have detrimental effects, particularly if the rate is higher than anticipated. Conversely, not all turnover is detrimental; its importance depends on the status of the departing individuals. If high-performing employees leave, efforts should be directed at reducing turnover, whereas if low-performing employees depart, it may actually be advantageous for the school. Nonetheless, turnover rates that rise above 10% are generally associated with more adverse outcomes than positive ones (Tayler, 1998, cited in Dereje, 2007, p. 10). When examining teacher turnover, some researchers primarily concentrate on those who leave, arguing that movers do not represent a net loss in the supply overall, while others include both movers and leavers in their research, arguing that attrition and migration produce comparable outcomes. The focus of this study will be voluntary teacher turnover, with a particular focus on those who either transfer to other positions or quit their jobs completely.

Teacher turnover describes the rate at which educators leave their roles within a school or educational organization, either voluntarily or due to external influences (Alaezer, 2007). Turnover can be split into two types: voluntary turnover, which occurs when teachers either leave the profession completely or choose to move to different schools, and involuntary turnover, which happens as a result of layoffs, terminations, or retirements (Henaman et al., 1998). Teacher turnover is a global concern, with studies showing that a significant portion of teachers leave the profession within their initial five years of employment (Mulkeen, 2010).

The implications of teacher turnover extend beyond individual schools, impacting the entire educational system. High turnover rates disrupt continuity in learning, increase costs related to recruitment and training, and undermine institutional stability. Educational systems around the globe encounter difficulties in sustaining a sufficient teaching workforce, raising concerns regarding the long-term viability of education systems. Therefore, it is essential to comprehend the factors that contribute to turnover in order to develop effective retention strategies.

### **2.1.3 Theoretical Frameworks on Teacher Turnover**

The phenomenon of teacher turnover has been thoroughly examined through a variety of theoretical approaches, each shedding light on different aspects that affect educators' choices to exit the profession. Several key models establish a conceptual framework for grasping the intricate nature of teacher attrition, including Human Capital Theory, Herzberg's Two-Factor Theory, Organizational Commitment Theory, and the Push-Pull Model. These frameworks not only clarify the reasons behind teachers' departures but also provide insights into how educational institutions can reduce turnover by addressing the root causes.

#### **A. Human Capital Theory (Becker, 1964)**

One of the key theories for understanding teacher turnover is Human Capital Theory, initially proposed by Becker (1964). This theory asserts that individuals engage in education and professional development to improve their productivity and career opportunities. Teachers, as professionals, build their human capital through formal education, training, and accumulated experience. Nevertheless, when the perceived benefits of this investment—such as salary, job satisfaction, or chances for advancement—are unsatisfactory, teachers may pursue other job opportunities that provide better pay or career growth. In relation to teacher turnover, this theory indicates that inadequate financial incentives, limited chances for career advancement, and a lack of opportunities for professional development play significant roles in attrition. Therefore, schools and policymakers need to acknowledge the crucial role of competitive salaries and ongoing professional development opportunities in retaining teachers.

#### **B. Herzberg's Two-Factor Theory (1959)**

Another frequently cited model is Herzberg's Two-Factor Theory (1959), which divides job-related factors into two categories: hygiene factors and motivators. Hygiene factors, including salary, workplace conditions, and job security, do not necessarily improve job satisfaction but can result in dissatisfaction if they are lacking. In contrast, motivators encompass aspects like

recognition, opportunities for professional growth, and a sense of achievement, which actively promote job satisfaction. Within the teaching profession, a lack of sufficient hygiene factors—such as unfavourable working conditions, insufficient pay, and overwhelming workloads—often results in job dissatisfaction and ultimately leads to turnover. On the other hand, the availability of motivators, such as career advancement opportunities and professional acknowledgment, can improve job satisfaction and decrease attrition. This theory highlights the significance of addressing both extrinsic and intrinsic factors to enhance teacher retention.

### **C. Organizational Commitment Theory (Mowday, Porter, & Steers, 1982)**

The Organizational Commitment Theory, introduced by Mowday, Porter, and Steers (1982), offers an alternative viewpoint on teacher turnover by highlighting the significance of commitment to the institution. This theory suggests that employees with a deep emotional bond to their organization are less inclined to depart. In the realm of education, teachers who perceive insufficient administrative support, lack of professional development opportunities, or overwhelming workloads may find their commitment to the organization weakened, making them more likely to leave. Schools that create a nurturing work atmosphere, offer mentorship initiatives, and promote professional teamwork can enhance teachers' dedication to their institutions, thereby lowering turnover rates.

### **D. Push-Pull Model (Lee & Mitchell, 1994)**

The Push-Pull Model, created by Lee and Mitchell (1994), provides a dynamic framework for understanding employee turnover by distinguishing between factors that push and pull individuals. Push factors, including job dissatisfaction, stress, and inadequate salaries, compel teachers to leave their current roles, whereas pull factors, like improved job prospects and career growth in other fields, draw them away. This model is particularly useful in examining voluntary teacher turnover as it emphasizes the relationship between dissatisfaction in the teaching profession and the appeal of alternative career options. By tackling push factors—such as enhancing working conditions and alleviating workload stress—schools can effectively reduce teacher turnover. At the same time, recognizing the pull factors can aid policymakers in crafting retention strategies that enhance the long-term attractiveness of teaching as a career. The process of turnover, as described by these theoretical frameworks, is not a one-time occurrence but rather a gradual transition shaped by various influences. Teachers typically start to feel discontent due to unfavourable working conditions, insufficient pay, or limited opportunities for advancement. If these concerns persist over time,

their dedication to the organization diminishes, making them more vulnerable to outside job offers. Ultimately, when a more appealing opportunity arises—whether in education or another sector—teachers may decide to leave. This progression highlights the critical need for proactive retention measures that address both the internal and external elements affecting teacher turnover.

#### **2.1.4 Factors Contributing to Teacher Turnover**

Teacher turnover presents a significant challenge for educational institutions and administrators in both industrialized and developing countries. Studies consistently reveal that educators leave their current positions—either to seek employment in different fields or to transfer to other schools—due to various reasons. Insufficient compensation, lack of administrative support, and limited participation in school decision-making are among the most commonly reported factors (Ingersoll, 2001). Further supporting this viewpoint, Chaika (2002), as referenced in Xaba (2003, p. 288), points out additional factors such as limited opportunities for career advancement, inadequate induction and mentoring programs, bad working conditions, and an increasing salary disparity between educators and graduates in other fields. These elements collectively highlight that teacher turnover is a complex issue, influenced by both systemic and personal challenges. This study identifies six primary dimensions as potential causes for teacher turnover: factors related to salary, workplace conditions, administrative support, teachers' socio-economic status, attitudes toward the profession, and individual circumstances. Grasping these interrelated factors is crucial for developing targeted strategies aimed at improving teacher retention. Teacher turnover results from a variety of issues rather than a singular cause, stemming from a dynamic interaction of push and pull factors that vary across different educational settings and personal experiences.

##### **A. Salary related factors**

Financial compensation and related benefits are regarded as significant sources of employee motivation in any field. In other words, low salary can lead to employee dissatisfaction, which may cause some teachers to leave their positions or a particular school due to their dissatisfaction with the salary they receive. Numerous studies indicate that inadequate salary is the primary factor contributing to teacher turnover (Aklilu, 1967; Bame, 1991; Mokonnen, 2018; Crousman, Hampton & Herrman, 2006).

A study by Bame (1991, p. 128) revealed that, among eight factors, the most significant reasons driving teachers away from the profession in Ghana—poor pay, limited advancement

opportunities, and a low status in teaching—were ranked as the top three, with salary being the most critical. Moreover, Bloland and Selby's (1980) literature review suggests that salary plays a significant role in influencing career changes among male educators, but not among their female counterparts.

In addition, research shows that teacher salaries in both developing and developed countries tend to be lower than those of similarly qualified professionals in different sectors (Croasmun, Hampton & Herrmann, 2006; Fineman-Nemeser, 1996; Ingersoll, 2001). Despite some improvements in teachers' wages over recent years, they still remain behind those of other professionals with comparable education. Consequently, teachers frequently leave the educational sector in pursuit of higher-paying jobs in alternative industries (Croasmun, Hampton & Herrmann, 2006, p. 3). In Ethiopia, studies have indicated that the wage gap between educators and non-educators with similar qualifications and experience has been a significant factor contributing to teacher attrition (Aklilu, 1967; Seyum, 1992; Getachew, 1999; and Darge, 2002). On the other hand, evidence suggests that while financial compensation is an important way to meet needs, beyond a certain point of satisfaction, the significance of monetary rewards may diminish in comparison to non-monetary incentives (Antony, 2001, p. 506, cited in Dereje, 2007, p. 18). Teachers can cultivate positive perceptions about their roles if the following factors are addressed in order of importance: being respected, receiving recognition, obtaining reinforcement, engaging in research activities, collaborating within a teaching team, acquiring grants for curriculum development, and being supported by principals, parents, colleagues, and students (Schlechty and Vance, 1983, p. 483, cited in Dereje, 2007, p. 18).

## **B. Factors related to workplace conditions**

A significant contributor to teacher turnover is the state of workplace conditions. Difficult work environments, characterized by overcrowded classrooms, a lack of proper teaching materials, heavy workloads, and restricted autonomy, have consistently been linked to teacher attrition (Schneider, 2012). Educators dealing with overcrowded classes and inadequate resources often struggle to deliver quality instruction, leading to feelings of frustration and burnout (Skaalvik & Skaalvik, 2018). Additionally, overwhelming administrative tasks and non-teaching responsibilities worsen workload concerns, reducing the time available for lesson preparation and student engagement (Borman & Dowling, 2008).

Research suggests that one reason behind teacher turnover is the negative working conditions present within schools (Ingersoll, 2001 & Ingersoll & Smith, 2003). Unfavourable working conditions may include a lack of administrative backing, excessive workloads, inadequate teaching materials, and difficulties related to living situations, which encompass housing and healthcare access, along with other significant complaints about teaching environments (Cororen et al., 1988; Firestone & Rosenbleum, 1988, as cited in Firestone & Panel, 1993, p. 509). Furthermore, Getachew (1999, p. 20) implies that adverse working conditions, like insufficient resources and time, along with a lack of opportunities for involvement in decision-making regarding teaching and workload, were factors that hindered educators and negatively impacted their profession.

Teachers are essential in the educational process, as they carry out the designed curriculum to achieve the desired educational goals. The successful implementation of the curriculum is heavily dependent on a supportive working environment that promotes job satisfaction, commitment to one's career, and the decision to remain in the profession (Weiss, 1999, p. 862). Therefore, unfavorable working conditions can lead educators to develop negative perceptions, which may create obstacles that impair teaching effectiveness and reduce teachers' dedication to their roles, ultimately influencing their decisions to remain in or leave their profession or specific school. Duffrin (1999, p. 2), as noted in Xaba (2003, p. 288), identified poor working conditions as a factor that contributes to high turnover rates, particularly among teachers who exit within their first five years in the profession.

Similarly, Aklilu (1967, p. 13) highlighted in his study of brain drain in elementary schools in Ethiopia that teachers had significantly reduced their numbers due to adverse working conditions in schools. Although many years have passed since that research was conducted, focusing on elementary education, poor working conditions continue to be a major concern in secondary schools across Ethiopia. Recent studies in different regions of Ethiopia indicate that challenging working conditions, such as large class sizes, inadequate physical environments, and inferior school facilities, are commonly cited as reasons for teachers leaving specific schools or abandoning the profession altogether (Alazar, 2007; Motuma, 2006; Temesgen, 2005).

### **C. Factors Related to Administration**

The significance of school leadership in retaining teachers is profoundly important. Research indicates that educators who view their administrators as lacking support are more likely to

leave their roles (Ingersoll, 2001). Effective leadership in schools entails providing instructional assistance, nurturing a collaborative environment, and making certain that teachers feel acknowledged and appreciated. When school leaders do not provide meaningful feedback, professional development, or emotional support, teachers may experience feelings of isolation and undervaluation, which raises their chances of exiting the profession (Boyd et al., 2011).

Strong leadership is also crucial for reducing workplace stress. Administrators who establish mentorship initiatives, promote collaboration among peers, and foster a culture of shared decision-making enhance teacher satisfaction and retention (Kraft, Marinell, & Yee, 2016). In contrast, schools that lack effective leadership and sufficient administrative backing tend to encounter higher turnover rates as educators seek more supportive settings.

The primary objective of educational administration is to ensure that the school system operates effectively in alignment with its goals and action plans (Prestine and Thurston, 1994, p. 359). School administrators are tasked with creating a conducive work atmosphere that allows teachers to carry out their instructional duties. Consequently, educational leaders at various levels should exhibit attributes such as effective communication with their staff and be supportive, appreciative, fair, and consistent (Hutchings et al. as cited in Cockburn and Hayden, 2004, p. 138). Educational administrators must ensure fairness and efficiency, particularly in relation to job postings, promotions, and transfers (William, 1979, p. 56). An organization's dedication to its employees can prove beneficial, as a strong perception of organizational support can result in enhanced job satisfaction and reduced turnover. This is due to the fact that effective administrative assistance typically leads to improved teacher retention in schools. A national study conducted in the USA by Boe, Barkanic, et al. (1999), as cited in Billingsley (2004, p. 45), revealed that teachers who remained in their positions were nearly four times more likely to perceive their administrators' actions as supportive and encouraging.

Conversely, insufficient administrative support can foster feelings of helplessness, frustration, and increased employee turnover (Singh and Billingsley 1997, cited in NCTAF, 2009). A teacher is more likely to depart from the profession or show a desire to leave when there is inadequate support from administrators. Unjust and ineffective educational practices result in job dissatisfaction and considerable psychological stress, both of which lead to teacher turnover (Getachew, 1999, p. 41). In a study conducted in the U.S. that focused on urban

teachers, 25% of those who left the field cited their dissatisfaction with support from central administration as a reason for their departure, while 20% indicated that dissatisfaction with the principal's support affected their decision to leave (Billingsley et al., 1995). In Ethiopia, new studies (Alazar, 2007; Temesgen, 2005) have highlighted administrative issues as a reason for teacher attrition in various areas. For example, Motuma (2006, p. 100) found that administrative challenges were a key factor contributing to teacher turnover in government secondary schools in the Oromia regional state. Motuma pointed out issues such as inadequate performance evaluations, unnecessary interference, a lack of a clear command structure and unified direction, excessive authority granted to school principals, and the absence of democratic management practices in schools as contributing factors to these administrative challenges.

#### **D. The socio-economic status of educators**

The issue of teacher turnover remains a considerable challenge within the education sector, and the socio-economic status (SES) of teachers has emerged as an essential factor contributing to this problem. Socio-economic status encompasses various aspects of a teacher's financial and social well-being, including their income, living conditions, access to essential services, and overall quality of life. A multitude of research studies demonstrates that educators who view their SES as inadequate are more likely to contemplate leaving their positions in search of better financial and social opportunities.

A commonly cited aspect of low SES is the comparatively low salary when measured against other professions that require similar qualifications. Research indicates that teachers often struggle to meet their personal and family financial responsibilities, especially in urban and under-resourced rural regions, leading to dissatisfaction and eventual exit from the profession (Ingersoll, 2001). Moreover, the growing wage disparity between teachers and employees in other fields has been linked to a reduction in the perceived social standing and attractiveness of a teaching career [(Chaika, 2002, as cited in Xaba, 2003)].

Beyond salary, SES also represents educators' access to housing, healthcare, and opportunities for continuous professional development. Teachers with low SES often face financial difficulties that impact their personal well-being and contribute to feelings of burnout and disengagement in their professions. This financial strain is particularly acute for early-career teachers and those working in underserved areas, where salaries are low and resources scarce. Inadequate compensation packages, a lack of incentives, and poor pension

plans exacerbate the situation, making it difficult for educators to pursue long-term careers in teaching (Loeb, Darling-Hammond, & Luczak, 2005).

In summary, the socio-economic status of educators greatly affects their career decisions. Low SES is strongly associated with increased teacher turnover, influencing both financial security and the professional identity of teachers. Addressing SES-related challenges through improved pay, benefits, and support structures is vital for preserving a committed and stable teaching workforce.

### **E. Perceptions toward the profession**

Teachers' views of their profession significantly influence their commitment, job satisfaction, and likelihood of staying in the education field. Cumulative evidence indicates that negative views about the teaching profession contribute substantially to teacher attrition. These views are influenced by various factors, such as societal respect, professional independence, workload, and opportunities for career development.

The other major reason teachers leave the field is the waning respect and social status linked to teaching. In numerous contexts, educators perceive themselves as undervalued by society, which undermines their professional identity and enthusiasm. When teachers feel that their efforts are unappreciated or overlooked, they are more inclined to pursue different careers where their contributions are acknowledged (Ingersoll, 2001).

Moreover, the lack of professional independence and participation in decision-making processes also adversely affects teachers' perceptions. When educators are sidelined from influencing curriculum, assessment strategies, or school governance, they may feel disempowered and disconnected from their roles, resulting in dissatisfaction and potential departure from the profession (Dinham & Scott, 2000).

Another key factor is the gap between teachers' initial hopes and the actual job experience. New educators frequently enter the field with idealistic aspirations and a strong desire to effect change. However, overwhelming workloads, behavioural challenges, administrative obligations, and insufficient support can swiftly lead to disappointment. These disconnect between expectations and reality can diminish their view of teaching as a rewarding and sustainable career option (Borman & Dowling, 2008).

The negative perceptions teachers hold about the profession—including insufficient societal respect, restricted autonomy, and unmet career expectations—are primary factors driving teacher turnover. Enhancing professional recognition, empowering educators in school decision-making, and reconciling job realities with initial training can aid in improving teachers' perceptions and decreasing attrition.

#### **F. Teachers' personal condition-related factors**

In the existing literature, various research studies have explored the connection between teachers' personal attributes such as age, gender, qualifications, and experience with their turnover rates.

**Age:** Studies indicate that a teacher's age is a significant predictor of the likelihood of turnover. Ingersoll (2001, p. 14) points out that both younger teachers (under 30) and older teachers (over 50) are more likely to leaving their positions compared to those who are middle-aged. Ingersoll explains that older educators tend to retire while younger ones often seek new opportunities outside the teaching profession.

**Sex:** Research findings on the correlation between gender and teacher turnover appear to be intricate and inconsistent. Some studies have found that male teachers report greater job satisfaction than female teachers; conversely, others have suggested the opposite, and some found no notable difference at all. As Ingersoll (2001, p. 14) noted, male educators are less likely to leave the profession than their female counterparts. Consistent with this, Charter (1970, p. 450) noted that female educators have a shorter tenancy in teaching compared to male educators. Similarly, Motuma (2006, p. 101) found that male teachers remained in their positions longer than female teachers within Oromia's secondary schools.

Conversely, Wu & Wu (2001), as referenced in Akalewold (2004, p. 30), suggested that female teachers generally report higher levels of job satisfaction. Likewise, Manna & Tesfay (2000, p. 14) found that female teachers are more inclined to continue in the teaching profession compared to their male colleagues.

Moreover, another study conducted by Bloland & Selby (1980, p. 13) revealed that the influence of gender on teacher turnover is minimal. Similarly, Chapman & Hutcheson (2001) in Alazar (2007, p. 11) reported no significant difference in the rates of departure or retention between male and female teachers in educational roles. Connections with initial training can help improve teachers' perceptions and reduce attrition.

**Qualification and Experience:** Turnover may also be related to teacher qualifications. The most highly qualified teachers may be the most likely to leave, as they can easily get alternative employment (Macdonald, 1999). Research done by McClure, Weidman, and Sharp (1988, p. 212) shows that the more qualified teachers' appear to exhibit dissatisfaction with their work as compared to less qualified teachers, which can be a cause for turnover. This is because individuals with more education have more options in the job market than less qualified ones. On the other hand, McClure, Weidman, and Sharp (1988, p. 212) indicated that a year of experience in teaching is positively associated with job satisfaction. In their finding, the researchers indicate that teachers' turnover is high in the first two years of service. On the contrary, Manna & Tesfay (2000, p. 16) in their study revealed that the level of qualification and work experience in teaching was not found to be significantly related to the decision to stay or leave the teaching profession.

**School Characteristics:** Turnover studies in education have linked teacher turnover to school characteristics such as school level, region, and type.

**School level:** different research findings have shown that there is a relationship between a school's level (elementary, middle, or high school) and teacher turnover (Murnane et al., 1991; Shin, 1995; Weiss, 1999, cited in Cha, 2008, p.35). Weiss (1999) found that while middle school teachers had lower morale than teachers in elementary or high schools, high school teachers were more likely than their middle or elementary school counterparts to say that they planned to leave the profession. Moreover, high school teachers report lower levels of satisfaction than do elementary school teachers (Perie and Baker, 1997, cited in Cha, 2008, p. 35).

**School Type:** In the literature, different research has shown that there is a relationship between school type and teacher turnover. In analyses of teacher turnover in national studies conducted in the United States, both private and public school teachers have shown that private school teachers exhibit higher turnover rates than do public school teachers (Ingersoll, 2001).

**School Region:** Different research findings have shown that the rate of teacher turnover varies in relation to the region in which the school is found. In research conducted by Smith & Ingersoll (2004), the highest teacher turnover rates have been seen at urban schools in high-poverty areas. Similarly, Ingersoll (2001) found that teacher turnover is least likely in rural public schools. On the contrary, according to Rust and Dalin (1990), cited in the World

Bank report (2007, p. 14), qualified teachers are often reluctant to stay in rural settings. Similarly in Ghana, over 80 percent of teachers said they preferred to teach in urban schools (Akyeampong and Lewin, 2002, cited in World Bank report, 2007, p. 12).

## **2.2 Empirical Literature Review**

### **2.2.1 Teacher Turnover in Various Regions of the Globe**

Teacher turnover is a complex issue that affects not just individual schools, but the entire educational system. Numerous studies have highlighted the causes and repercussions of teacher attrition in different global environments, exposing the specific challenges faced by educators in various regions.

In the United States, teacher turnover rates are concerning, with data indicating that around 30% of teachers leave the profession within their first two years, and nearly half exit within five years (Ingersoll, 2001). Key factors contributing to this turnover include dissatisfaction with salary, inadequate administrative support, and challenging working conditions. Several reforms have been proposed to tackle the elevated turnover rates, such as enhancing teacher training, offering mentorship for new educators, and improving workplace environments. However, these initiatives have not significantly reduced attrition rates, highlighting the complexity of the problem and the necessity for ongoing interventions.

Similar patterns can be observed in various European nations, where teacher retention has become a critical issue. In countries like the Netherlands and Austria, research indicates that fewer than 50% of teachers stay in the profession for more than six years (Josef, 2015). While the reasons for leaving differ, common factors include job dissatisfaction, limited career advancement opportunities, and inadequate support from school administration. Cultural influences may also impact teachers' views of their profession and their decisions regarding whether to remain or depart.

In many well-resourced educational systems, high turnover rates pose a significant challenge. Despite having ample resources, the problem of teacher attrition continues, highlighting the need for effective support mechanisms and strategies to promote retention. These findings suggest a systemic issue that requires a thorough understanding of the factors driving teacher turnover across different educational settings.

### **2.2.2 Teacher Turnover in Sub-Saharan Africa**

The difficulties related to teacher turnover in Sub-Saharan Africa arise from a distinct combination of factors influenced by social, economic, political, and structural conditions. Key reasons behind teacher attrition in this region include low salaries, inadequate working conditions, and scarce opportunities for professional advancement (Bennell & Akyeampong, 2007). Research conducted by UNESCO (2015) indicates that critical teacher shortages are being experienced in countries such as Tanzania and Sudan, a situation likely to continue due to persistently high turnover rates.

Numerous studies emphasize that insufficient pay is a significant driver of teacher turnover in Sub-Saharan Africa. In many nations, teachers receive salaries that do not cover basic living costs, causing many to pursue other job options. Besides financial issues, unfavorable working conditions—like a lack of teaching materials and overcrowded classrooms—foster dissatisfaction in the job. Additionally, the absence of training opportunities and limited possibilities for advancement further aggravate the problem, resulting in increased turnover rates.

Political unrest is another crucial element influencing teacher retention in this area. In countries dealing with conflict or political instability, the education system often declines, prompting teachers to leave their roles due to safety worries or instability within the sector.

To effectively tackle the teacher turnover issue in Sub-Saharan Africa, it is essential to examine successful policy implementations from other regions. Comparative studies can offer insights into retention strategies that may be more relevant in the African context, particularly in addressing widespread financial and infrastructural hurdles.

### **2.2.3 Teacher Turnover in Ethiopia**

Ethiopia's high teacher turnover rates can be traced back to a historical context that has led to ongoing challenges in retaining educators. With an attrition rate of 67% since 1953 (Aklilu, as cited in Josef, 2015), the country has faced a long-standing deficit of qualified teachers. The main factors contributing to this elevated turnover include low pay, limited chances for career growth, and poor working conditions, especially in rural locales.

A major reason for teacher turnover is the gap between salaries and living costs. Many educators in Ethiopia receive wages that are not enough to support their families, prompting them to search for positions in other sectors. This financial burden is often exacerbated by

administrative problems, such as irregular salary payments and subpar working conditions, which further heighten teacher dissatisfaction (Motuma, 2006).

In addition, the lack of ongoing professional development restricts teachers' opportunities for career advancement and contributes to turnover. The absence of continuous training and development programs results in educators feeling unfulfilled in their jobs, reducing their motivation to stay in the profession.

Government initiatives aimed at improving teacher retention in Ethiopia have produced inconsistent outcomes. Although several programs have been initiated, their effectiveness tends to be uncertain due to inconsistent execution and inadequate funding. A thorough evaluation of these programs, informed by varied perspectives and research, is essential for developing a more effective strategy to decrease teacher turnover.

#### **2.2.4 Effects of Teacher Turnover**

Teacher turnover has profound and far-reaching consequences on the educational landscape, impacting teachers, students, and schools at multiple levels. An in-depth examination of these effects reveals a complex interplay of factors that contribute to the overall quality of education and the educational environment.

##### **A. Impact on Teachers**

High turnover rates can result in a decrease in teacher morale and job satisfaction among the remaining faculty members. With employees frequently leaving, the stability of teaching teams is compromised, which may hinder collaborative efforts and professional relationships. Studies show that teachers who stay may face heightened workloads and responsibilities as they strive to cover for their departing colleagues (Tennessee Department of Education, 2005). The demands of managing larger class sizes or compensating for gaps in instructional coverage can lead to teacher burnout, which further increases turnover rates.

Additionally, the ongoing arrival of less experienced teachers can foster an environment where mentorship and peer support are weakened. Seasoned educators may feel disengaged as they witness a constant cycle of new hires that require considerable time and resources for training, which can result in greater frustration and dissatisfaction among the teaching staff (Ingersoll, 2001).

##### **B. Impact on Students**

The consequences of teacher turnover on students present serious issues, as research clearly demonstrates a connection between teacher retention and student success. A study by Rockoff (2004) found that schools with high turnover rates often experience a decline in student performance, which is linked to the tendency for less experienced teachers to take over the positions of their more seasoned counterparts. Learners taught by novice educators might miss critical educational opportunities and the benefits that come from effective teaching strategies. Furthermore, shifts in teaching staff can disrupt the continuity of instruction, an essential factor for student learning and progress.

The emotional and social effects on students are also crucial to consider. Frequent teacher changes can lead to instability and unpredictability within the classroom, which may adversely affect students' academic engagement and overall well-being. Research suggests that students thrive in settings where they feel safe and supported, and high turnover can undermine that sense of stability (Bennell & Akyeampong, 2007).

### **C. Impact on Schools**

Educational institutions facing elevated turnover rates experience not just the immediate expenses associated with recruiting and training new personnel but also the lasting effects on school culture and community trust. Frequent turnover interrupts the institutional knowledge of the school, as seasoned educators who comprehend the values and practices of the educational system leave. This departure can result in a disjointed culture where both newly hired and existing teachers may find it challenging to implement a unified curriculum or align with the school's mission and vision (UNESCO, 2015). Additionally, research indicates that schools with ongoing turnover issues may become less appealing to prospective hires. As rumours about the instability of a school's staff circulate, this can deter qualified applicants from applying, creating a persistent cycle of recruitment difficulties and diminishing educational quality. In this scenario, high turnover undermines schools' ability to develop strong educational partnerships with families and communities, thereby diminishing the overall support system for students and their learning.

### **D. Quantitative Support:**

Research highlights the profound effects of teacher turnover on multiple fronts. For example, evidence suggests that a one percentage point rise in teacher turnover may lead to a decrease of as much as 3% in student math performance and a 4% drop in reading skills (Ronfeldt,

Loeb, & Wyckoff, 2013). These results provide strong support for understanding the far-reaching consequences of teacher turnover and stress the importance for school administrators and policymakers to focus on strategies for retaining teachers.

In conclusion, the effects of teacher turnover are wide-ranging, jeopardizing not just the stability and efficacy of teaching personnel but also resulting in negative impacts for students and the educational organization overall. Gaining a solid grasp of these effects is vital for formulating effective plans to lower turnover rates and enhance the educational framework. As policy measures are developed to boost teacher retention, it is important to acknowledge the interconnected dynamics between teacher stability, student performance, and the success of schools in order to cultivate a more robust educational atmosphere.

### **2.2.5 Strategies to Mitigate Teacher Turnover**

Teacher turnover continues to be a major concern in the education field, affecting both student achievement and the stability of educational institutions. Tackling this issue necessitates a comprehensive approach that incorporates insights from various studies and effective strategies. Here are several key methods often emphasized in the literature:

#### **1. Raising Salaries and Benefits**

A multitude of studies highlight the importance of offering attractive salaries and benefits to improve teacher retention. As noted by Bennell (2004), financial incentives can significantly influence job satisfaction. This perspective is supported by additional research, including findings from Ingersoll (2001) and Ladd (2011), which indicate that salary discrepancies between districts can lead to higher turnover rates, particularly in underfunded schools. Additionally, benefits such as health coverage, retirement plans, and paid leave are vital for creating a supportive work environment that encourages teachers to remain in their positions.

#### **2. Improving Administrative Support**

Ensuring sufficient administrative support is essential for retaining teachers. Schleicher (2012) emphasizes that effective leadership can foster a supportive school culture, which is crucial for enhancing teacher morale. Collaborative leadership methods, as highlighted by Louis et al. (2010), suggest that involving teachers in decision-making can strengthen their connections to the school community. Furthermore, mentorship programs in which

experienced administrators assist new teachers can help reduce feelings of isolation and promote their professional growth.

### **3. Offering Professional Development Opportunities**

Providing meaningful professional development opportunities is an effective strategy for keeping teachers. Mulkeen (2010) indicates that ongoing education and chances for career advancement motivate teachers to commit to their professional growth. Research by Darling-Hammond et al. (2017) shows that high-quality professional development tailored to teachers' specific needs enhances their teaching abilities and increases job satisfaction. Schools that offer pathways for career progression, such as leadership positions or specialized training, typically experience higher retention rates, as teachers feel valued and envision a future in their careers.

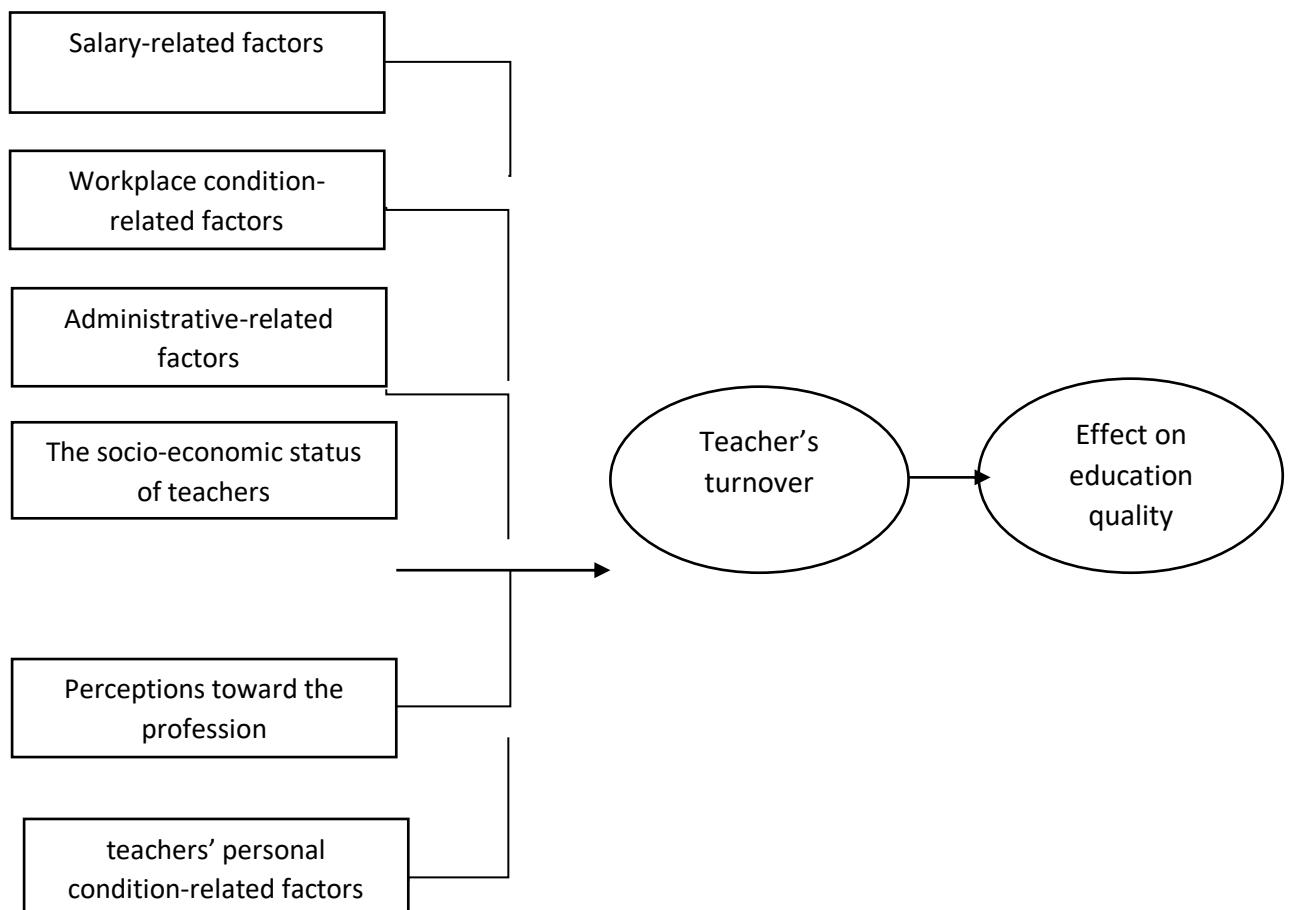
### **4. Improving Working Conditions**

Establishing a positive work environment is essential for retaining teachers. Josef (2015) points out that aspects such as class size, school facilities, and availability of teaching resources significantly influence teacher satisfaction. Research indicates that smaller class sizes allow for more personalized instruction, which can boost engagement for both teachers and students (Kane & Staiger, 2008). Moreover, investing in modern facilities and technology can reduce the stress and frustration associated with inadequate resources, creating a more favorable teaching environment. Additionally, fostering a culture of respect and collaboration among staff can enhance a supportive atmosphere that encourages teachers to stay in the profession.

## **2.3 The Theoretical Framework of the Study**

The theoretical framework for this research is grounded in a thorough review of existing literature and aims to identify the key factors influencing teacher turnover. It categorizes independent variables into six primary groups: salary-related factors, workplace conditions, administrative factors, teachers' socio-economic background, teachers' perceptions of the profession, and personal circumstances affecting teachers. Salary-related factors assess whether teachers view their compensation as fair and competitive, while workplace conditions focus on the quality of the physical environment, workload, and resource availability. Administrative factors pertain to the support and leadership provided by school administrators. The socio-economic status encompasses the broader financial and social

context of teachers, which may influence their job security. Teachers' perspectives on their profession reflect their motivation levels, social standing, and overall job satisfaction. Lastly, personal circumstance-related factors include individual situations such as health, family obligations, and commuting distances. These variables are proposed to impact the dependent variable, teacher turnover, described as the frequency with which teachers resign from their jobs either temporarily or permanently. The study also highlights the significant effects of teacher turnover, including disruptions to student learning, increased recruitment costs, and reduced institutional consistency.



**Figure 2.1:** Conceptual framework of the thesis

## CHAPTER THREE

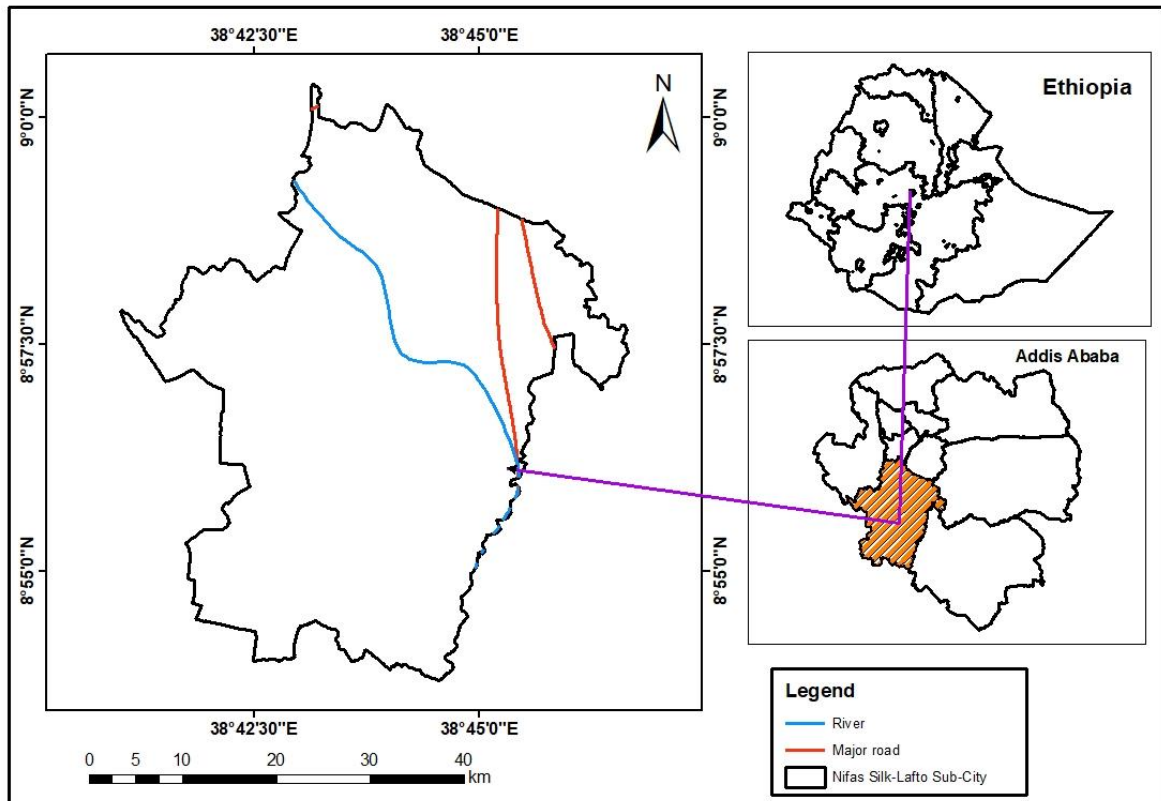
### Research Methodology

#### 3. Introduction

Effective research work requires the development of an appropriate research methodology. This chapter's primary goal is to provide an explanation of the framework used to conduct the study. Consequently, the methodology that the researcher will use to carry out this study is covered in this chapter. The study area description, research design, research approaches, target population, sampling technique, sample size, data source and collection methods, and data analysis method were thus described.

#### 3.1 Study Area Description

The Addis Ababa City Administration's Nifas Silk-Lafto Sub-City was used as the study's location. There were eleven sub-cities in Addis Ababa, including Nifas Silk-Lafto Sub-City. The southwest corner of Addis Ababa was the location to the Nifas Silk-Lafto Sub-City. Kolfe Keraniyo Sub-City in the northwest, Bole and Akaki Kality Sub-Cities in the east, Lideta and Kirkos Sub-Cities in the north, and Oromia regional state in the south all surrounded the Sub-City. It was distinguished by a topography that was somewhat downslope and, in certain places, had a pronounced elevation difference around river gorges. In general, the sub-city's elevation varied by 411 meters, from 2074 to 2485 meters above sea level. Geographically, it was bounded by latitude 8° 40' 17"–9° 6' 4"N and longitude 38° 39' 00"–38° 44' 12"E, covering a total area of 65.6 km<sup>2</sup> (Figure 3.1).



**Figure 3.2:** Location Map of the study area (Nifas Silk-Lafto Sub-City)

### 3.2 Research Design

The research design acted as a strategic blueprint that directed the study in its pursuit of answering the research questions. It was crucial for setting clear goals, deciding on methods for data collection, addressing ethical issues, and recognizing possible limitations (Saunders et al., 2016).

In this educational research, a descriptive survey methodology was used to effectively examine the complex issue of teacher turnover in secondary schools in Addis Ababa's Nifas Silk-Lafto Sub-City. The decision to utilize a descriptive survey design stemmed from its capability to provide a thorough overview of the existing situation concerning teacher turnover. This design was particularly suitable for educational research, as it allowed for the investigation of "who," "what," and "where" questions, which were essential for comprehending the nuances of teacher retention. As noted by Creswell (2014), descriptive research was crucial in uncovering patterns and relationships within a population, making it ideal for exploring the causes and consequences of teacher turnover.

Surveys were preferred in this instance due to their efficiency in collecting extensive quantitative and qualitative data in a cost-effective manner. This approach allowed the researcher to gather a variety of perspectives from a substantial number of participants, which was vital for capturing the details of teacher experiences and views on turnover. The use of structured questionnaires aided in the collection of standardized data, facilitating systematic analysis and comparison among different schools.

Furthermore, focusing on the Nifas Silk-Lafto Sub-City was important, as it reflected a distinct educational environment with particular socio-economic and cultural factors that could have influenced teacher retention. Through a comprehensive analysis of the underlying factors and effects of teacher turnover in this particular setting, the study aimed to offer insightful information that could influence regional policy and practice.

### **3.3 Research Approach**

Both qualitative and quantitative research approaches were used to achieve the study's objective. Qualitative data was gathered through interviews, which served as the primary method of collection. According to Yin (2013), employing a quantitative research method is suitable for producing statistical data from extensive studies by using data collection instruments like questionnaires. Quantitative research involves examining measurable data that can be quantified and typically depends on the numerical evaluation of particular characteristics. Participants in the study were given closed-ended questionnaires to complete in order to collect relevant quantitative data.

### **3.4 Data Sources**

Both primary and secondary data sources were used in this study. Structured questionnaires were used to collect primary data, with the goal of directly obtaining relevant information from respondents. The participants included current teachers, principals, assistant principals, central office supervisors, former teachers, and supervisors from the woreda education office. Each group was chosen for their direct engagement or past experience within the educational system, specifically concerning teacher turnover.

In addition, secondary data were sourced from various credible outlets, such as academic journals, prior research on related subjects, official reports, and documents from governmental organizations. These secondary sources complemented the primary data by offering further context, background, and theoretical insights essential to the research.

## **3.5 Target Population, Sampling Techniques, and Sample Size**

### **3.5.1 Target Population**

The entire group of people, things, or events that the researcher wants to examine is referred to as the population (Sekaran and Bougie, 2010). The causes and consequences of teacher turnover in private secondary schools located in the Addis Ababa City Administration's Nifas Silk-Lafto Sub-City were the main focus of this study. The Addis Ababa Education Bureau reports that the Nifas Silk-Lafto region consists of ten secondary schools that are solely private. 403 current teachers, 121 former teachers, 4 principals, 3 assistant principals, 2 supervisors from the central office, and 5 supervisors from the woreda education office comprised the study's target population.

The private secondary schools in the Nifas Silk-Lafto Sub-City operated within the Addis Ababa City Administration were crucial to the study. These ten private institutions were included in the research for two main reasons. First, the limited number of schools in the private sector enabled a thorough examination of the complete population, thus reducing the likelihood of sampling bias. The comprehensive coverage of these schools facilitated the collection of a variety of experiences and perspectives regarding teacher turnover, which was essential for grasping its root causes and implications.

Secondly, studying these institutions ensured that the findings genuinely represented the local educational context. Each school had unique characteristics and challenges that contributed to teacher turnover, and a thorough analysis would provide greater insight into these elements. This holistic approach not only enhanced the research's credibility but also increased its relevance to policy and practice in the area.

Regarding the sample size of the schools, purposive sampling techniques were used to choose from the ten total schools because there aren't many private secondary schools. The ten private secondary schools included in the study are South West Academy, Cruise Secondary School, Bisrate Gebriel School, School of Tomorrow, Gibson Youth Academy, Future Generation, School of Redemption, Miraf Academy, Liza Academy, and Kids Flower Academy.

### 3.5.2 Sampling Technique and Sample Size

Choosing a subset of the population to represent the entire group is known as sampling. It involves selecting a number of people or things from a population so that the chosen group reflects the traits found in the population as a whole (Orodho, 2009). In order to collect relevant data for the study, both probability and non-probability sampling techniques were used.

Simple random sampling techniques were used to select current and former secondary school private school teachers. The ten private secondary schools employ 403 teachers. From this group, 30 percent, or 121 teachers, were selected as the sample of the population. These 121 teachers were picked using a simple random sampling technique, ensuring that each participant had an equal opportunity for selection. In addition, 36 former teachers who had previously taught at these private secondary schools also took part in the study. In total, the study comprised 524 teachers, of which 121 current and 36 former private secondary school teachers were included.

**Table 3.1:** Trends of Teacher Turnover

No.	Name of schools	2021/22			2022/23			2023/24		
		Present	Left	%	Present	Left	%	Present	Left	%
1	South West Academy	63	18	28.6	65	21	32.3	68	23	33.8
2	Gibson Youth Academy	43	12	27.9	43	14	32.5	46	18	39.1
3	Bisrate Gebriel School	29	7	24.1	29	8	27.5	30	9	30.0
4	School of Tomorrow	50	13	26.0	52	14	26.9	59	17	28.5
5	Cruise Secondary School	43	6	13.9	44	9	20.4	48	11	22.9
6	Future Generation	31	5	16.1	32	8	25.0	35	11	31.4
7	School of Redemption	25	5	20.2	29	7	24.1	30	9	30.0
8	Kids Flower Academy	36	7	19.4	37	8	21.6	40	10	25
9	Liza Academy	22	6	27.7	25	6	24.0	25	8	32
10	Miraf Academy	19	4	21.1	19	5	26.3	22	5	22.7
11	Total	361	84	23.3	375	100	26.7	403	121	30.0

**Table 3.2:** Number of Participants by School in the Population Sample

No.	Name of schools	Respondents					
		Existing Teachers			Former Teachers		
		Total	Sample	%	Total	Sample	%
1	South West Academy	68	20	30	23	7	30
2	Gibson Youth Academy	46	14	30	18	5	30
3	Birate Gebriel School	30	9	30	9	3	30
4	School of Tomorrow	59	18	30	17	5	30
5	Cruise Secondary School	48	14	30	11	3	30
6	Future Generation	35	11	30	11	3	30
7	School of Redemption	30	9	30	9	3	30
8	Kids Flower Academy	40	12	30	10	3	30
9	Liza Academy	25	7	30	8	2	30
10	Miraf Academy	22	7	30	5	2	30
11	Total	403	121	30	121	36	30

Additionally, non-probability sampling techniques were used in the study to choose supervisors of central offices, woreda education offices, assistant principals, and principals of private secondary schools. An information-rich case study that allowed for the investigation of the research question and the acquisition of theoretical understanding was made possible by non-probability sampling (Saunders et al., 2009). According to Creswell (2012), respondents were chosen for a non-probability sample based on their availability and convenience.

Purposive sampling methods were used to choose supervisors of central offices, woreda education offices, assistant principals, and principals of private secondary schools. Purposive sampling respondents were selected on the basis of their availability and convenience (Creswell, 2012).

**Table 3.2 :** The population and sample size summary

No	Participants (cluster)	Population	Sample	Percent	Sampling Techniques	Data gathering Tools
1.	Private secondary school teachers	403	121	30	Simple random Sampling	Questionnaire
2.	Former teachers	121	36	30	Purposive sampling	Questionnaire
3.	Principals	4	4	100	Purposive sampling	Interview
3	Assistant principals	3	3	100	Purposive sampling	Interview
4	Central office supervisors	2	2	100	Purposive sampling	Interview
5	Woreda education office supervisors	5	5	100	Purposive sampling	Interview
6	Total participants	538	171			

In general, the study took 538 participants, out of which 171 respondents were selected for the study.

### **3.6 Tools and Methods for Gathering Data**

Various tools were used to gather relevant data for the study. As a result, pertinent data was gathered through an interview and questionnaire.

#### **3.6.1. Questionnaire**

The questionnaire was an essential tool for gathering quantitative data from the chosen respondents. It was crafted to ensure clarity, dependability, and validity, concentrating on the specific aims of the research. The questionnaire was aimed at various stakeholders, including current educators, former educators, and school administrators. A survey featuring closed-ended questions was utilized as a means of data collection. The questionnaire was based on earlier studies relevant to this research and was adjusted by the researcher. The inquiries in the questionnaire were altered to gather information relevant to both the general and specific objectives of the research and the research questions. The questionnaire consisted of five sections. The first section gathered demographic information from the respondents. Sections

two through five encompassed the primary questions of the research. A five-point Likert scale, with the lowest response being strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5), was used to structure these statements-based questions. The Likert scales were used in the study because they support a number of statistical computations, including mean, standard deviation, frequencies, and percentages, and they offer interval data.

### **3.6.2 Interview**

Key stakeholders, including assistant principals, principals of private secondary schools, supervisors of central offices, and supervisors of woreda education offices, participated in semi-structured interviews to supplement the data collected from the questionnaire.

This qualitative method enabled a deeper exploration of the factors affecting teacher turnover, offering a more comprehensive contextual understanding that quantitative data alone may not have provided.

The interview was divided into two parts. The first part focused on teachers who had exited the teaching profession, while the second part targeted to school administrators.

The design of the semi-structured interview aimed to promote detailed discussions that highlighted the complexities of teacher turnover in private secondary schools. Interviews were conducted in both Amharic and English according to the participants' preferences, and they were recorded, transcribed, and analyzed to guarantee systematic and accurate processing of qualitative data. This method complemented the questionnaire findings and facilitated triangulation, thereby improving the credibility and reliability of the research outcomes.

## **3.7 Assurance of Data Quality**

The researcher carried out a pilot study to assess the instrument's quality for gathering data. By doing this, the validity and reliability of the study's instrument were guaranteed.

### **3.7.1 Pilot Test**

Prior to administering the questionnaires to the main participants, a pilot test was executed to evaluate the reliability and validity of the research tools. This initial testing phase was essential for assessing the order, phrasing, and format of the questions to confirm they accurately gather the desired information.

The pilot test took place in two chosen private secondary schools: Gibson Youth Academy and School of Tomorrow. These institutions were selected because they exemplify the varied educational settings within the Nifas Silk-Lafto Sub-City. Conducting the pilot test in these schools provided a broader insight into the questionnaire's effectiveness across different teaching environments.

Twenty percent of the sample size, which included both current and former teachers from these schools, participated in the pilot test. The pilot test involved 31 participants, including 24 current and 7 former teachers from Gibson Youth Academy and School of Tomorrow, both of which are located in the Addis Ababa Administration's Nifas Silk-Lafto Sub-City. For current teachers, simple random sampling was used to choose participants; for former teachers, purposive sampling was used. In order to guarantee the validity and reliability of the questionnaire, significant changes were made to certain questions in response to participant feedback after data collection.

### **3.7.2 Reliability of the Instrument**

According to Bougie and Sekaran (2010), an instrument's measurements must be consistent. A reliability test can be used to assess this consistency. The reliability test assesses the survey data's worth. Cronbach's Coefficient Alpha was used to confirm the reliability of internal consistency. The researcher received input from the respondents who took part in the pilot study. The researcher revised some of the items for better understanding after receiving feedback from most respondents about their clarity. In order to make sure the questionnaire consistently evaluated the desired constructs, the researcher also verified its reliability. The Statistical Package for Social Science (SPSS) version 26 was used to assess the questionnaire's reliability, and results showed that Cronbach's Alpha coefficient values greater than 0.7 are generally considered acceptable. The reliability statistics for the factors influencing teacher turnover in private secondary schools in the Addis Ababa Administration's Nifas Silk-Lafto sub-city are shown in Table 3.4. The Cronbach's alpha values for each variable indicated a strong level of internal consistency. The scale consisted of a total of 51 items.

**Table 3.3:** Reliability Test

<b>Reliability statistic</b>	<b>No of questions</b>	<b>Alpha result</b>
Status of teacher turnover	5	0.958
Salary related factors	4	0.971
Work place condition related factors	4	0.778
Administrative related factors	6	0.900
Socio- economic status of teachers related factors	7	0.769
The perception of teachers toward the profession related factors	8	0.901
Teachers personal related condition factors	6	0.940
Impact on quality of education	6	0.917
Retention strategies	5	0.936

**Source:** Own survey, 2025

### **3.7.3 Validity of the Instrument**

The researcher sent the draft questionnaire to the research advisor and experienced colleagues for evaluation in order to ensure the validity of the research instrument. They assessed the questions' appropriateness to make sure that every item aligned with the objectives and inquiries of the study. Additionally, the pilot test's insights were applied to improve the questionnaire items' clarity and relevance. Through both face and content validity, this procedure validated the questionnaire's validity.

### **3.8 Methods of Data Analysis**

The data was analyzed using descriptive statistics. The Statistical Package for Social Science/IBM SPSS Statistics 26 program, which is known for being an effective data analysis tool, was used to perform the analysis. Responses regarding the rating and significance of each variable, as indicated by the mean scores, were assessed using the Relative Importance Index (RII) method. In order to assess the significance of each factor using a five-point Likert scale, scores were assigned to the variables in order to analyze and determine the main causes

of teacher turnover. The study also used both descriptive and inferential statistical methods to present and analyze the data that collected from the participant on the factors affecting teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city. The mean, standard deviation, frequencies, and percentages were all calculated as part of the descriptive analysis. Multiple regression analysis and correlation were the inferential statistical methods used. To investigate the relationship and effect of the two variables, multiple regression analysis and Pearson correlation were performed using SPSS version 26. Both descriptive and inferential statistics were used to analyze the data, which helped to make clear how the independent variables affect the dependent variables and, in the end, supported the formulation of recommendations based on the analysis's conclusions.

### 3.8.1 Model Specification

Multiple regression analysis is utilized to comprehend how one or more predictor variables impact the dependent variable. This analysis allows us to gauge the degree to which the independent variables contribute to the prediction of the dependent variable. Therefore, a multiple regression model was applied in this study to investigate the reasons behind teacher turnover in private secondary schools located in the Nifas Silk-Lafto sub-city of Addis Ababa Administration. In this context, the factors contributing to teacher turnover (including salary-related aspects, workplace conditions, administrative issues, the socio-economic status of teachers, teachers' attitudes toward the profession, and personal factors affecting teachers) are regarded as the independent variables, whereas teacher turnover is identified as the dependent variable. The multiple regression formula for estimating the dependent variable (Y) can be represented as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon$$

Where: □ Y = Dependent Variable (TT),

- $\alpha$  = Intercept /Constant/
- $\beta_1$ - $\beta_6$  = Coefficient of Independent Variable (CTT)
- X1 = Independent Variable (salary-related factors)
- X2 = Independent Variable (workplace condition-related factors)
- X3 = Independent Variable (administrative-related factors)
- X4 = Independent Variable (the socio-economic status of teachers)
- X5 = Independent Variable (perceptions toward the profession)
- X6 = Independent Variable (teachers' personal condition-related factors)
- $\varepsilon$  = Error Term

### **3.9 Ethical consideration**

The researcher gave the participants an explanation of the study's objectives and benefits before beginning any research. Additionally, the participants received assurances that the data they provided would be kept private and used only for this specific research topic. They were also told that their identities would be kept anonymous while the data was being analysed and reported. Consequently, the participants gave their permission to participate in the study voluntarily.

## CHAPTER FOUR

### Data Analysis, Interpretation and Discussion

#### 4. Introduction

The aim of this research was to assess the causes and effects of teacher turnover in private secondary schools in the Addis Ababa City Administration's Nifas Silk-Lafto sub-city. To collect the necessary data, 157 questionnaires were distributed to sample participants; 139 of these were deemed acceptable for analysis. The data gathered from the chosen sample participants was analyzed using descriptive methods in order to generate evidence that answers the core research questions. The results of regression analysis, correlation analysis, and descriptive statistics are shown in the section that follows.

#### 4.1 Responses Rate

Guaranteeing a higher response rate is among the efforts a researcher has to make to ensure the quality data necessary for any type of analysis. A total of 157 questionnaires were distributed to the target respondents in the current study, and 146 (92.99%) of the 157 questionnaires distributed to the sample respondents were completed and returned to the researcher. Out of the 146 surveys, 139 (88.54%) were completed accurately, 7 (4.46%) had incomplete answers returned, and the remaining 11 (7.0%) were not returned. Overall, the study has managed to assure a 88.54% response rate. Literature on such a subject reveals that a response rate of 88.54% for the data-gathering instrument is considered a complete response (Saunders et al. 2016).

**Table 4.4:** Respondents' response rate

<b>Respondents'</b>	<b>Distributed Questionnaires</b>	<b>Responses Received</b>	<b>Male</b>	<b>Female</b>	<b>Response rate%</b>
Current teachers	121	107	78	29	88.43
Former teachers	36	32	25	7	88.89

Source: Own survey, 2025

Table 4.1 presents the distribution and response rate of the respondents involved in the study, including both current and former private secondary school teachers. Out of the 121 questionnaires distributed to teachers currently working in private secondary schools, 107 (78 male and 29 female) were completed and returned. Similarly, 32 (25 male and 7 female) of

the 36 questionnaires given to former teachers at the chosen private secondary schools were completed and returned.

In addition, out of the 4 principals selected for interviews, 3 (2 male and 1 female) participated. Of the 3 assistant principals sampled for interviews, 2 (both male) responded. Likewise, both of the 2 central office supervisors selected for interviews (2 males) participated. Finally, out of the 5 woreda education office supervisors sampled for interviews, 4 (3 male and 1 female) were interviewed regarding the causes and effects of teacher turnover.

## 4.2 Demographic Profile of Respondents

The demographic profile of the respondents is provided in the first section of the survey questionnaire for this study, and it serves as a foundation for interpreting the findings. The profile of the respondent was arranged according to their sex, age, marital status, education level, specialization, workload, gross monthly salary, and work experience. Using descriptive statistics analysis, the demographic presentation's result was presented below as frequencies and percentages.

**Table 4.1:** Respondents demographic profile

Variable	Respondents			
	Current Teachers		Former Teachers	
Sex	Number	%	Number	%
Male	78	72.9	25	78.1
Female	29	27.1	7	29.1
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
Age				
<30	74	69.2	23	71.9
>30	33	30.8	9	28.1
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
Marital status				
Married	38	35.5	13	40.6
Single	51	47.7	15	46.9
Divorced	12	12.2	3	9.4

Widowed	6	5.6	1	3.1
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Educational level</b>				
BA/BSc/Bed	72	67.3	20	62.5
MA/MSc	35	32.7	12	37.5
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Field of specialization</b>				
Natural science	59	51.1	24	75.0
Social science	48	44.9	8	25.0
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Workload (Periods per Week)</b>				
<20	27	25.2	7	21.9
20-30	46	43.0	17	53.1
>30	34	31.8	8	25.0
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Monthly Gross Salary</b>				
< 10,000	13	12.1	2	6.3
10,000-15,000	67	62.6	23	71.9
>15,000	27	25.2	7	21.9
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>
<b>Work experience</b>				
> 5years	43	40.2	10	31.3
<5years	64	59.8	22	68.8
<b>Total</b>	<b>107</b>	<b>100</b>	<b>32</b>	<b>100</b>

Source: Own survey, 2025

The demographics of the respondents, who were comprised of 32 former teachers and 107 current teachers, are displayed in Table 4.2 and highlight a number of important trends. The teaching workforce in both groups is predominantly male, with 72.9% of current and 78.1% of former teachers identifying as male. Female representation is significantly lower, suggesting a male-dominated profession within the studied area.

In terms of age distribution, a large majority of both current (69.2%) and former (71.9%) teachers are under 30 years old. This indicates a relatively young teaching population, with only about 30% being over the age of 30. Such a youthful profile is further reflected in marital status, where nearly half of the respondents were single (47.7%) among current teachers and 46.9% among former ones. Married individuals constitute 35.5% and 40.6%, respectively, while the rest are either divorced or widowed, comprising only a small fraction.

In terms of educational status, most respondents hold first degrees (BA/BSc/BEd), with 67.3% of current and 62.5% of former teachers falling into this category. A notable proportion have also attained postgraduate degrees (MA/MSc), accounting for 32.7% of current and 37.5% of former teachers, indicating a commendable educational background among the teaching staff.

Regarding specialization, differences emerge between the two groups. Among current teachers, 51.1% specialize in natural sciences and 44.9% in social sciences. Former teachers, however, show a stronger leaning toward the natural sciences, with 75% coming from this field and only 25% from social sciences. This trend may imply higher turnover rates among science teachers.

Teaching workload, measured in periods per week, appears moderate for most respondents. Between 21 and 30 periods are reported by 43% of current and 53.1% of former teachers. Meanwhile, 31.8% of current and 25% of former teachers handle more than 30 periods, and the remaining group has fewer than 20 periods. These findings suggest that workloads are relatively balanced across the board.

Salary levels also show little variation between the two groups. The majority earn between 10,000 and 15,000 ETB per month 62.6% of current and 71.9% of former teachers. A smaller percentage earn less than 10,000 ETB, while only a few make more than 15,000 ETB monthly, highlighting the generally modest income of teachers in the area.

Work experience aligns closely with the earlier observation of a young workforce. Most respondents, 59.8% of current and 68.8% of former teachers, have less than five years of

experience. Those with more than five years represent a smaller proportion, reinforcing the conclusion that the teaching staffs are generally early in their professional careers.

### 4.3 Teacher Turnover Trends

The trends in teacher turnover in the private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration, during the three academic years 2021–2022, 2022–23, and 2023–24 were presented in this section of the study. The data included the total number of teachers hired annually, the number of teachers by sex, and the number of teachers who left. An annual comparison showed a rising turnover rate, underscoring growing concerns regarding teacher retention.

**Table 4.2:** Trends of teacher turnover

Year	No. of teachers	Sex		Total	%
		M	F		
2021/22	Number of teachers	235	126	361	
	Teachers left their jobs	56	28	84	23.26
	No of teachers	240	135	375	
2022/23	Teachers left the profession	69	31	100	26.67
	No of teachers	262	141	403	
2023/24	Teachers left the profession	82	29	121	30.02

**Source:** Addis Ababa Education Bureau (2023)

A troubling incremental trend in the number of teachers leaving the profession was found in Table 4.3, which shows teacher turnover over the three academic years from 2021–2022 to 2023–2024. In the academic year 2021/22, out of a total of 361 teachers (235 male and 126 female), 84 teachers left their positions, resulting in a turnover rate of 23.26%. The trend intensified in the following year, 2022/23, where 100 out of 375 teachers (240 male and 135 female) left the profession, marking a higher turnover rate of 26.67%.

The situation worsened during the 2023–2024 school year, when 121 of the 403 teachers (262 men and 141 women) left, raising the turnover rate to 30.02%. A growing problem with teacher retention is indicated by the annual rise in the percentage of teachers leaving their jobs.

Notably, male teachers consistently made up the majority of both the total teaching workforce and those who left the profession across all three years. This suggests that while the profession remains male-dominated, males also account for a significant share of the turnover. Overall, the increasing attrition rate highlights the need for further investigation into the underlying causes of teacher dissatisfaction and potential interventions to improve retention.

#### 4.4 The Status of Teacher Turnover

Teachers were asked to rate their agreement with a number of statements pertaining to the status of teacher turnover in order to examine and analyze the situation in today's private secondary schools. A 5-point Likert scale strongly disagree (1), disagree (2), undecided (3), agree (4), and strongly agree (5) was used to summarize the descriptive statistics of all evaluated individuals. The following information was gathered from respondents' opinions about the status of teacher turnover in the private secondary schools in the Addis Ababa City Administration's Nifas Silk Lafto Sub-City.

**Table 4.4:** The status of secondary private school teacher turnover

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
There is a high rate of teachers' turnover in private secondary schools.	107	6	11	13	48	29	3.78	1.13	0.76	2
Many teachers leave their positions before completing three academic years.	107	10	14	12	46	25	3.58	1.24	0.72	3
Teacher turnover is a major problem in our school.	107	5	7	9	52	34	3.96	1.04	0.79	1
Frequent teacher turnover negatively affects students' learning performance.	107	13	15	18	38	23	3.4	1.3	0.68	5
The current rate of teacher turnover makes it difficult to maintain stability.	107	11	14	12	43	27	3.57	1.28	0.71	4

**Source:** Own survey, 2025

Based on the responses of respondents, Table 4.4 showed the status of teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa City Administration. The table showed the relative importance indices (RII), mean scores, standard deviations, and rankings the status of five important teacher turnover-related statements.

With the highest mean score of 3.96 and a relative importance index (RII) of 0.79, the results showed that teacher turnover is a major problem in our school. This suggests that respondents believed turnover is a significant issue. This confirms the claim made by Ingersoll (2001) that a high turnover rate impairs team cohesion, interferes with school operations, and jeopardizes institutional memory. Private secondary schools had a high teacher turnover rate, ranking second with a mean score of 3.78 and an RII of 0.76.

Studies such as those by Torres (2014) and Ronfeldt et al. (2013) also observed that teacher turnover is more prevalent in privately managed schools due to weaker contractual obligations and inconsistent professional development opportunities.

Many teachers leave their positions before completing three academic years was ranked third, with a mean score of 3.58 and an RII of 0.72, suggesting concerns about teacher retention within a short time frame. According to the OECD (2019), early-career teachers are particularly vulnerable to leaving the profession, especially when support systems like mentorship or salary progression are absent. The current rate of teacher turnover makes it difficult to maintain stability followed, ranked fourth, with a mean score of 3.57 and an RII of 0.71. This result reinforces the conclusions of Borman and Dowling (2008), who argued that turnover, imposes direct costs on institutions and indirectly affects school morale and leadership effectiveness. Lastly, frequent teacher turnover negatively affects students' learning performance was ranked fifth, with a mean score of 3.40 and the lowest RII of 0.68, though still indicating a notable concern among respondents.

#### **4.5 Respondents' responses on major factors contributing to teacher turnover**

Both current and former private secondary school teachers were asked to rate their agreement with a series of statements pertaining to the main causes of teacher turnover in order to examine and analyse these factors. Below is a presentation of the information gathered from respondents' opinions about the main causes of teacher turnover in the private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa City Administration.

The results were presented in tabular, frequency distribution, and percentage form. This was employed through the computation of means, standard deviations, and RII of data gathered for the variables.

#### 4.5.1 Analysis of responses from current teachers regarding the main factors of teacher turnover

The analysis of current teachers' responses regarding the main reasons they left teaching was provided in this section. To determine whether certain variables have an impact on the phenomenon of teacher turnover, five related thematic statements were used. These include factors related to salaries, working conditions, administration, teachers' socio-economic status, how teachers view their profession, and factors related to their own personal situations. Based on the responses gathered, each of these areas is examined in the analysis and discussion that follows.

##### 4.5.1.1 Salary related factors

Under this sub-variable, four interrelated statements were presented to current teacher respondents to assess the existence of the phenomenon. These statements are dissatisfaction with teaching salaries, inadequate salary increments, insufficient income to meet financial needs for supporting their families, and the existing career structure and salary scale for teachers, which do not provide a sustainable pathway for financial growth and recognition. The analysis and discussions were presented as follows.

**Table 4.3:** Current teachers' response on salary related factors

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Dissatisfaction with teaching salary	107	7	8	2	49	41	4.02	3.66	0.81	1
Inadequate salary increment	107	5	11	4	48	39	3.98	3.62	0.79	2
Teachers' salary is not enough to cover their family's expenses	107	9	7	12	44	35	3.83	3.5	0.76	3
The existing career structure and salary scale for teachers do not offer a sustainable pathway for financial growth and recognition	107	13	7	11	39	37	3.75	3.47	0.75	4

Source: Own survey, 2025

The mean score, standard deviation (Std.Dev.), relative importance indices (RII), and rankings of the four main salary-related factors mentioned above that affected teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa Administration, are presented in Table 4.5.

As shown in the above table, dissatisfaction with teaching salary was ranked first by all groups of respondents, with a mean score equal to 4.02 and a weighted average RII equal to 0.81. Similarly, Okeke and Mtyuda (2017) found that salary dissatisfaction significantly impacts the sustainability of teachers in the profession.

Inadequate salary increment was ranked second for all respondents, with a mean score equal to 3.98 and a weighted average RII equal to 0.79. This finding aligns with Loeb *et al.* (2013), who found that stagnating salary scales over time contribute to early career exits. Teachers' salary is not enough to cover their family's expenses was ranked third by all survey respondents, with a mean score equal to 3.83 and a weighted average RII equal to 0.76. This is consistent with Carver-Thomas and Darling-Hammond (2019), who emphasized that low salaries often force teachers to take on secondary jobs, leading to burnout and eventual turnover. Lastly, the existing career structure and salary scale for teachers do not offer a sustainable pathway for financial growth, and recognition was ranked fourth by all survey respondents, with a mean score equal to 3.75 and a weighted average RII equal to 0.75.

According to the interview results, supervisors and principals frequently underlined that teaching is a fundamental profession that is necessary for the advancement of all other professions. Nonetheless, they also recognized that teaching differs significantly from other professions in terms of socioeconomic benefits. The quantitative data, which showed that current teachers' top two concerns were salary dissatisfaction and insufficient raises, supports this perception.

Furthermore, interviewees noted the absence of supplementary benefits such as transportation, housing, and insurance allowances for teachers. This aligns with the third-ranked concern in the survey: teachers' income being insufficient to meet financial obligations (mean = 3.83, RII = 0.76). The lack of financial support mechanisms exacerbates the economic vulnerability of teachers, contributing to attrition and low morale.

The finding that most teachers who left the profession had more than five years of service is particularly telling. It suggests that teacher attrition is not merely a function of early career disillusionment but rather a cumulative response to persistent economic inadequacies. Former

teachers cited the demanding nature of the job—requiring high levels of commitment, time, and emotional labor without commensurate financial compensation. This is corroborated by the fourth-ranked concern in the survey: the unsustainable career structure and salary scale (mean = 3.75, RII = 0.75).

#### 4.5.1.2 Work place condition related factors

Four related statements were shown to current teachers who responded to this sub-variable in order to gauge the phenomenon's presence. These include poor classroom conditions, a heavy workload, a large class size, and insufficient instructional materials. The following was the presentation of the analysis and discussions.

**Table 4.4:** Current teachers’ response on work place condition related factors

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Inadequate instructional materials	107	13	21	18	29	26	3.32	1.36	0.66	2
Classroom conditions are poor	107	18	25	20	21	23	3.06	1.41	0.61	3
High workload	107	10	15	9	52	21	3.55	1.22	0.71	1
large class size	107	31	26	11	27	12	2.65	1.41	0.53	4

**Source:** Own survey, 2025

The mean score, standard deviation (Std.Dev.), relative importance indices (RII), and rankings of the four main workplace condition-related factors stated above that influenced teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa Administration, were presented in Table 4.6.

As shown in the above table, high workload was ranked first by all groups of respondents, with a mean score equal to 3.55 and a weighted average RII equal to 0.71. This finding aligns with global literature emphasizing workload as a primary driver of teacher dissatisfaction and attrition (OECD, 2019; Skaalvik & Skaalvik, 2017).

Inadequate instructional materials was ranked second for all respondents, with a mean score equal to 3.32 and a weighted average RII equal to 0.66. This supports findings by Mulkeen (2010), who noted that resource inadequacies significantly impair teacher morale and performance. Classroom conditions are poor was ranked third by all survey respondents, with a mean score equal to 3.06 and a weighted average RII equal to 0.61. Lastly, large class size

was ranked fourth by all survey respondents, with a mean score equal to 2.65 and a weighted average RII equal to 0.53.

According to the findings of the interviews, conversations with former teachers consistently and persuasively convey that working conditions played a significant role in their decision to leave teaching. The themes of high workload, inadequate resources, poor infrastructure, and large class sizes are not only recurrent but also interrelated, creating a cumulative burden that undermines teacher well-being and effectiveness.

#### 4.5.1.3 Administrative related factors

Six interrelated statements were asked of current teachers who responded to this sub-variable in order to gauge the phenomenon's presence. Insufficient support from school management, unfair promotion opportunities, lack of participation in decision-making regarding teaching and learning activities, unfair treatment of teachers by school principals, delays in the implementation of career structure promotions and salary adjustments, and performance evaluations of teachers that are not based on teaching and learning activities are some of these claims. The analysis and discussions are presented as follows

**Table 4.5:** Current teachers' response on administrative related factors

Statement	Obs.	1	2	3	4	5	Mean	Std.	RII	Rank
Insufficient school management support	107	13	10	25	27	32	3.51	1.33	0.70	4
Unfair promotion opportunity	107	11	7	26	39	24	3.54	1.21	0.71	3
lack of participation in decision-making regarding teaching and learning activities	107	15	9	13	37	33	3.59	1.37	0.72	2
Unfair treatment of teachers by school principals	107	25	21	6	28	27	3.1	1.55	0.62	5
delays in the implementation of career structure promotions and salary adjustments	107	7	4	13	48	35	3.93	1.09	0.79	1
performance evaluations of teachers that are not based on teaching and learning activities basis of teaching learning	107	36	16	6	27	22	2.84	1.60	0.57	6

activities										
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**Source:** Own survey, 2025

The mean score, standard deviation (Std.Dev.), relative importance indices (RII), and rankings of the six main administrative factors mentioned above that influenced teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa Administration, were presented in Table 4.7. As shown in the above table, delays in the implementation of career structure promotions and salary adjustments was ranked first by all groups of respondents, with a mean score equal to 3.93 and a weighted average RII equal to 0.79. This aligns with Herzberg’s Two-Factor Theory, which identifies salary and advancement as key hygiene factors whose absence leads to dissatisfaction (Herzberg, 1966). Lack of participation in decision-making regarding teaching and learning activities was ranked second for all respondents, with a mean score equal to 3.59 and a weighted average RII equal to 0.72. This finding is consistent with Covey’s (2004) emphasis on empowerment and inclusive leadership in educational institutions. Unfair promotion opportunity was ranked third by all survey respondents, with a mean score equal to 3.54 and a weighted average RII equal to 0.71. Insufficient school management support was ranked fourth by all survey respondents, with a mean score equal to 3.51 and a weighted average RII equal to 0.70. Unfair treatment of teachers by school principals was ranked fifth by all survey respondents, with a mean score equal to 3.1 and a weighted average RII equal to 0.62. Lastly, performance evaluations of teachers that are not based on teaching and learning activities basis of teaching learning activities was ranked sixth by all survey respondents, with a mean score equal to 2.84 and a weighted average RII equal to 0.57.

The interview results from former teachers expressed a positive attitude toward the teaching profession and maintained good relationships with their colleagues; they reported feeling unsupported by school leadership. They highlighted issues such as lack of transparency in decision-making, delayed career advancements, and unfair treatment in promotion and evaluation processes. These factors have contributed to a sense of exclusion and mistrust toward the school administration, indicating that the core of the problem lies in the management's practices and policies rather than interpersonal conflicts.

#### 4.5.1.4 Socio- economic status of teachers related factors

To determine whether the phenomenon exists, current teachers who responded to the survey were shown seven related statements under this sub-variable. The socioeconomic status of secondary school teachers is low when compared to other non-teaching employees, teaching as a profession have a low socioeconomic status overall, students and parents do not recognize and respect secondary school teachers, friends in other professions do not recognize and respect secondary school teachers, the local community does not respect the teaching profession, and government officials do not recognize secondary school teachers to a high degree. The following is how the analysis and discussions were presented:

Table 4.6: Current teachers' response on socio- economic status of teachers related factors

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Teaching as a profession have a low socioeconomic status overall	107	10	12	10	52	23	3.62	1.21	0.72	2
The socioeconomic status of secondary school teachers is low when compared to other non-teaching employees	107	8	2	4	65	28	3.96	1.05	0.79	1
Students and parents do not recognize and respect secondary school teachers	107	31	35	11	17	13	2.49	1.38	0.49	6
Friends in other professions do not recognize and respect secondary school teachers	107	9	17	15	41	25	3.52	1.25	0.7	3
The local community does not respect the teaching profession	107	33	41	3	19	11	2.38	1.36	0.47	7
Teachers do have lower income compared to other profession	107	21	26	5	31	24	3.1	1.49	0.62	4
Government officials do not recognize secondary school teachers to a high degree	107	35	22	8	20	22	2.73	1.57	0.54	5

Source: Own survey, 2025

Table 4.8 shows the mean score; standard deviation (Std.Dev.), relative importance indices (RII), and ranks of the above seven major socioeconomic status of teachers-related factors that contributed to teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. As shown in the above table, the socioeconomic status of secondary school teachers is low when compared to other non-teaching employees was ranked first by all groups of respondents, with a mean score equal to 3.96 and a weighted average RII equal to 0.79. This indicates a strong consensus among respondents that teachers are perceived to be at a disadvantage socio-economically compared to their peers in non-teaching roles, contributing significantly to dissatisfaction and eventual turnover.

teaching as a profession have a low socioeconomic status overall was ranked second for all respondents, with a mean score equal to 3.62 and a weighted average RII equal to 0.72. This aligns with previous studies indicating that the prestige of teaching in many developing countries has declined, particularly in the private sector (OECD, 2019). Friends in other professions do not recognize and respect secondary school teachers was ranked third by all survey respondents, with a mean score equal to 3.52 and a weighted average RII equal to 0.7. Recognition and respect are essential components of job satisfaction, and their absence may lead teachers to feel undervalued, fostering intentions to leave the profession. Teachers do have lower income compared to other profession was ranked fourth by all survey respondents, with a mean score equal to 3.1 and a weighted average RII equal to 0.62. Inadequate remuneration continues to be a major deterrent for teachers, particularly in private institutions where salary scales may not be standardized.

Government officials do not recognize secondary school teachers to a high degree was ranked fifth by all survey respondents, with a mean score equal to 2.73 and a weighted average RII equal to 0.54. This suggests that the lack of institutional and governmental acknowledgment contributes to the low morale among teachers and plays a role in their decision to exit the profession.

The interview results revealed that both principals and supervisors view teaching as an essential and noble profession, forming the foundation for all other careers. However, they acknowledged a significant disparity in socio-economic benefits between teaching and other professions. Unlike other fields, teachers often receive no additional benefits beyond their base salary there are no transport, housing, or insurance allowances. Teachers who left the profession had typically served for over five years and reported that, although teaching

demands high levels of commitment, time, energy, and patience, it remains a low-income profession compared to others. The findings of this study further confirm that many teachers perceive themselves as having a lower socio-economic status compared to employees with similar qualifications in other sectors. They also feel that they receive less respect and recognition from the local community, students, and even friends in other professions. These findings align with earlier research by Bame (1991), which identified low salary, limited opportunities for promotion, and the low prestige of teaching as key factors leading to teacher attrition in Ghana. Overall, the study concludes that a large number of teachers view the teaching profession as one with limited socio-economic rewards and low societal recognition.

#### 4.5.1.5 The perception of teachers toward the profession related factors

Eight related statements were presented to current teachers who responded to this sub-variable in order to gauge the phenomenon's presence. These statements include: I would like to change my career if I have other opportunities; I intend to leave teaching soon; I would encourage close friends to become teachers; I entered the teaching profession by accident rather than choice; I want to stay in teaching until I retire; I teach only for the pay; I occasionally wish to change careers; and I have never given quitting teaching any serious thought. The following is how the analysis and discussions were presented:

**Table 4.9:** Current teachers’ response on perception of teachers toward the profession factors

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
I would like to change my career if I have other opportunities	107	7	12	11	42	35	3.8	1.2	0.76	1
I intend to leave teaching soon	107	11	9	23	38	26	3.55	1.24	0.71	2
I would encourage close friends to become teachers	107	29	34	22	12	10	2.44	1.26	0.48	7
I entered the teaching profession by accident rather than choice	107	13	18	15	37	24	3.38	1.33	0.68	3
I want to stay in teaching until I retire	107	23	31	17	24	12	2.73	1.32	0.55	6
I teach only for the pay	107	33	34	16	15	9	2.37	1.28	0.47	8
I have never given quitting teaching any serious thought	107	15	19	16	35	22	3.28	1.35	0.65	4
I have never seriously consider to terminate teaching profession	107	17	24	13	37	16	3.1	1.34	0.62	5

Source: Own survey, 2025

Table 4.9 shows the mean score, standard deviation (Std.Dev.), relative importance indices (RII), and ranks of the above eight major perceptions of teachers toward the profession-related factors that contributed to teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. As shown in the above table, I would like to change my career if I have other opportunities was ranked first by all groups of respondents, with a mean score equal to 3.80 and a weighted average RII equal to 0.76. This suggests that a significant proportion of teachers are actively seeking career changes, indicating high dissatisfaction and instability within the teaching profession.

I intend to leave teaching soon was ranked second for all respondents, with a mean score equal to 3.55 and a weighted average RII equal to 0.71. This reinforces the idea that many teachers are not committed to long-term service in the field, further supporting concerns over high turnover rates. I entered the teaching profession by accident rather than choice, which was ranked third by all survey respondents, with a mean score equal to 3.38 and a weighted average RII equal to 0.68. This implies that a considerable number of teachers entered the profession without genuine passion or intent, which can negatively affect their motivation and performance. I have never given quitting teaching any serious thought was ranked fourth by all survey respondents, with a mean score equal to 3.28 and a weighted average RII equal to 0.65. This ongoing desire for career change reflects continued dissatisfaction among educators with their current roles. I have never seriously consider to terminate teaching profession, which was ranked fifth by all survey respondents, with a mean score equal to 3.1 and a weighted average RII equal to 0.62.

Furthermore, the interviews with principals and vice principals support these findings, as they identified the negative societal attitude toward teaching as a major factor influencing teacher turnover. They emphasized that many teachers feel underappreciated by the community, which contributes to their desire to leave the profession. To address this, school leaders suggested that improving both the working and living conditions of teachers, along with efforts to positively shift community perceptions, are essential steps in reducing teacher attrition. All things considered, the results of the survey and interviews together highlight the necessity of structural adjustments to raise teacher morale and promote greater regard and appreciation for the field.

#### 4.5.1.6 Teachers personal related condition factors

Under this sub-variable, six interrelated statements were presented to current teacher respondents to assess the existence of the phenomenon. These statements are I often feel unhappy and unfulfilled in my teaching role, I worry that my salary is not sufficient to meet my daily living expenses and support my family,

I feel there are insufficient opportunities for career advancement and professional development in my current position, The demands and pressures of my teaching job contribute to high levels of stress, I do not receive adequate support and resources from school administration to perform my job effectively, and I experience challenges in my relationships with colleagues, which affects my overall job satisfaction. The analysis and discussions were presented as follows.

**Table4.7:** Current teachers’ response on teachers’ personal related condition factors

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
I often feel unhappy and unfulfilled in my teaching role	107	9	12	14	38	34	3.71	1.26	0.74	1
I worry that my salary is not sufficient to meet my daily living expenses and support my family	107	11	16	15	36	29	3.52	1.31	0.70	2
I feel there are insufficient opportunities for career advancement and professional development in my current position	107	15	16	21	29	26	3.33	1.37	0.66	3
The demands and pressures of my teaching job contribute to high levels of stress	107	17	19	22	32	17	3.12	1.32	0.62	5
I do not receive adequate support and resources from school administration to perform my job effectively	107	13	18	23	31	22	3.29	1.30	0.65	4
I experience challenges in my relationships with colleagues, which affects my overall job satisfaction	107	22	17	21	24	23	3.08	1.14	0.61	6

**Source:** Own survey, 2025

Table 4.10 shows the mean score, standard deviation (Std.Dev.), relative importance indices (RII), and ranks of the above six major teacher-personal-related condition factors that contributed to teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa City Administration. As shown in the above table, I often feel unhappy and unfulfilled in my teaching role, which was ranked first by all groups of respondents, with a mean score equal to 3.71 and a weighted average RII equal to 0.74. I worry that my salary is not sufficient to meet my daily living expenses and support my family, which was ranked second for all respondents, with a mean score equal to 3.58 and a weighted average RII equal to 0.72. I feel there are insufficient opportunities for career advancement and professional development in my current position, which was ranked third by all survey respondents, with a mean score equal to 3.32 and a weighted average RII equal to 0.66. I do not receive adequate support and resources from school administration to perform my job effectively was ranked fourth by all survey respondents, with a mean score equal to 3.29 and a weighted average RII equal to 0.65. The demands and pressures of my teaching job contribute to high levels of stress" was ranked fifth, with a mean score of 3.12 and an RII of 0.62, showing that job-related stress is an ongoing challenge affecting teacher retention. Finally, the lowest-ranked factor was "I experience challenges in my relationships with colleagues, which affects my overall job satisfaction," which had a mean score of 3.08 and an RII of 0.61, indicating that while interpersonal issues exist, they are considered relatively less critical compared to other personal challenges.

#### **4.5.2 Analysis of responses from former teachers regarding the main factors of teacher turnover**

This section presents an analysis of former teachers' perspectives on the major factors that influenced their decision to leave the teaching profession. To assess whether teacher turnover is driven by specific variables, six interrelated thematic areas were examined: salary-related factors, workplace condition-related factors, administrative-related factors, socio-economic status-related factors, perception of teachers toward the profession, and personal condition-related factors. The following analysis and discussion explore each of these themes in detail, based on the responses collected from the participants.

**Table 4.8:** Former teachers’ response on the main factors to teacher turnover

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Salary related factors	32	2	1	-	22	7	3.97	0.97	0.79	1
Work place condition related factors	32	4	2	1	19	6	3.66	1.23	0.73	3
Administrative related factors	32	3	9	-	13	7	3.38	1.36	0.68	4
Socio- economic status of teachers related factors	32	1	5	-	16	10	3.91	1.12	0.78	2
The perception of teachers toward the profession related factors	32	8	6	3	9	6	2.97	1.51	0.59	5
Teachers personal related condition factors	32	8	11	1	8	4	2.66	1.43	0.53	6

**Source:** Own survey, 2025

The mean score, standard deviation (Std.Dev.), relative importance indices (RII), and rankings of the five main factors mentioned above that affected teacher turnover in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa City Administration, were presented in Table 4.11.

As shown in the above table, salary-related factors were ranked first by all groups of respondents, with a mean score equal to 3.97 and a weighted average RII equal to 0.79.

Socioeconomic status of teachers’ related factors was ranked second for all respondents, with a mean score equal to 3.91 and a weighted average RII equal to 0.78. Workplace condition-related factors were ranked third by all survey respondents, with a mean score equal to 3.66 and a weighted average RII equal to 0.73. Administrative-related factors were ranked fourth by all survey respondents, with a mean score equal to 3.37 and a weighted average RII equal to 0.68. The perception of teachers toward the profession-related factors was ranked fifth by all survey respondents, with a mean score equal to 2.97 and a weighted average RII equal to

0.59. Teachers’ personal-related condition factors were ranked sixth by all survey respondents, with a mean score equal to 2.87 and a weighted average RII equal to 0.57.

#### 4.6 Correlation Analysis

To determine the nature of the relationship between the independent and dependent variables, a correlation analysis was performed. The correlation analysis was used to determine the direction and strength of the relationship between the dependent variable (teacher turnover) and the independent variables (i.e., factors related to salaries, workplace conditions, administrative conditions, teachers' socioeconomic status, their perceptions of the profession, and factors related to their personal conditions). The Pearson correlation coefficient was employed for this purpose.

In order to fully analyze the data, the researcher also coded the items and entered them into the Statistical Package for Social Sciences (SPSS) software version 26. It was essential to indicate the guide for interpreting the Pearson correlation results before moving on to the main correlation analysis. The general guideline for interpreting the correlation coefficient between the previously mentioned independent and dependent variables was shown in Table 4.12.

**Table 4.12:** The Correlation Coefficient Rule of Thumb

S/N	Coefficient Range	Strength of Association
1	$\pm 0.91 - \pm 1.00$	Very strong
2	$\pm 0.71 - \pm 0.90$	High
3	$\pm 0.41 - \pm 0.70$	Moderate
4	$\pm 0.21 - \pm 0.40$	Small but definite relationship
5	$\pm 0.01 - \pm 0.20$	Slight, most negligible

**Source:** Weiliang et al., (2011).

Table 4.13 shows the Pearson correlation coefficient SPSS result. Analysis of the correlation coefficients was shown in the discussion as follows.

**Table 4.13:** Correlation Matrix between independent and dependent variables

		Teacher turnover	salary	workpl ace	Administ rative	socio- economic	teachers' perception	teachers' personal
Teacher turnover	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	107						
Salary	Pearson Correlation	.963**	1					
	Sig. (2-tailed)	.000						
	N	107	107					
Workplace	Pearson Correlation	.956**	.908**	1				
	Sig. (2-tailed)	.000	.000					
	N	107	107	107				
Administrative	Pearson Correlation	.975**	.935**	.986**	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	107	107	107	107			
socio-economic	Pearson Correlation	.959**	.906**	.991**	.981**	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	107	107	107	107	107		
teachers' perceptions	Pearson Correlation	.960**	.914**	.995**	.986**	.993**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	107	107	107	107	107	107	
teachers' personal	Pearson Correlation	.976**	.932**	.992**	.993**	.985**	.991**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107

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

#### 4.6.1 Relationship between salary-related factors and Teacher turnover

The researcher conducted a correlation analysis between the salary-related factors and teacher turnover. The relationship between salary-related factors and teacher turnover in private secondary schools in the Addis Ababa Administration's Nifas Silk Lafto Sub-City was examined using the Pearson correlation coefficient.

Table 4.13 presents the correlation between the salary-related factors and teacher turnover. The R-values show the direction, the strength, and the significance of the correlation. The

bigger the R value, the more the strength of the relationship. The sign (\*\*) indicates whether the correlation between the variables is significant or not. As shown in Table 4.13, there is a significant, very high relationship between the two variables: the salary-related factors and teacher turnover [ $r = 0.963$ ,  $n = 107$ ,  $p = 0.000$ ]. This high value indicates that an increase in salary-related factors will result in an increase in teacher turnover.

#### **4.6.2 Relationship between workplace condition-related factors and Teacher turnover**

The current study also conducted a correlation analysis between workplace condition-related factors and teacher turnover in the study area. Table 4.13 presents the correlation between workplace condition-related factors and teacher turnover. As indicated before, the correlation coefficient summarizes the direction and strength of association between the independent and dependent variables. Table 4.13 shows that there is a very high relationship between the aforementioned variables, workplace condition-related factors and teacher turnover [ $r = 0.956$ ,  $n = 107$ ,  $p = 0.000$ ]. The positive correlation shows that an increase in workplace condition-related factors increases teacher turnover.

#### **4.6.3 Relationship between administrative-related factors and teacher turnover**

Table 4.13 presented the correlation between administrative-related factors and teacher turnover. The Pearson correlation coefficient was used to measure the relationship between administrative-related factors and teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Table 4.13 showed that there is a very high positive relationship between the two variables, administrative-related factors and teacher turnover [ $r = 0.975$ ,  $n = 107$ ,  $p = 0.000$ ]. The positive correlation shows that an increase in administrative-related factors increases teacher turnover.

#### **4.6.4 Relationship between the socio-economic status of teachers related factors and teacher turnover**

Table 4.13 presented the correlation between the socio-economic status of teachers' related factors and teacher turnover. The Pearson correlation coefficient was used to measure the monotonic relationship between the socio-economic status of teachers' related factors and teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Table 4.13 showed that, there is a very high positive relationship between the two variables; the socio-economic status of teachers related factors and teacher turnover [ $r = 0.959$ ,  $n = 107$ ,  $p = 0.000$ ]. The positive correlation shows that an increase in the socio-economic status of teachers related factors, increases teacher turnover.

#### **4.6.5 Relationship between the teachers' perceptions toward the profession related factors and teacher turnover**

Table 4.13 presented the correlation between the teachers' perceptions toward the profession-related factors and teacher turnover. The Pearson correlation coefficient was used to measure the relationship between the teachers' perceptions toward the profession-related factors and teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Table 4.13 showed that there is a very high positive relationship between the two variables: the teachers' perceptions toward the profession-related factors and teacher turnover [ $r = 0.960$ ,  $n = 107$ ,  $p = 0.000$ ]. The positive correlation shows that an increase in the teachers' perceptions toward the profession-related factors increases teacher turnover.

#### **4.6.6 Relationship between teachers' personal condition related factors and teacher turnover**

Table 4.13 presented the correlation between teachers' personal condition-related factors and teacher turnover. The Pearson correlation coefficient was used to measure the relationship between teachers' personal condition-related factors and teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Table 4.13 showed that there is a very high positive relationship between the two variables: teachers' personal condition-related factors and teacher turnover [ $r = 0.976$ ,  $n = 107$ ,  $p = 0.000$ ]. The positive correlation shows that an increase in teachers' personal condition-related factors increases teacher turnover.

### **4.7 Regression Result**

The regression analysis was employed to investigate the influence of several independent variables on the dependent variable, teacher turnover. The variables included in the model were salary-related factors, workplace condition-related factors, administrative-related factors, socio-economic status of teachers, teachers' perception toward the profession, and teachers' personal condition-related factors. This approach helps determine the strength and significance of the predictors in explaining teacher turnover.

#### **4.7.1 Model Summary for Multiple Regressions**

The model summary results, as shown in Table 4.14, indicate that the regression model has a high explanatory power. The R-value of 0.990 suggests a strong correlation between the dependent and independent variables. The R Square value is 0.980, meaning that 98% of the variance in teacher turnover is explained by the combined effect of the independent variables. The adjusted R Square is slightly lower, at 0.979, reflecting a very small adjustment due to

the number of predictors used. This high value confirms that the model is robust and provides reliable predictions regarding teacher turnover.

**Table 4.14: Multiple Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.990 <sup>a</sup>	.980	.979	.1689

- a. Predictors: (Constant), salary-related factors, workplace condition-related factors, administrative-related factors, the socio-economic status of teachers, teachers' perceptions toward the profession, and teachers' personal condition-related factors  
 Dependent variable; teacher turnover.

#### 4.7.2 Regression Coefficients for Multiple Regressions

The unstandardized regression coefficients in private secondary schools in the Nifas Silk Lafto Sub-City, Addis Ababa Administration, indicate the relative contributions of each independent variable to the dependent variable, as indicated in Table 4.15.

The constant value is 0.244, indicating the base level of teacher turnover when all other factors are held at zero. Teachers' personal condition-related factors have the highest positive impact ( $B = 0.863$ ,  $Beta = 0.962$ ,  $p < 0.01$ ), indicating this is the most significant factor influencing teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Workplace condition-related factors have a strong negative influence ( $B = -0.636$ ,  $Beta = -0.708$ ,  $p < 0.01$ ), suggesting poor working conditions significantly increase the likelihood of turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Socio-economic status of teachers also contributes significantly ( $B = 0.419$ ,  $Beta = 0.444$ ,  $p < 0.01$ ), indicating that low socio-economic status is associated with higher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. Salary-related factors have a notable positive effect ( $B = 0.338$ ,  $Beta = 0.340$ ,  $p < 0.01$ ), reinforcing the role of inadequate pay in turnover decisions in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration.

Administrative-related factors ( $B = 0.102$ ,  $Beta = 0.114$ ) and teachers' perception toward the profession ( $B = -0.144$ ,  $Beta = -0.152$ ) were not statistically significant ( $p > 0.05$ ), indicating a weaker or insignificant direct impact on turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration.

**Table 4.9:** Regression Coefficients for Multiple Regressions

<b>Model</b>	<b>Unstandardized B</b>	<b>Coefficients Std. Error</b>	<b>Standardized Coefficients Beta</b>	<b>T</b>	<b>Sig.</b>
1 (Constant)	.244	.062		3.909	.000
Salary related factors	.338	.043	.340	7.897	.000
Work place condition related factors	-.636	.160	-.708	-3.970	.000
Administrative related factors	.102	.112	.114	.916	.362
Socio- economic status of teachers related factors	.419	.119	.444	3.533	.001
The perception of teachers toward the profession related factors	-.144	.171	-.152	-.845	.400
Teachers personal related condition factors	.863	.153	.962	5.639	.000

a. Dependent Variable: Teacher turnover

**Table 4.10:** Rank of Standardized Coefficient Beta

<b>S/N</b>	<b>Independent (predictor) variables</b>	<b>Standardized Coefficient Beta</b>	<b>Rank</b>
1	Teachers' personal condition-related factors	0.962	1
2	Workplace condition-related factors	-0.708	2
3	Socio-economic status of teachers	0.444	3
4	Salary-related factors	0.340	4
5	Teachers' perception toward the profession	-0.152	5
6	Administrative-related factors	0.114	6

These findings highlight that the personal conditions of teachers and their workplace environment are the most influential in predicting turnover, while administrative issues and perceptions about the profession have less impact. This ranking can inform targeted interventions to improve teacher retention.

#### 4.8 Analysis of current teachers' perceptions of the impact of teacher turnover on education quality

Currently employed teachers from private secondary schools were asked to rate their agreement with a number of statements regarding the effect of teacher turnover on educational quality in order to examine and assess this phenomenon. A 5-point Likert scale (to a very great extent (5), to a great extent (4), to a moderate extent (3), to a small extent (2), and to no extent (1)) served as the basis for the summary of descriptive statistics for every variable that was assessed.

The following information was gathered from respondents' opinions about how teacher turnover affects the quality of education in the private secondary schools in the Addis Ababa Administration's Nifas Silk Lafto Sub-City. The results were presented in tabular, frequency distribution, and percentage form. This was employed through the computation of means, standard deviations, and RII of data gathered for the variables.

**Table 4.17:** Responses from current teachers regarding how teacher turnover affects the quality of education

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
To what extent does teacher turnover negatively affect educational quality?	107	13	15	6	39	34	3.62	1.38	0.72	4
To what extent does teacher turnover disrupt school programs?	107	18	21	11	33	24	3.22	1.43	0.64	5
To what extent does teacher turnover demoralize the remaining teachers?	107	9	17	7	42	32	3.66	1.29	0.73	3
To what extent does teacher turnover affect school budget allocation?	107	23	28	11	32	13	2.85	1.38	0.57	6
To what extent does teacher turnover reduce student academic performance?	107	7	11	7	46	36	3.83	1.16	0.77	2
To what extent do teacher turnover cause teaching gaps	107	5	6	2	55	39	4.09	1.01	0.82	1

before replacements arrive?										
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**Source:** Own survey, 2025

Table 4.17 shows the mean score, standard deviation (Std.Dev.), relative importance indices (RII), and ranks of the above six impacts of teacher turnover on the quality of education in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. These perceptions were rated on a 5-point Likert scale, from 1 (to no extent) to 5 (to a very great extent).

As shown in the above table, teacher turnover causing teaching gaps before replacements arrive was ranked first by all groups of respondents, with a mean score equal to 4.09 and a weighted average RII equal to 0.82, indicating a very great extent of impact. This shows that instructional continuity is significantly affected when teachers leave. This finding is consistent with studies such as Ingersoll (2001), which emphasize that frequent staff changes often lead to temporary teaching voids, thereby interrupting the learning process and affecting curriculum coverage. Teacher turnover reduces student academic performance and was ranked second for all respondents, with a mean score equal to 3.87 and a weighted average RII equal to 0.77, suggesting that teacher turnover greatly impacts student outcomes. The stability of teacher-student relationships has been shown in previous research (Ronfeldt et al., 2013) to directly influence academic outcomes, particularly in developing contexts where resource limitations exacerbate the effects of turnover.

Teacher turnover demoralizes the remaining teachers and was ranked third by all survey respondents, with a mean score equal to 3.66 and a weighted average RII equal to 0.73, indicating a great extent of impact. This reflects the emotional and motivational toll teacher turnover takes on continuing staff. This can further lead to a cycle of dissatisfaction and eventual attrition, creating systemic challenges for school management. The psychological burden placed on remaining staff can result in increased workload, reduced collaboration, and a decline in overall job satisfaction.

Teacher turnover negatively affects educational quality and was ranked fourth by all survey respondents, with a mean score equal to 3.62 and a weighted average RII equal to 0.72, also pointing to a great extent of negative impact on the overall quality of education. This finding aligns with assertions in the literature that teacher stability is a foundational component of educational quality (OECD, 2019). Teacher turnover disrupts school programs and was ranked fourth by all survey respondents, with a mean score equal to 3.22 and a weighted

average RII equal to 0.64, reflecting a moderate to great extent of disruption caused in academic planning and execution.

The lowest-ranked factor was teacher turnover affecting school budget allocation, with a mean score of 2.85 and an RII of 0.57, suggesting a moderate extent of influence. While still relevant, budgetary effects were perceived as less critical compared to instructional and morale-related impacts.

The interview responses from former teachers, principals, vice principals, and Woreda education experts revealed that teacher turnover has a profound and far-reaching impact not only on students and the quality of education but also on the overall functioning of schools and, ultimately, the nation's development. It was consistently indicated that teacher turnover disrupts classroom instruction, hinders student academic performance, and lowers the morale of remaining staff members. These consequences collectively weaken the stability and effectiveness of the education system. Therefore, it can be concluded that teacher turnover severely undermines educational quality, contributes to performance decline among students, and creates a demoralizing work environment for teachers who remain in the profession.

#### **4.9 Analysis of former teachers' responses on the impact of teacher turnover on education quality**

Formerly employed teachers from private secondary schools were asked to rate their agreement with a variety of statements regarding the effect of teacher turnover on educational quality in order to examine and assess this phenomenon. The findings were displayed as percentages, frequency distributions, and tabular data. This was used by calculating the means, standard deviations, and RII of the collected data for the variables.

**Table 4.11:** former teachers' response on the impact of teacher turnover on education quality

Statement	Obs	1	2	3	4	5	Mean	Std.	RII	Rank
To what extent does teacher turnover negatively affect educational quality?	32	2	5	1	21	3	3.56	1.07	0.71	3
To what extent does teacher turnover disrupt school programs?	32	5	7	2	14	4	3.16	1.34	0.63	5
To what extent does teacher turnover demoralize the remaining teachers?	32	2	8	3	13	6	3.41	1.24	0.68	4
To what extent does teacher turnover affect school budget allocation?	32	11	13	2	4	2	2.09	1.20	0.43	6
To what extent does teacher turnover reduce student academic performance?	32	1	1	-	29	1	3.87	0.66	0.78	1
To what extent do teacher turnover cause teaching gaps before replacements arrive?	32	1	3	1	24	3	3.78	0.87	0.76	2

**Source:** Own survey, 2025

Table 4.18 shows the mean score, standard deviation (Std.Dev.), relative importance indices (RII), and ranks of the above six impacts of teacher turnover on the quality of education in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. These perceptions were rated on a 5-point Likert scale, from 1 (to no extent) to 5 (to a very great extent).

The highest-ranked statement was teacher turnover reduces student academic performance, with a mean score of 3.88 and an RII of 0.78, indicating that former teachers believe, to a very great extent, that student outcomes are negatively affected by turnover. Ranked second was teacher turnover causes teaching gaps before replacements arrive, with a mean of 3.78 and RII of 0.76. This demonstrates a strong consensus that instructional disruption due to delayed replacement significantly impacts education delivery. The third statement, teacher turnover negatively affects educational quality, had a mean of 3.56 and an RII of 0.71, reflecting a great extent of perceived overall decline in education quality due to frequent teacher exits. In fourth place, teacher turnover demoralizes the remaining teachers scored a mean of 3.41 and an RII of 0.68, showing that morale and motivation among retained teachers are considerably affected. The fifth-ranked factor, teacher turnover disrupts school programs, received a mean of 3.16 and an RII of 0.63, indicating a moderate to great extent of disruption in planning and continuity of school operations. Finally, the lowest-ranked impact was teacher turnover affects school budget allocation, with a mean of 2.16 and an RII of 0.43, suggesting that while financial implications exist, they are seen as less significant compared to instructional and motivational challenges. In conclusion, former teachers emphasized the academic and operational disruptions caused by teacher turnover, especially in terms of student performance, instructional continuity, and staff morale.

#### **4.10 Responses on possible strategies of teacher retention**

According to various research findings, maintaining skilled and knowledgeable teachers is crucial to providing high-quality education. School administrators can come up with a variety of strategies to keep teachers on staff. In this context, current and former teachers at private secondary schools in Nifas Silk Lafto Sub-City were asked to score strategies that can help keep teachers in their positions. A 5-point Likert scale very important (5), important (4), somewhat important (3), less important (2), and least important (1) was used to summarize the descriptive statistics of every variable that was assessed. The findings were displayed as percentages, frequency distributions, and tabular data. This was used by calculating the means, standard deviations, and RII of the collected data for the variables.

**Table 4.19:** Response of current teachers on strategies of teacher retention

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Improving salary	107	3	5	1	58	40	4.19	0.89	0.84	1
Improving working environment of the school	107	5	7	3	54	38	4.06	1.04	0.81	2
Increase administrative support to teachers	107	7	11	10	44	35	0.83	1.18	0.76	4
Facilitating professional development of teachers	107	8	9	6	52	32	0.85	1.16	0.77	3
Improving disciplinary problems of students	107	18	32	13	29	15	2.92	1.35	0.58	5

**Source:** Own survey, 2025

Table 4.19 shows the mean score, standard deviation (Std.Dev.), relative importance indices(RII), and ranks of the above five possible strategies of teacher retention in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration. These perceptions were rated on a 5-point Likert scale, from 1 (least important) to 5 (very important). The most highly rated strategy was improving salary, with a mean score of 4.19 and an RII of 0.84, indicating that teachers consider salary enhancement as the most critical and effective strategy to retain teaching staff. This result is consistent with several empirical studies which assert that competitive and fair compensation remains a foundational element in job satisfaction and long-term commitment to the profession (Herzberg, 1966; Bennell & Akyeampong, 2007).

Ranked second was improving working environment of the school, with a mean of 4.06 and an RII of 0.81, suggesting that a better physical and psychological work environment plays a vital role in teacher retention. This aligns with previous research indicating that workplace conditions directly correlate with teacher morale and retention (Johnson et al., 2012).

The third-ranked strategy was facilitating professional development of teachers, which received a mean score of 3.51 and an RII of 0.77, showing that opportunities for career growth and training are also highly valued by educators. Increase administrative support to teachers was ranked fourth, with a mean of 3.49 and an RII of 0.76, reflecting the importance

of responsive and supportive leadership in retaining teachers. Finally, the lowest-rated strategy was improving disciplinary problems of students, which had a mean score of 2.92 and an RII of 0.58, indicating that while student behavior management is a concern, it is viewed as less critical compared to financial, environmental, and professional support factors. In conclusion, salary improvement, conducive work environments, and professional development opportunities were identified as the most important strategies for enhancing teacher retention.

The interview responses from former teachers, principals, vice principals, and Woreda education experts echoed the survey findings, highlighting five key strategies in order of importance for improving teacher retention. Foremost among these was the need to improve teachers' salaries, which respondents consistently identified as the most pressing issue, emphasizing that fair and competitive compensation is essential for maintaining a stable teaching workforce. Interviewees stressing that both the physical conditions and the psychological climate significantly influence teachers' willingness to remain in their positions. Opportunities for professional development were also highlighted, as teachers expressed the need for continuous training and career advancement to stay motivated and effective.

#### 4.10.2 Response of former teachers on strategies of teacher retention

**Table 4.12:** Former teachers' response on possible strategies of teacher retention

Statement	Obs.	1	2	3	4	5	Mean	Std. Dev	RII	Rank
Improving salary	32	0	1	0	22	9	4.22	0.61	0.84	1
Improving working environment of the school	32	1	2	3	18	3	3.94	0.95	0.74	3
Increase administrative support to teachers	32	2	8	1	17	4	3.41	1.19	0.68	4
Facilitating professional development of teachers	32	1	2	1	21	7	3.97	0.89	0.79	2
Improving disciplinary problems of students	32	9	11	5	6	1	2.22	1.09	0.46	5

**Source:** Own survey, 2025

Table 4.20 presents the responses of former teachers regarding the most effective strategies for teacher retention in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration, based on a 5-point Likert scale (1 = least important to 5 = very important). The rankings were determined using mean scores and the Relative Importance Index (RII). The most highly rated strategy was "improving salary," with a mean score of 4.22 and an RII of 0.84, indicating that enhancing financial compensation is viewed as the most crucial factor in retaining teachers. The second-ranked strategy was "Facilitating professional development of teachers," which scored a mean of 3.97 and an RII of 0.79, reflecting strong agreement that ongoing training and career growth opportunities are vital to teacher retention. "Improving the working environment of the school" was ranked third, with a mean score of 3.74 and an RII of 0.74, highlighting the value placed on a supportive and well-maintained working atmosphere. In fourth place was "Increase administrative support to teachers," which received a mean of 3.41 and an RII of 0.68, showing that former teachers also recognize the importance of responsive and encouraging leadership. The lowest-ranked strategy was "improving disciplinary problems of students," which had a mean score of 2.34 and an RII of 0.46, indicating that while classroom discipline matters, it is considered less influential than other structural and professional support strategies in retaining teaching staff. In conclusion, former teachers prioritized salary enhancement, professional development, and a positive working environment as the most effective strategies for reducing turnover and promoting retention.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

#### 5.1 Summary of Findings

The main purpose of this study was to assess the causes and effects of teacher turnover in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa. The study specifically aimed to: examine the status of teacher turnover, identify the main factors contributing to teacher turnover, assess the impact of teacher turnover on education quality, and recommend strategies for retention.

To achieve these goals, the study sought to answer four key research questions:

1. What is the status of teachers' turnover in private secondary schools in Nifas Silk-Lafto Sub-City?
2. What are the major factors that contribute to teacher turnover?
3. How does teacher turnover affect the quality of education?
4. What solutions can help retain teachers?

A descriptive survey research design was employed using both quantitative and qualitative data from 107 current teachers, 32 former teachers, school leaders, and educational officers. Data were collected through questionnaires and interviews. SPSS was used for statistical analysis, including correlation and regression, with reliability confirmed by a high Cronbach's alpha.

#### Major Findings on Status and Causes of Teacher Turnover

The findings of the study revealed a substantially high teacher turnover rate in the investigated private secondary schools, with approximately 30% of teachers resigning during the 2023 academic year. Among the primary factors contributing to this attrition, salary-related issues were identified as the most prevalent, as a significant proportion of teachers reported that their income was inadequate to meet basic living expenses. Additionally, unfavourable workplace conditions such as a lack of instructional materials, overcrowded classrooms, and insufficient infrastructure were cited as critical sources of dissatisfaction. Administrative shortcomings, including perceived unfairness in performance evaluations and limited opportunities for participatory decision-making, further exacerbated teachers' intent to leave. The socio-economic status of teachers also played a pivotal role, with limited access to housing, healthcare, and professional development opportunities contributing to their

decision to exit the profession. Moreover, the teaching profession was widely perceived as lacking societal respect and professional autonomy, which, coupled with unfulfilled career expectations, diminished teachers' morale and commitment. Lastly, personal factors such as age, academic qualifications, and years of experience were also found to influence turnover, with early-career and highly qualified teachers exhibiting a greater propensity to leave their positions.

## **Quantitative Results**

The statistical analysis demonstrated strong and statistically significant correlations between teacher turnover and all six categories of independent variables: salary-related factors, workplace conditions, administrative support, socio-economic status, professional perceptions, and personal conditions. Multiple regression analysis further revealed that salary-related factors ( $\beta = 0.331, p < 0.001$ ) and workplace conditions ( $\beta = 0.308, p < 0.05$ ) were the most influential predictors of teacher turnover. While variables related to teachers' personal circumstances and their perceptions of the teaching profession also exhibited significant effects on turnover, the influence of administrative support, though present, was comparatively weaker. Nonetheless, it remained a noteworthy contributing factor in the overall model.

## **Impact on Educational Quality**

The study found that teacher turnover had a detrimental impact on the quality of education within the surveyed private secondary schools. Specifically, high attrition rates contributed to increased student-teacher ratios, which compromised individualized instruction and classroom management. The frequent departure of teachers also disrupted the continuity of instruction, impeding curriculum progression and affecting student learning outcomes. Moreover, the additional workload placed on remaining staff led to professional fatigue and reduced instructional effectiveness. Both current and former teachers reported a noticeable decline in student academic performance, diminished staff morale, and a general reduction in instructional consistency across the academic year.

## **Qualitative Insights**

Qualitative data obtained through interviews with teachers and school administrators highlighted several recurring challenges contributing to teacher turnover. Inadequate compensation, lack of supportive leadership, and deficient school infrastructure were consistently identified as central concerns. Teachers frequently expressed experiences of

burnout and a sense of professional disillusionment, citing limited recognition and excessive workload as contributing factors. School leaders underscored the critical need for retention-oriented policy interventions, advocating for the implementation of equitable performance evaluations, improved incentive structures, and the creation of conducive working environments. Additionally, respondents emphasized the importance of expanding professional development opportunities and fostering stronger relationships between schools and the broader community to enhance teacher engagement and institutional support.

## **5.2 Conclusion**

The research indicated that the high turnover rate of teachers in private secondary schools within the Nifas Silk-Lafto Sub-City of Addis Ababa poses a significant risk to the quality, continuity, and effectiveness of education in this region. During the 2023/2024 academic year, the study found that teacher attrition reached 30%. According to the findings, factors related to salary, workplace conditions, administrative concerns, teachers' socioeconomic status, their perceptions of the teaching profession, and personal circumstances were identified as key contributors to teacher turnover in private secondary schools in the Nifas Silk-Lafto Sub-City of Addis Ababa Administration.

The findings from this research indicate that dissatisfaction with salary is a major factor contributing to teacher turnover, which significantly impacts the stability of the workforce in educational settings. Insufficient pay not only undermines teachers' motivation and morale but also drives them to pursue better compensation elsewhere. This implies that if school systems fail to adopt fair and competitive salary frameworks, they will continue to find it challenging to retain qualified personnel. The economic and strategic implications suggest that policymakers and education leaders need to advocate for improved funding and salary reforms as a crucial step in minimizing teacher attrition.

The quality of workplace conditions and the level of administrative support were likewise key factors in turnover, signifying that the school environment itself is vital to teachers' decisions about staying or leaving. Inadequate facilities, lack of teaching materials, overwhelming workloads, and inadequate recognition from administration all contribute to job dissatisfaction. These revelations highlight the necessity for school administrators to cultivate supportive, respectful, and well-equipped atmospheres. This requires investment not just in physical enhancements but also in developing leadership and communication strategies to foster a more inclusive and responsive administrative culture.

The insights regarding socio-economic influences, personal views of the teaching profession, and individual life circumstances illustrate that turnover is affected by wider societal and personal factors. Teachers might depart not solely because of issues at the school level but also due to societal undervaluation of the profession, limited career advancement opportunities, or personal life events like family duties or health concerns. This emphasizes the need to enhance the public perception of teaching, provide professional development opportunities, and implement flexible policies that cater to individual needs. Tackling these issues necessitates a comprehensive approach that aligns educational planning with social support systems and long-term career incentives.

The correlation analysis revealed a notably strong, positive, and statistically significant relationship between the independent variables (salary-related factors, workplace condition-related factors, administrative-related factors, the socioeconomic status of teachers, teachers' perceptions toward the profession, and teachers' personal condition-related factors) and the dependent variable (teacher turnover). This suggests that increases in these independent variables correlate with higher rates of teacher turnover in the area studied.

Moreover, regression results indicated that the independent variables (salary-related factors, workplace condition-related factors, administrative-related factors, the socioeconomic status of teachers, teachers' perceptions toward the profession, and teachers' personal condition-related factors) are effective predictors of teacher turnover. The significance tests performed on the data demonstrated that each variable was statistically significant in influencing teacher turnover. Furthermore, the R-squared value indicated that the model produced a good fit, suggesting that valid conclusions can be made from the analysis.

Regarding the effects of teacher turnover, the study found that it undermines the overall efficiency of the school system, leading to a decline in educational quality. Competent and seasoned teachers are crucial for the success of both students and educational institutions, but a high turnover rate negatively impacts students' academic performance and the overall functioning of schools.

Consequently, addressing the issue of teacher retention is a significant concern for educational institutions. The findings from this research suggest that enhancing the teaching environment can result in favourable outcomes. In particular, increasing teachers' salaries, bolstering administrative support, improving and establishing positive working conditions in schools, providing continuous professional development opportunities, and addressing

students' disciplinary issues contribute to lower turnover rates and ultimately improve school performance.

### **5.3 Recommendations**

From the detailed results of the research regarding teacher turnover in private secondary schools located in Nifas Silk-Lafto Sub-City, Addis Ababa, a number of practical suggestions have been put forward to address the problem and enhance teacher retention:

- A key factor contributing to teacher turnover highlighted in the research was inadequate and unfair compensation. It is advisable for school leaders and policymakers to work together to reassess and enhance teacher salaries to match inflation, workload demands, and qualifications. Moreover, implementing performance-based bonuses, housing support, and transportation allowances could further incentivize educators and alleviate financial burdens.
- It is also essential to address the negative societal perception of the teaching profession, which leads to low morale and high levels of dissatisfaction among educators. Tackling this perception will be vital in efforts to retain teachers in classrooms, as it would be challenging to keep teachers when many are unhappy with their roles. This will require ongoing public awareness campaigns conducted by the government and other stakeholders to rectify the misconceptions held by both teachers and the general public.
- Unsatisfactory working conditions may cause teachers to foster negative views, hindering effective teaching and diminishing their commitment. Thus, school administrations must strive to enhance classroom environments, manage teacher workloads, ensure a supply of instructional materials, and improve overall working conditions in schools to encourage teachers in their roles.
- Acknowledging the significant impact of inadequate administrative support on teachers' decisions to leave, school leaders and local education authorities should implement actions such as providing ongoing training for school principals and boosting teacher involvement in decision-making regarding teaching and learning practices. This would enhance the support teachers receive and reduce administrative challenges, ultimately fostering job satisfaction and increasing teacher retention.

- Educational opportunities aimed at enhancing teachers' knowledge and skills should be established and supported by school leaders and education officials.
- Education policymakers are urged to create and execute localized retention strategies grounded in empirical data, such as that produced in this research. These strategies should be regularly monitored and adjusted to meet the evolving challenges within the private education ground.

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**APPENDIX**  
**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Department of Educational Planning and Management**

**Questionnaire for Teachers**

This questionnaire is designed to investigate the causes and effects of teachers' turnover in private secondary schools of Nifas Silk Lafto Sub-City of Addis Ababa City Administration. Your honest and thoughtful responses are essential to the success of this study. The information you provide will be used solely for academic purposes and will be treated with the utmost confidentiality. No personal identification is required.

**General Instructions:**

*This questionnaire consists of seven sections. The first section collects personal information, while the second section addresses the status of teachers' turnover in private secondary schools within the Nifas Silk-Lafto Sub-City of the Addis Ababa City Administration. The third section explores the major factors that contributing for teachers' turnover in these schools. The fourth section discusses the impact of teacher turnover on the quality of education in the private secondary schools of Nifas Silk-Lafto Sub-City, Addis Ababa City Administration. The fifth section outlines effective strategies for improving teachers' retention in these schools. The sixth section includes an interview for teachers who have left the teaching profession, and the final section consists of an interview for school administrators.*

*Please, read each question carefully and respond accordingly. If you require any clarification, feel free to ask the data collector for assistance. Remember, not to write your name on the questionnaire. Thank you for your participation!*

**Section One: Personal Information/Demographic Characteristics**

**Instructions:** Please, mark your answer with a "✓" in the appropriate box or write in the space provided where necessary.

1. **School Name:** \_\_\_\_\_

2. **Sex** A. Male  B. Female

3. **Age** \_\_\_\_\_ (Please write your age in years)

4. **Marital Status**

A. Married  B. Single  C. Divorced  E. Widowed

5. **Educational Qualification**

A. MA/MSc

B. BA/BSc/Bed

C. Diploma

D. Certificate

6. **Field of Specialization**

A. Natural Science

B. Social Science

C. Language

D. Other (Please specify: \_\_\_\_\_)

7. **Workload (Periods per Week)**

\_\_\_\_\_ (Please write the number of teaching periods per week)

8. **Monthly Gross Salary (in ETB)**

\_\_\_\_\_ (Please write your monthly salary)

**9. Total Years of Teaching Experience**

- A. 0–5 years
- B. 6–10 years
- C. 11–15 years
- D. 16–20 years
- E. 21–25 years
- F. 26–30 years
- G. 31–35 years.

**Section Two: Status of teachers’ turnover in private secondary schools of the Nifas Silk-Lafto Sub-city of the Addis Ababa City Administration.**

**Instructions:** Please, select the option that best describes your current level of job satisfaction by placing a "✓" in the appropriate box.

**Rating**

**Scale:**

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

Teacher turnover	No.	Statement	5	4	3	2	1
<b>Status of teachers’ turnover</b>	1	There is a high rate of teachers’ turnover in private secondary schools.					
	2	Many teachers leave their positions before completing three academic years.					
	3	Teacher turnover is a major problem in our school.					
	4	Frequent teacher turnover negatively affects students’ learning performance.					
	5	The current rate of teacher turnover makes it difficult to maintain stability.					

Please specify if there is another reason that can possibly cause teachers’ turnover

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**Section Three: Major causes that contribute to teacher turnover in private secondary schools of the Nifas Silk-Lafto Sub-city of Addis Ababa Administration**

**1. Salary related factors**

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating**

**Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
Salary related factors	1	Dissatisfaction with teaching salary					
	2	Inadequate salary increment					
	3	Teachers' salary is not enough to cover their family's expenses					
	4	The existing career structure and salary scale for teachers do not offer a sustainable pathway for financial growth and recognition					

Please specify if there is another reason that can possibly cause teachers' turnover

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**2. Work place condition related factors**

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating****Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
Work place condition	1	Inadequate instructional materials					
	2	Classroom conditions are poor					
	3	High workload					
	4	large class size					

Please specify if there is another reason that can possibly cause teachers' turnover

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**3. Administrative related factors**

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating****Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
Administrative related factors	1	Insufficient school management support					
	2	Unfair promotion opportunity					
	3	lack of participation in decision-making regarding teaching and learning activities					
	4	Unfair treatment of teachers by school principals					
	5	delays in the implementation of career structure promotions and salary adjustments					
	6	performance evaluations of teachers that are not based on teaching and learning activities basis of teaching learning activities					

Please specify if there is another reason that can possibly cause teachers' turnover

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#### 4. Socio- economic status of teachers related factors

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating**

**Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
Socio-economic status of Teachers	1	Teaching as a profession have a low socioeconomic status overall					
	2	The socioeconomic status of secondary school teachers is low when compared to other non-teaching employees					
	3	Students and parents do not recognize and respect secondary school teachers					
	4	Friends in other professions do not recognize and respect secondary school teachers					
	5	The local community does not respect the teaching profession					
	6	Teachers do have lower income compared to other profession					
	7	Government officials do not recognize secondary school teachers to a high degree					

Please specify if there is another reason that can possibly cause teachers' turnover

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#### 5. The perception of teachers toward the profession related factors

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating**

**Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
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<b>The perception of teachers Toward the profession</b>	1	I would like to change my career if I have other opportunities					
	2	I intend to leave teaching soon					
	3	I would encourage close friends to become teachers					
	4	I entered the teaching profession by accident rather than choice					
	5	I want to stay in teaching until I retire					
	6	I teach only for the pay					
	7	I have never given quitting teaching any serious thought					
	8	I have never seriously consider to terminate teaching profession					

Please specify if there is another reason that can possibly cause teachers' turnover

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## 6. Teachers personal related Condition factors

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating****Scale:**

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

Major factor	No.	Statement	5	4	3	2	1
<b>Teachers personal related Condition</b>	1	I often feel unhappy and unfulfilled in my teaching role					
	2	I worry that my salary is not sufficient to meet my daily living expenses and support my family					
	3	I feel there are insufficient opportunities for career advancement and professional development in my current position					
	4	The demands and pressures of my teaching job contribute to high levels of stress					
	5	I do not receive adequate support and resources from school administration to perform my job effectively					
	6	I experience challenges in my relationships with colleagues, which affects my overall job satisfaction					

Please specify if there is another reason that can possibly cause teachers' turnover

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**Section Four: Teacher turnover impact on quality of education in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration.**

**1. Impact on quality of education**

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating****Scale:**

5 = To a Very Great Extent, 4 = To a Great Extent, 3 = To a Moderate Extent, 2 = To a Small Extent, 1 = To No Extent

Major impacts	No.	Statement	5	4	3	2	1
Educational Quality	1	To what extent does teacher turnover negatively affect educational quality?					
	2	To what extent does teacher turnover disrupt school programs?					
	3	To what extent does teacher turnover demoralize the remaining teachers?					
	4	To what extent does teacher turnover affect school budget allocation?					
	5	To what extent does teacher turnover reduce student academic performance?					
	6	To what extent does the teacher turnover be the cause teaching gaps before replacements arrive?					

Please specify if there is another reason that can possibly impact quality of education

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**Section Five: Effective strategies for improving teacher retention in private secondary schools of Nifas Silk Lafto Sub-City, Addis Ababa Administration.**

**1. Retention strategies**

**Instructions:** Please indicate your level of agreement with each statement by placing a "✓" under the appropriate rating number.

**Rating**

**Scale:**

5 = very important, 4 = important, 3 = somewhat important, 2 = less important, 1 = least important

Major impacts	No.	Statement	5	4	3	2	1
Retention strategy	1	Improving salary					
	2	Improving working environment of the school					
	3	Increase administrative support to teachers					
	4	Facilitating professional development of teachers					
	5	Improving disciplinary problems of students					

Please specify if there is another reason that can possibly improve teachers' retention

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**Section Six: An interview for teachers who left teaching profession**

1. How long did you serve as a teacher? \_\_\_\_\_
2. Why did you leave the teaching profession? \_\_\_\_\_
3. What was your salary? \_\_\_\_\_
4. How do you explain the in salary and benefits between the teaching profession and the new? \_\_\_\_\_
5. What is your attitude toward teaching as profession?  
\_\_\_\_\_
6. Do you want to return back to teaching profession?  
\_\_\_\_\_
7. What are the consequences of teachers' turnover on the quality of education?  
\_\_\_\_\_
8. What measures do you think should be taken to reduce teachers' turnover?  
\_\_\_\_\_
9. What are you recommendations to improve the status of teachers?  
\_\_\_\_\_

**Section Seven: An interview for school administrators**

1. How do you explain the rate of teachers' turnover in private secondary schools of Nifas Silk Lafto Sub-City?  
\_\_\_\_\_  
\_\_\_\_\_

2. Is there a management or administration problem in private secondary schools of Nifas Silk Lafto Sub-City?

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3. What are the consequences of teachers' turnover on the quality education?

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4. What are the impacts of teachers' turnover on students and the remaining teachers?

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5. What measures should be taken to reduce teachers' turnover?

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6. If teachers leave their profession, why do you think they make that choice?

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7. What is the contribution the teaching learning environment for teachers?

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8. How do you explain the contribution of teachers' income to their turnover in private secondary schools of Nifas Silk Lafto Sub-City?

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## Correlations

		TTO	Salary	Work	Add	S-E	PER	PR
TTO	Pearson Correlation	1	.963**	.956**	.975**	.959**	.960**	.976**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Salary	Pearson Correlation	.963**	1	.908**	.935**	.906**	.914**	.932**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Work	Pearson Correlation	.956**	.908**	1	.986**	.991**	.995**	.992**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	107	107	107	107	107	107	107
Add	Pearson Correlation	.975**	.935**	.986**	1	.981**	.986**	.993**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	107	107	107	107	107	107	107
S-E	Pearson Correlation	.959**	.906**	.991**	.981**	1	.993**	.985**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	107	107	107	107	107	107	107
PER	Pearson Correlation	.960**	.914**	.995**	.986**	.993**	1	.991**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	107	107	107	107	107	107	107
PR	Pearson Correlation	.976**	.932**	.992**	.993**	.985**	.991**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	107	107	107	107	107	107	107

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

## Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	PR, Salary, S-E, Add, Work, PER <sup>b</sup>	.	Enter

a. Dependent Variable: TTO

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.990 <sup>a</sup>	.980	.979		.1689

a. Predictors: (Constant), PR, Salary, S-E, Add, Work, PER

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.108	6	23.685	830.178	.000 <sup>b</sup>
	Residual	2.853	100	.029		
	Total	144.961	106			

a. Dependent Variable: TTO

b. Predictors: (Constant), PR, Salary, S-E, Add, Work, PER

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.244	.062		3.909	.000
	Salary	.338	.043	.340	7.897	.000
	Work	-.636	.160	-.708	-3.970	.000
	Add	.102	.112	.114	.916	.362
	S-E	.419	.119	.444	3.533	.001
	PER	-.144	.171	-.152	-.845	.400
	PR	.863	.153	.962	5.639	.000

a. Dependent Variable: TTO

