



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**ASSESSMENT OF TEACHERS TURNOVER AND ITS IMPACT ON THE  
TEACHING-LEARNING PROCESS IN PRIVATE PRIMARY SCHOOLS  
OF BOLE SUB-CITY, ADDIS ABABA CITY GOVERNMENT**

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This is to certify that this thesis, prepared by Adam Assefa Andarge, entitled '*Assessment of Teachers Turnover and Its Impact on the Teaching-Learning Process in Private Primary Schools of Bole Sub-city , Addis Ababa City Government .*' submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **ACRONYMS AND ABBREVIATIONS**

AAEB	Addis Ababa Education Bureau
AAU	Addis Ababa University
E.C.	Ethiopian Calendar
KNUT	Kenya National Union of Teachers
MoE	Ministry of Education
PGDT	Post Graduate Diploma in Teaching
PTA	Parent Teacher Association
SSA	Sub-Saharan Africa
TESO	Teachers Education System Overhaul
UPE	Universal Primary Education
USA	United States of America

## **ABSTRACT**

*The main purpose of this study was to assess the cause of teachers' turnover and its impact on teaching-learning process in four private primary schools in Addis Ababa specifically in Bole Sub city. In order to conduct the study, four schools were selected for the study using purposive sampling technique. The study had six groups of respondents: current teachers, former teachers, students, principals, educational experts, and PTA. Questionnaires were administered for 62 current teachers selected from sampled schools. These respondents were randomly selected from a total of 110 teachers currently working in the sample schools. Adding, interviews were conducted with: 5 former teachers chosen through snowball sampling technique, 4 principals from each sample schools, 2 educational experts, and 2 PTA members. Focus group discussions were also held with selected students. Research data collected through questionnaire were analyzed and interpreted by using percentage and information gathered through interview and focus group discussions were analyzed qualitatively. The study indicated that the major causes for teachers' turnover were: lack of motivation (commitment) for teaching profession, non-conducive working environment, poor administration system, inadequate salary and fringe benefits as well as students' behavior and disciplinary problem. It was also found the staff attrition has resulted in some problems in teaching learning process: school programs were disturbed, the quality of education was compromised, qualified and experienced teachers were replaced by non-qualified and non-experienced teachers, and the remaining teachers were demoralizes teachers turnover affects students teaching-learning process. Students have been obliged to sit for exams without completing portions of subjects. On the basis of these findings, the study forwarded some mechanisms to minimize teachers' turnover through creating conducive working environment, reducing teaching load and ensuring fringe benefits.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

The success or failure of any educational institution is determined by effective and efficient utilization of its material, financial and human resources. Among these resources, teachers are the most important and crucial employees who mobilize other resources in order to achieve the organizational goal through delivering quality education (Oliveria & Farell, 1993). It is clear that well qualified and experienced teachers are the corner stone for the delivery of quality education throughout the world. So, in order to assure quality education in every aspect, it requires qualified and experienced teachers.

Teachers' turnover results in an adverse effect on the teaching-learning process of students and provision of quality education. Regarding this, Ingersoll (2001) stated that the shortage of experienced and well qualified teachers results in high number of under qualified teachers and low school teaching-learning process. This shortage could also lead to work overload, burnout and dissatisfaction of teachers, and compromised standards of teaching (Ingersoll, 2001).

The problem of high teacher turnover has its roots in recent history of the development of education system in both the developed and developing countries. Governments in both developing and developed countries are finding it difficult to retain teachers in schools (Kayuni & Tambulasi, 2007). According to a study conducted by Ingersoll (2001) in the United States, almost one out of every two new teachers leaves the classroom by the end of five years of teaching and about 15.7% of teachers quit their jobs annually in the United States of America (USA).

In sub-Saharan countries the attrition rate of teacher is much higher. A study conducted by the World Bank indicated that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of sub-Saharan Africa (World Bank, 2007). In Kenya, for example, there is a high rate of teacher turn over. Citing data from the Kenya National Union of Teachers (KNUT), between January and June 2008, Oyaró (2008) noted that six hundred

teachers had left classrooms in Kenyan schools for better paying jobs elsewhere. That is about three teachers leaving the service every day. Teachers are leaving the profession to take up non-teaching employment and this in turn brings shortage of qualified teachers in Kenyan schools (Oketch & Ngware, 2012; Orodho, 2013).

As one of the SSA countries, Ethiopia has also is faced with an acute shortage of qualified teachers because of teacher turnover. It is one of the major challenges that schools are facing while implementing their annual program for the improvement of quality education. Teachers' dropout or brain drain has been an age-old problem in the country (Darge, 2002). Because of different reasons (e.g. low salary, low social status of the profession, unfavorable working conditions in the school, difficulties for rural life, isolation factor, and the absence of further educational opportunity the school system was losing a large number of its member (Aklilu, 1967; MOE, 1986).

Whatever the causes are, teachers' turnovers reduce numbers of qualified and experienced teachers in a given school which results impacts on students' teaching-learning process as well as quality education. As Ingersoll (2001) explained, turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of the quality of learning. High levels of teacher's turnover create significant decreases in students' teaching-learning process and disrupt the effectiveness of any school. Therefore, teachers' turnover has damaging impacts on the quality of schooling as well as students' learning. Many local researchers (e.g. Dereje, 2014; Hilina, 2011; Motuma, 2006) confirmed that the shortage of qualified and experienced teachers in government primary and secondary schools was mainly caused by or resulted from the yearly increasing rate of teachers' turnover or attrition.

A recent study conducted in Addis Ababa by Hilina (2011) shows that the rate of teacher turnover in government and private secondary schools in 2001 was 20.2% and 17.6% respectively and in 2002 the turnover rate was 14% for government schools and 17% for private schools in Addis Ababa. Moreover, Tewedaj (2014) conducted a study to assess the turnover rate of general secondary schools of Addis Ababa in the years between 2000E.C and 2004 E.C. and found out that it was approximately 12%. All these figures indicate the severity of the teachers' attrition.

When we come to the focus of the present study i.e. private schools, following the New Education and Training Policy of 1994, several privately owned schools had begun to operate in Addis Ababa. Based on the 2016 Education Statistic Annual Abstract of the Ministry of Education (MoE), amongst all primary schools functioning in Addis Ababa, 76.4 % were privately managed educational institutions (MoE, 2016). The expansion of private schools and the increasing students enrolment necessitated well qualified and experienced teachers and yet, the current teachers training programs running throughout the country takes into account the interest of government schools alone. Thus, the private schools need to take customized measures in order to retain teachers.

## **1.2 Statement of the Problem**

The Ethiopian government is investing large amount of money to expand the education sector by giving emphasis to quality, equity, accessibility and relevance of education. Following the new educational and training policy launched in 1994, a number of efforts have been made to strengthen the qualification and professional development of teachers through Teachers Education System Overhaul /TESO/ formerly, and now through the Post Graduate Diploma in Teaching /PGDT/ programs (MoE, 2009).

In the past decade and half, significant efforts have been made to expand the access to primary and secondary education to achieve rapid progress towards the goal of Universal Primary Education (UPE). According to Education For All, 2015 National Review report, the total number of students enrolled in primary level has shown a drastic change from 57.4 in 2000/01 to 101.3 in 2013/14 and total number of primary schools has increased from 6,958 in 2000/01 to 32,048 in 2013/14. In order to accomplish the educational goal, the education system demands high number of qualified and experienced teachers. Even if, the decisive measures had been taking by the government to increase the supply of teachers in quality and quantity by improving their professional capacity through pillars of long-term development (MoE, 2013), there is still lack of teachers because of teachers' turnover.

Hilina (2011) and Darge (2010) stated in their study, a number of factors that caused teachers' turnover. The major factors that these researchers identified were inadequate salary, low social status accorded to teachers by the society, poor working condition of most schools, poor

administrative support, disciplinary problem on the part of students, and lack of opportunity for continuous professional development both in government and private schools. Be that as it may, the opportunity of continuous professional development cannot be considered as pushing factor in government schools as the Education Bureau of the City Administration offers first and second degree scholarship opportunity every year for teachers depending on the preliminary assessment and discussions with education bureau experts.

In the process of teaching - learning, teachers are crucial and one of the major input elements to achieve the success of students and the intended objective of the school. Continuous turnover of teachers will obviously affect the students learning and the overall school activity. The few researches conducted so far in the area focused only on the causes of teacher turnover in government and some private owned high schools in Addis Ababa.

Most of the researches conducted so far (e.g. Alazar, 2007; Hilina, 2011; Tewedaj, 2014) in the area focused only on the causes of teacher turnover in government and some private high schools in Addis Ababa. On the other hand, their studies didn't attempt to further illustrate the effect of turnover on students' learning. In this regard, this study is different from the previous ones in two ways: firstly, the study considers private primary schools which they didn't, and secondly, the study intends to further relate the effect of the turnover on teaching-learning process in some ways. Thus, this study is intended to assess the causes of teachers' turnover and its impact on Teaching -Learning Process and to suggest possible solutions on how to retain teachers in the selected private primary schools found in Bole Sub-city, Addis Ababa.

The practical problem resulting from teacher turnover and the absence of any other related research on this topic in the sub city level has initiated the researcher to conduct research on this topic. Therefore, this study will attempt to assess the causes of teachers' turnover and its implication on students' learning and suggest some possible solution to retain teachers in the profession in the selected four private primary schools found in Bole sub city, Addis Ababa i.e. Harmonious Life Academy, Pediac Academy, Deliverance Academy, and Council Academy.

### **1.3 Research Questions**

In this study, the research will attempt to answer the following basic research questions:

1. What is the degree of teacher turnover in the private primary schools?
2. What are the major factors that cause teachers' turnover in the private primary schools?
3. What is the impact of teachers turnover on teaching-learning process?

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

#### **1.4.1 General Objective**

The general objective of this study is to examine the causes of teachers' turnover and its impact on the Teaching-Learning Process in private primary schools in Bole sub-city, Addis Ababa.

#### **1.4.2 Specific Objectives**

More specifically, this research has the following objectives:

1. To identify factors causing teachers' turnover in the selected private primary schools in Bole sub city, Addis Ababa.
2. To examine the impact of teachers' turnover on students learning.
3. To assess the magnitude of teacher turnover in private schools

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

This study will have the following significances to the stake holders who reside at different levels:

- ✓ The City Government Education Bureau could be able to make use of the findings of this study in its plan for training teachers and make some projections in terms of the demand and supply of teachers.

- ✓ The findings of the study might be crucial to elicit an interest among stakeholders to work hand in hand to bring about quality of education by designing different strategies to minimize teachers' turnover and increase teachers' retention at schools for mutual benefits.
- ✓ The study might also be useful for the upcoming researchers in the area of teachers turnover.

## **1.6 Scope of the Study**

The study focuses on selected private primary schools found in Bole sub city, Addis Ababa. The study does not embrace government primary and high schools. What is more, it doesn't include private high schools. Thus, the study focused only on the chosen primary private schools

## **1.7. Limitation of the Study**

While conducting this study, the researcher faced a number of problems to get sufficient data and documents related to the topic from educational bureaus and schools because of their poor documentation. In this regard, the number of teachers who have left the profession in the past three years and joined other organizations is not well recorded.

Time and finance the researcher spent in search of former teachers has somehow limited the amount of information that could have been gathered in the process of the study. The former teachers scattered residence and inconveniences faced in finding educational experts has also put its own impact on the study.

## **1.8. Operational Definition of Terms**

The following terms are defined in the context of the study:

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

**Involuntary turnover:** used to refer separation that occurs when an employer fires or decides to terminate its relation with an employee due to economic reasons, or incompetence in this study paper.

**Retention:** is used to refer the ability to keep teachers in the teaching profession and in that same school at the same time.

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

## **1.9. Organization of the Study**

This study has five chapters. Chapter one consists of the background, statement of the problem, objective, significance, limitation, delimitation and organization of the study. Chapter two presents review of related literature that is relevant to the problem under study. While chapter three deals with the methodology of the study; chapter four presents the analysis and interpretation of the data. The last chapter five deals with the summary of the key findings, conclusions, and recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This section of the study was devoted to the review of related literature regarding teacher's turnover and its impact on student's learning.

#### **2.1 The Concept of Turnover**

Turnover according to Gerald (2002) refers to the ratio of leavers to the average numbers employed during the course of the year. Maund (1988) looks at labor turnover as a measure of the rate of change of an organization's workforce, and Dunham (1981) defines employee turnover as a ratio comparison of the number of employees a company must replace in a given period of time. It is the ratio of the number of workers that had to be replaced in a given time.

Employee turnover occurs when workers leave an organization and need to be replaced by new recruits. As it was stated by Benner (2009), turnover is a term used to describe the departure of people from their organization. Teachers' turnover can be conceptualized as the departure of teachers from their teaching profession. Teachers leave their posts after deployment and move to either to other profession or to other schools with better setting for various reasons. Ingersoll, (2001) defined teacher's turnover as the leave of teachers from their teaching jobs. In this study, teacher turnover was looked at as the rate at which teachers leave a given school in comparison to the average number of teachers employed in that year; that is, the inability of school heads to retain their teaching staff and it was measured by determining the ratio at which teachers leave in a given period of time.

There are two components of teachers' turnover. One is when teachers leave the occupation of teaching altogether which is called Attrition and the other is when teachers transfer or move to another school which is called Migration. However, teacher attrition and teacher mobility have the same or similar impact from the perspective of the institute. Strengthening this, Ingersoll (2000) stated that both of them have the same consequences as they bring a decrease in staff that must be replaced promptly.

## **2.2 Trends of Teacher Turnover**

The trend of teacher turnover in developing countries particularly in sub-Saharan Africa countries shows that the increase continues. As Xaba (2003) indicated that, in countries such as South Africa, Zambia, New Guinea and Malawi the problem of teacher turnover had almost reached a catastrophic stage. For instance, in Namibia, Kubberund (1999) had reported a total teacher attrition rate of 11.7%. Studies conducted by the World Bank between 2006 and 2007 found attrition rates ranging from 2% to 10% (Mulkeen, 2010). Malawi with a slow economy, reported an 8% attrition rate in 1996, while greater economic freedom in Liberia contributed to attrition rates in the region of 20 to 30%. Attrition is highest in geographical locations where living conditions are extremely poor, harsh or expensive, or where teachers do not feel comfortable with the local ethnicity, customs or language (Macdonald, 1999).

In Ethiopia, Teachers' turnover has been and still is a major problem since the 1960's. As it was reported by Aklilu (1967) in the 1960s, teachers were leaving the schools of the nation at a faster rate and the school system was losing a large number of its members which have continued up to these days. According to MoE (2002), in the Ethiopian context, the attrition of both new and experienced teachers is a great challenge for schools and school administrators. Recent studies also show that in Ethiopian school system the turnover of teachers from the classroom has continued. For instance, a number of well experienced and qualified teachers leaving the teaching profession voluntarily due to several reasons in the current year (Motuma, 2006).

Empirically, it can be inferred that experienced and qualified teachers play the central role in the improvement of quality education. Therefore well qualified teachers can render a quality instruction and less qualified teachers result less teaching-learning process in teaching (Vega, 2012). Since sufficient number of qualified and experienced teachers is the key element for the success of quality education for a given educational institution, all the school systems will be affected by high rate of teachers' turnover. Turnover reduces the quantity of teachers available to schools, potentially exacerbating localized teacher shortages. The quality of teachers is also affected, especially if the most able teachers are the most likely to leave (Douglas, 2005). It also has substantial impact on the financial and human resources in educational institutions. Schools with high teachers' turnover are more likely to get inexperienced and under qualified teachers who are likely to be less effective. The recruiting, hiring, and training of new teachers require

significant financial costs (Barnes, Crowe, & Schaefer, 2007). Even if, the replacement teachers are fully qualified, significant management time is absorbed in recruitment and there is discontinuity in teaching with the change to a new teacher (Rockoff, 2004; Rosenholtz, 1985).

High turnover of teachers from schools is therefore, of concern not only because it may be an indicator of potential staffing problems but also because of its relationship to school teaching-learning process (Ingersoll, 2001). The impact of teachers' turnover could be both on the morale among remaining staff as well as the day to day instructional activities. Moreover, the most serious consequences and direct disadvantage of high turnover is that it affects teaching quality and students' learning. Thus, the problem is more serious if qualified teachers are not retained in the school.

### **2.3 Major Types of Turnover**

From the concept of employees' turnover, turnover can be considered as voluntary or involuntary permanent withdrawal from an organization. Voluntary turnover is initiated of the choice by the employee. That means the decision of employee, for personal or professional reasons, to end the relationship with employer. According to Wallace & Sartono (2010), voluntary resignation was the only greatest cause of attrition in most African countries. Involuntary turn over, on the other hand refers to the departure initiated by the employer organization (Henaman, 1998). Under involuntary turnover the employees has no choice in their termination (such as long term sickness; death and moving over season or employer initiated termination). While voluntary turnover happens due to resignation or early retirement, involuntary can take place as a result of death, illness, dismissal, or compulsory retirement age (Bennel, 2006).

In South Africa, according to the National Policy Framework for Teacher Education and Development in South Africa 2006, it was reported that voluntary resignations accounted for about half of all teacher attrition. According to Torrington (2005), the main reasons people have for voluntarily leaving a job is due to push factors and pull factor. With push factors the problem is dissatisfaction with work or the organization such as Poor school climate, and poor Management which are leading to unwanted turnover. And pull factors which is the opposite side of the coin is the attraction of rival employers or due to improve their living standards by moving into new areas of work for which there are better opportunities elsewhere. Turnover implies

“push” and “pull” factors just like a magnetic characteristic, while the poor working conditions, poor salary, deficient students’ character, and inadequate management of an organization repel teachers, while the better condition is in other schools or organizations attract them.

## **2.4 Causes of Teachers’ Turnover**

There are many factors that cause teachers turnover. Smothers & Robinson (2003) stated that workload, new challenges, school situations, salary and personal circumstances are causes of turnover. The findings of research in the area revealed that teachers leave or move from their school either to other profession or move from their school for various reasons. Insufficient salary poor administrative support, students disciplinary problem and little input in to school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or change their school (Ingersoll ,2001). In general teachers’ turnover manifests itself in many ways. For this study the following possible causes of teacher’s turnover are reviewed from different literature.

### **2.4.1 Low Commitment for Teaching Profession**

Low commitment for teaching profession is one of personal related factors for teacher’s turnover. According to Armstrong (1995) as cited in Dereje (2014), commitment is a relative strength of the individual’s identification with, and involvement in, a particular organization. Commitment refers to the attachment and loyalty. Some teachers enter the profession with a positive attraction for teaching and plan to make it a long term career. Individuals enter the teaching profession because they have determined that the compensation, benefit levels, working conditions, and intrinsic value of teaching provide the best employment opportunity out of all their available options (Guarino, Santibañez, & Daley, 2006). Others enter the profession with the intent of staying in it only for a few years and plan to quit working altogether, or to use the skill gained from the school to pursue interests in other fields (Yee, 1990 as cited in Dounce, 2006). Majority of the teachers were joined the profession without their interest from the researcher lived in it experience. They used the profession as a stepping stone to shift since it seems that it is easier to get employment in teaching better than in other occupation. In Ethiopia, Tesfaye & Demewoz (2004) as cited in Dereje (2014) explained that preference towards the teaching profession in the last forty years was mostly due to the status attached to the

profession. Stinnet (1990) and Janice (2006) as cited in Abdisa (2015), on the other hand, explained that career persons are those who undergo special training and who undertake their work as permanent lifelong business in contrast to something undertaken for a short time. Therefore, perceiving teaching as a last resort is putting the profession at low status. Thus, most teachers have no intention to stay in teaching profession as they obviously have a negative attitude towards profession.

The study conducted by Dereje (2007) as cited in Abdisa (2015), revealed that when the teachers (practicing and former teachers) were asked about their attitudes towards teaching profession, most of the practicing and former teachers replied that we would not choose to become a teacher if we would have a choice back then in life. This implied that the former teachers didn't want to stay in the teaching profession and those that were practicing are also stayed in it only to make their living. He then finally concluded that most practicing and former government secondary school teachers joined the profession not for positive professional reasons and still they could not develop positive perception of the profession. Accordingly, most of the teachers have negative perception towards teaching profession and they have no intention to stay in the profession for a long period of time.

#### **2.4.2 Inadequate Salary and Fringe Benefits**

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

The total pay of teachers in “Low Income Developing Countries” is inadequate, and does not cover basic household survival needs and enable teachers to enjoy a “reasonable standards of

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

World-wide teachers' salaries have been an important factor in the educational debate address recruitment, working conditions and attraction. Chanpman (1994) argued that increasing salary is the "single most direct and effective was to reduce turnover", though it has a high impact, it's still hard to implement due to fiscal limitations he concluded. Martin (2003) contends that an immediate way to increase the recruitment, retention and motivation of teachers would be to pay all of them more. According to him, one of the major factors that deter graduates from entering teaching particularly in a market economically is relatively low level of pay.

### **2.4.3 Poor Administrative System**

Effective administrative system plays an important role in making schools conducive for the teaching - learning which in-turn plays a central role in retaining teachers. Besides, a committed leader can create favorable working environment which is an essential ingredient to ensure quality teaching in all classroom by dramatically reducing the amazingly high rate of teacher turnover. Teachers are less likely to quit schools when they feel supported by their administrators (Ingersoll, 2001).

The conditions of teachers' working life is influenced to a greater extent by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the learning of outcomes of learners (Harlinger & Murphy, 1986). Principals are supposed to be dynamic and organic individual sable to motivate

teachers to ensure that the goal of quality education and leadership is provided to learners and their immediate communities. And also the general purpose of educational administration is to ensure that the school system function properly according to preconceived purpose and plan of action (Prestine & Thurston, 1994). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to communicate effectively with teaching staff followed by being supportive, appreciable, fair and consistent (Cockburn & Hayden, 2004).

The commitment of the organization to employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decrease turnover. This is because when there is a good administrative support teachers tend to stay in school.

#### **2.4.4 Unconducive working Environment**

Teachers' working conditions play a central role in attracting, developing and retaining teacher. As Benel & Akyeamong (2007) stated that, working condition and living condition have an impact on teachers' moral and motivation and their classroom teaching-learning process. Poor working condition is one of the push factors that cause teachers to leave schools. Schools with supportive professional environments are not only more likely to retain their teachers' but also they are capable to maximize teachers' and students' learning opportunities. Teachers improve their ability to raise student learning more over time when they work in schools environments characterized by meaningful opportunities for feedback, productive peer collaboration, responsive administrators, and an orderly and disciplined environment (Kraft & Papay, 2014) There must be conducive teaching environment in the school to carryout high quality of education. Job dissatisfaction is considered by some teachers to be the most important factor affecting teacher turnover (Hanushek et. al., 2005). Even though salaries are important, working conditions are seen as extremely important in teacher turnover. Job satisfaction and the problem of working conditions seem to draw parallel lines.

One major trigger of teacher turnover is said to be bureaucratic and frustrating working conditions. It further reported that teachers who leave because of job dissatisfaction did so because of the working conditions related to undisciplined students, burdensome paperwork,

inept administrators, and uncooperative parents. Boyd et. al. (2007) added that, a source of job dissatisfaction is the lack of correlation between the pay and the teaching-learning process of the teacher. Working conditions included unprofessional administration, lack of support of the parents and community, overload of paperwork, and lack of discipline among students. This indicates that conditions of workplace are a significant area that could influence teacher turnover. In the literature one reason given for teachers' turnover is poor working condition of the schools (Ingersoll, 2001; Ingersoll & Smith, 2003).

Chapman (1994) stated that, the education sector in developing countries have come under increasing poor working condition relative to the other sector. He also said that teacher morale dropped and forced to leave the profession and attracted by other employment opportunities. As Getachew (1999) as cited in Hilina (2015) stated that, poor working conditions such as lack of adequate resource and time to work, lack of opportunity to participate in decision making on matters of teaching & work load were some of the conditions that interfere with their teaching and which negatively affect their profession.

#### **2.4.5 Students' Character and Disciplinary Problem**

Students' character and disciplinary problem is one mentioned cause for teachers' turnover indifferent literatures. As it was asserted by Cockburn & Hayden (2004), the most commonly mentioned school factor cited by teacher turnover was the difficulty and frustration of dealing with disruptive students. Some teachers are dissatisfied with students' character and disciplinary problems which enforce them to quit the job or move to different school. Especially controlling students with disciplinary problem is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing school (Cockburn & Hayden, 2004; Ingersoll, 2001). Ingersoll further posed that disciplinary problems such as cheating during exams, refusing to do assignments, passive audience of class hours, nonattendance and late coming were found to be the most recurrent disciplinary problems. According to Dunham (1981) as cited in Dereje (2014), student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher.

Especially, controlling students with disciplinary problem is very difficult for less experienced teachers and this is the major reason that less experienced teachers give for leaving or changing school (Cockburn & Hayden, 2004). Newmark (2008), on his study, stated that the reason for considering student characteristics as part of working conditions is that some types of students, such as low-achieving, unmotivated or poorly-behaved students, may be more difficult to teach and the stresses of working with them might make teachers less likely to stay at the school. Thus, students' disciplinary problems are one of the major factors that de-motivated teachers and forced them to develop negative attitude towards teaching profession. This in turn leads to high rate of teaching staff turnover.

#### **2.4.6 Lack of Good Technical Support and Supervision**

According to Mulukene (2005) teachers need both technical and supervision support throughout their careers. Well-functioning supervision and support systems play a pivotal role in improving the quality and efficiency of education systems. In contrary, inappropriate supervisors activities create the atmosphere which is not conducive between teachers and school supervisors which result in more stressed teacher. This in turn leads to a high rate of teaching staff turnover. Teacher management is most crucial at the school level, where the importance of teachers' work and their competence in performing it are crucially influenced by the quality of both internal and external supervision (Akyemping, 2007).

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

Beginning teachers need a great deal of support as they learn to implement curriculum, and how to teach. Induction program varies from district to district, and even the implementation in the school is not properly carried out as it has been planned (Motuma, 2006).

## **2.5 Impact of Teacher Turnover on Student Learning**

According to a National Learning Assessment conducted in 2004 the three key determinants for students' learnings were the personal background of the students, school management and teacher factors (UNESCO, 2010). Among these factors, teachers' factors are crucial determiner on students' learning. Teacher characteristics tended to explain more variance in student learning than any other school resource (Coleman et. al., 1966). Teachers' turnover affects students' learning in different ways. It creates instability and disruption in the cohesiveness of school system which leads to un-conducive teaching-learning process. Instability in teaching and learning environment is a major obstacle for the success of education. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform. Teachers' turnover presents significant challenges to the successful and coherent implementation of such instructional programs (Guin, 2004).

In a school, teacher turnover means losing the teacher's familiarity with school practices; experience with the school's curriculum; and involvement with students, parents and colleagues. A high level of teacher turnover can negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve student learning (Ingersoll 2001). When teachers leave schools, previously held relationships and relational patterns are altered to affect student learning. Guin (2004) shows that teacher turnover indeed has a negative effect on faculty interactions and school climate. Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et. al., 2008). On the contrary, if this intimacy or relationship is failed because of teacher turnover, students may face problems which lead to low results. When teachers leave schools, for example, previously held relationships and collaborations are lost, and new ones form. Bryk & Schneider

(2002) argue that the quality of relationships (trust) between teachers, and between teachers and students, is related to student learning.

Turnover may have substantial impact on the financial and human resources of schools. The recruiting, hiring, and training of new teachers require significant financial costs (Barnes, Crowe, & Schaefer, 2007). These costs drain resources that might otherwise be spent on program improvement or working conditions. The attrition mainly results in poor students' learning's, recruitment costs and overcrowded classrooms and other factors (Xaba, 2001). Losing a teacher means that administrators and teachers must spend valuable energy and time finding a replacement and bringing him or her up to speed. The management time spent during recruitment and training of new teachers also made school principals busy not to focus on teaching - learning activities. When teachers left the school, the remaining teachers are forced to cover classes to minimize wastage periods which in turn have an adverse effect on the exiting teachers as well.

Teachers' turnover can reduce student learning if more effective teachers are the ones more likely to leave. It imposes on education systems and high turnover has damaging impacts on the quality of schooling, high turnover schools are more likely to get inexperienced teachers (Rockoff, 2004). Teaching staff turnover leads to the shortage of more experienced and qualified teachers in most cases. Since, teaching and learning are two aspects of the education process; teachers have major effect on students' learning. The quality of learning as stated by Magbanua (1977) is related to the quality of teaching done by the teacher. Teachers' quality contributes a lot in the effectiveness of the school; hence quality instruction produces high learning (Andaya, 2014). In high-turnover schools, students may be more likely to get inexperienced teachers who we know are less effective on average (Rockoff & Staiger, 2006).

Whatever the reason of turnover of employee is acceptable or unacceptable, loss of qualified, experienced, hardworking teachers and costs of replacement can represent sizable expense. In addition to the monetary costs and loss of such potential teachers, turnover can affect the moral, quality and productivity of education system that affect students' learning.

## **2.6 Possible Strategies to Reduce Turnover**

In order to retain teachers, different mechanisms can be devised by school administrators. As Hilina (2011) stated in her study minimizing administrative problems, improving salary, improving working environment of the school, Facilitating professional development of teachers, improving the disciplinary problems of students are measures that should be taken to minimize teachers turnover. According to Murphy & Angelski (1997), one key factor that influences teachers to remain at schools is their relationship with the building principal. Cock & Haydon (2004) also suggested that teachers' turnover may be reduced through reduction of class- size, more learning support assistance, better resource for teaching, recognition, less change and facilitating –learning environment which make schools attractive working place.

There are also other important mechanisms which can be used to minimize teachers' turnover. Ingersoll (2002) asserted that improvement the condition of teaching job, such as increased support for school Administrations, increased salaries, reduction of students discipline problem and enhanced faculty input in to school decision making would all contribute to lower than rate of turnover, in turn diminish school staff problems and hence ultimately aid the teaching-learning process of schools. According to Temesgen (2005), teacher turnover would be minimized by improving security of work place and system of teacher transfer, scale of salary, enhancing administrative support and facilitating profession development. Good induction program must be implemented to the newly employed teachers. Ingersoll (2003) found that teachers leave the profession because of job dissatisfaction associated with low salaries, lack of administrative support, lack of student motivation, student discipline problems, and the lack of teacher influence over decision-making. Duke, Karson & Wheeler (2006) suggested that school district should implement policies such as increase access to induction program for all beginning teacher and allow campus level discretion tailoring induction and mentoring to meet local needs. In order to monitor and control turnover of teachers, programs must be designed, initiated, administered, monitored, and changed to retain the valuable human resource assets.

Killian (1976) as cited in Betru (2014) discussed some important ways of controlling turnover. Among these some of them are:

1. Building the communication bridges between leaders and subordinates and among themselves.
2. Creating and monitoring leadership credibility.
3. Building teamwork among workers.
4. Identifying (democratic) leadership required for results.
5. Creating a favorable human climate.
6. Developing and monitoring supervisory leadership skills.
7. Designing and implementing balanced, competitive and enough incentive compensations.
8. Designing attractive compensation, considerations including salary.
9. Ensuring freedom to discuss mobility for employees.
10. Planning productive use of human time.
11. Ensuring full utilization of talent workers.

In conclusion, a number of local studies such as (Hilina, 2011), (Tewedaj, 2014), (Abdisa,2015) and (Betru, 2014) focused only on the causes of teacher turnover on governmental high school level. As regards causes of teacher turnover the researches that have so far been conducted in the area have many points in common. (Dereje, 2014) is similar with these researchers in that it considered factors that give rise to teacher turnover and different in that it made attempt to relate teacher turnover with school management and students achievement in high school.

## **CHAPTER THREE**

### **3 RESEARCH DESIGN AND METHODOLOGY**

The aim of this study was to assess the cause of teachers' turnover and its impact on Teaching Learning Process in selected four private primary schools found in bole sub city. Consequently, this chapter deals with issues such as design of the study, population of the study, the sampling techniques employed, the data gathering instruments developed for collecting data, the analysis techniques that the study make use of and the ethical considerations that the researcher has followed while undertaking the study.

#### **3.1 Design of the Study**

This study adopted descriptive research design, specifically descriptive survey method design using both the quantitative and qualitative methods of data collection. Descriptive study according to Kombo and Tromp (2006) enables the researcher to collect information from a given population. The study design used was the descriptive survey method which is the most commonly used research method in social research. Kothari (2004) asserts that results from such a survey method are easily extrapolated to the entire population. In relation to this, Creswell (2003) indicated that employing both qualitative and quantitative methods together are preferable because using both enable researchers to validate and confirm the data and discover something that would have been missed in using either of the approaches alone.

#### **3.2 Sources of Data**

In the study, both primary and secondary source information have been utilized. Primary data were collected from students, current teachers, former teachers, principals, woreda education experts, and PTA leaders. In addition, policies, books, journals, annual abstracts and online materials were used to corroborate the study with information from varied sources and `deepen understanding of the issue under study.

### **3.3 Population and Sampling Techniques**

Before embarking on the research project, the researcher conducted a preliminary assessment in order to identify the appropriate place and school for the study. The preliminary assessment enabled the researcher to consult education experts and supervisors of private schools from education bureau thereby selecting the schools to be target population in the study. In consultation with the experts and supervisors the researcher was able to set criteria to be able to select the schools.

According to Bole Sub city Education Office Annual Abstract (2015) report, out of 115 primary schools in Bole sub city, 75 were private primary schools. Though the researcher frequently visited sub-city education office, there was not written information about the state of teacher turnover in the private schools. Thus, the researcher decided to talk to schools for information. In this case, only four schools were found to be willing to provide information. That was why the researcher was obliged to rely on these four schools. Moreover, almost all private school owners were not voluntary to give information about the problems of teaching-learning process caused by teachers turnover.

The population of the study were teachers, students, principals, education experts, and PTA leaders. There are about 110 currently working teachers in the sample schools. Among the 110 teachers, 62(56%) were selected using simple random sampling technique.

Concerning Focus Group Discussion (FGD), ten students from school identified with high teacher turnover and ten students from school identified with least teacher turnover were included. Among 40 grade eight students from the school with high teacher turnover 10(25%) and out of 38 grade eight students from the school with least teacher turnover 10(26.3%) students selected to participate in FGDs. The researcher believed that grade eight students relatively have better understanding than other grade levels about the impact of teachers turnover on teaching learning process. The composition of the students was deliberately set to embrace top, medium and least performing.

Four principals from each school, five former teachers, two sub-city education office experts and four PTA members from each school were intentionally selected for information. The researcher

from the outset believed that the aforementioned professionals in the education sector could provide relevant information in connection with the research topic.

**Table 1. Samples among the employed teachers in the four private primary schools**

No	Sample Schools' Name	Current teachers (respondents)		
		Total	Sample	%
1	Harmonious Life Academy	39	22	56
2	Pediac Academy	23	13	56
3	Deliverance academy	25	14	56
4	Council academy	23	13	56
Total		110	62	56

*Source: field survey*

### 3.4 Data Gathering Instruments

The relevant data and information were collected with the help of three data collecting methods; questionnaires, interview, and focus group discussions (FGDs).

#### 3.4.1 Questionnaire

A questionnaire that consists of three sections, prepared by the researcher, was used to collect data from the teaching staffs that are currently on the job. The first part of the questionnaire deals with the demographic characteristics of the participants. On the other hand, the remaining parts enquires about the main issues that addresses the research questions. Both closed-ended ( 29) and open-ended ( 6) questions were prepared and administered to respondents. All closed ended sections were prepared making use of a Likert scale which consisted of rates like strongly agree, agree, somewhat agree, disagree, and strongly disagree.

Ten available current teachers were taken from a neighboring school (which is not among the sample schools of this study) for the pilot test and comments were collected and the necessary modifications / paraphrasing have been made in some of the items. Based on the feedback from pilot test, relevant corrections were made on some ambiguous questions. Consequently, the result was examined and checked for reliability of the questionnaires.

### **3.4.2. Interview**

A semi-structured interview instrument was prepared to collect data from former teachers, principals, educational experts, and PTA leaders. This method has been chosen with the intent of collect as much information as possible from these data sources by probing in the middle of the interview. Though the interview items prepared for each of these respondents were different in quantity and specific focus, the contents of the interview items were derived from the thematic essence of the three research questions framed for study from the very beginning. In doing so, the specific responsibility and locus of control of each one of these categories were taken into account to maintain relevance and to complement one another.

### **3.4.3 Focus Group Discussion /FGD/**

In this regard, discussion questions of 6 /six/ items were framed to guide the focus group discussion of the students which was organized in two of the four schools. During the focus group discussion, the definition of some necessary items and technical & professional aspects of teachers' turnover has been briefed to the students. And this arrangement has specifically designed to the students with the intent of no one single students might not have adequate observation and understanding to about the issue but rather when they got the chance to discuss on the matter a better information about turnover and its effect on their learning might be illustrated. Generally, the items that were prepared to guide the FGD were emanated from the three main themes of the research questions.

## **3.5 Procedures of Data Collection**

The questionnaire was distributed to the sampled teachers in the four schools. The teachers returned the questionnaire they filled out after two days. Of the distributed 62 questionnaires, seven of them were not found complete and then discarded and only 55 properly filled questionnaires have been utilized for analysis.

The data collection using interview instruments have been handled by the researcher himself. Accordingly, 15 interviewees -- five former teachers, four principals, two educational experts, and four PTA leaders provided information through interview. While collecting data, the researcher made use of sound recording after informing the respondents. The interview with

principals and PTA leaders was conducted in a school compound. The interview with former teachers was held in a park to be able to conduct in a silent and ideal place while the interview with educational experts were made in their respective offices.

The interview with educational experts, former teachers and principals took about 45 minutes each. On the other hand, the PTA leaders' interview was as brief as 25 minutes as the researcher decided that it was possible to obtain the required information from them within the specified time.

The FGDs of the students were also coordinated by the researcher. The discussion was made in students classrooms upon the permission of school principals. The discussions of the FGD were concluded in fifty minutes taking advantage of students free time.

### **3.6 Data Analysis and Interpretations**

The data collected through interview and the FGD were thematically narrated categorically based on the kind of the data. On the other hand, the questionnaire was encoded into a spread sheet computer application, Microsoft Excel. And the data were summarized using simple descriptive statistical methods such as frequency count and mean scores.

### **3.7 Ethical Consideration**

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the interview guide. The researcher also informed participants that the information they provided would be used only for the study purpose. Besides, to maintain the confidence of the respondents', the researcher promised them that their responses were to be kept confidentially. Moreover, no other unethical methods had been used to collect data for the study without the consent of the data sources.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

As pointed out earlier, the main purpose of this study was to assess the causes of teachers' turnover and its implication for students' academic teaching-learning process in four selected private primary schools found in Bole sub-city. The researcher tried to analyze the data obtained from the participants through questionnaire, interview, and focus group discussion. The questionnaire was prepared for currently working teachers in sample schools. Out of the total 62 copies of the questionnaire distributed to currently practicing teachers 55 were properly filled and returned.

In addition to the questionnaires, interviews were conducted with 5 former teachers, 4 principals, 2 educational experts, and 4 PTA leaders and focus group discussions were conducted with 20 students in two groups of students at two of the selected schools.

#### **4.1. Characteristics of Respondents**

Description of the characteristics of target population (current teachers) gives basic information about the sample population involved in the study.

**Table 2. Sex, Educational Level, and Years of Service of Respondent Teachers**

Item	Respondents(Current teachers)					
	Male		Female		Total	
	N	%	N	%	N	%
Sex	34	61.80%	21	38%	55	100
<b>Age</b>						
Below 25	8	14.50%	6	11%	14	100
25--30years	16	29.00%	10	18%	26	100
31-35years	6	11.00%	4	7%	10	100
36-40years	2	3.60%	1	2%	3	100
above 40	2	3.60%	0	0%	2	100
<b>Educational level</b>						
Diploma	9	16.36%	6	11%	15	100
BA	28	60.00%	12	22%	40	100
<b>Experience</b>						
1-5years	14	25.45%	7	13%	21	100
6-10years	9	16.36%	9	16%	18	100
11-15years	6	11.00%	4	7%	10	100
above 15years	5	9.00%	1	2%	6	100

As can be seen from Table 2, among the total teachers filled the questionnaire 34(61.8%) are male and 21(38.2%) are female. Concerning educational level of the teachers the study revealed that out of 15 diploma holders 9(16.36%) and 6(11%) are male and female teachers respectively whereas out of the total 40 degree holders 28(60%) and 12(22%) are male and female teachers respectively. When it comes to experience, out of the total 55 teachers approached by the researcher for information 27(38.45%), 18(32.52%), 10(18%) and 6(11%) teachers have 1-5, 6-10, 11-15 and above 15 years of experience respectively.

## 4.2 Trends of teacher turnover in the four schools

**Table 3. Trends of Teachers Turnover in the four schools**

No	Schools' Name	Gender	2006 E.C.			2007 E.C.			2008E.C.		
			At work	Left	%	At work	Left	%	At work	Left	%
1	Harmonious Life Academy	M	17	4	23.5	24	5	20.8	29	6	20.6
		F	10	2	20	12	3	25	10	2	20
		Total	27	6	22.2	36	8	22.2	29	8	27.5
2	Pediacy Academy	M	11	2	18.1	13	3	15.3	15	4	20
		F	7	2	28.5	8	2	25	8	2	25
		Total	18	4	22.2	21	5	23.8	23	6	26.01
3	Deliverance Academy	M	14	3	21.4	15	4	20	18	5	16.6
		F	8	2	25	9	2	22.2	8	3	37.5
		Total	22	5	22.7	24	6	25	26	8	30.77
4	Council Academy	M	15	3	20	15	3	20	16	4	25
		F	13	2	15.3	12	3	25	12	3	25
		Total	28	5	17.8	27	6	22.2	28	7	25

*Source: The Principals office of each school selected for the Study.*

As can be seen in Table 3 above, the number of teachers who quit Harmonious Life, Pediacy Academy, Deliverance Academy and Council Academy in the past three years were 22, 15, 19, and 18 respectively.

On the other hand, when the turnover is seen in-terms of the academic year, one can infer from the table that 20, 25, and 29 teachers left the schools in the academic years 2006 E.C., 2007E.C., and 2008E.C. respectively.

It can be learnt from table 3 that the problem of turnover in these schools increased from year-to-year. This entails the rate at which teachers walk out of schools. That is to say, the magnitude of teacher turnover in the schools is serious as it showed increase in most of the schools.

### 4.3 Current Teachers Entry into the Teaching Profession

As shown in the table below, in order to find out teachers’ commitment and motivation, teachers were asked to indicate their degree of agreement to five items related to the issue. The responses of the respondents are summarized.

**Table 4. Current Teachers Entry into the Teaching Profession**

No	Items		Frequency Count					Me an
			SA	A	SW A	D	SD	
1	I like the teaching profession	F	1	7	6	9	32	1.8
		%	1.82	12.7	10.9	16.4	58.2	
2	It is a kind of job I could easily get	F	12	34	4	5	0	4.0
		%	21.8	61.8	7.3	9.0	0	
3	I had no alternative employment opportunity by the time I graduated	F	13	32	7	2	1	4.0
		%	23.6	58.2	12.7	3.6	1.8	
4	I joined the teaching profession by accident	F	11	37	2	5	0	4.0
		%	20	67.3	3.6	9.0	0	
5	I was assigned in the teaching stream due to my result	F	17	32	3	3	0	4.1
		%	30.9	58.2	5.5	5.45	0	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

As can be shown teachers’ response to item 1 in Table 4, majority teachers said they didn’t like becoming a teacher. More specifically if they like their profession, nearly 75 percent of the respondents expressed disagreement (58.2% strongly disagreed; 16.4% disagreed). They also indicated (with a mean score of 4.0) that they became teachers for it is a kind of job they could easily obtain. Linked with that, they revealed that they have become teachers to get money and to

ease their economic problem again with a high response rate of mean value of 4.0. And the mean score 4.1 showed that the majority of the teachers had joined the profession due to their low achievement during their tertiary learning.

The mean score 1.8 also indicates that the majority of teachers responded that ‘disagree’ for the question stated as ‘do you like the profession?’ From this we could learn that, the majority of them simply become teachers to make a living but not for the love of the profession. Similarly, the majority of them revealed that they join the profession by accident and due to its availability in the market.

The interviews conducted with the teachers who left the profession, however, show a different picture. Almost all of the former teachers had revealed that they were motivated and committed for being teachers while they were working as teachers. And they stated that, the only reason for them to leave the profession is due to low social status, and insufficiency of the salary to make a living. They said so without denying the fact that they had joined the profession incident without their consent at first. One of them even went on saying that; he had joined the teaching profession without his consent and didn’t even had a positive outlook for the profession from the start. He made use of the teaching profession as a stepping stone to search another job. According to this teacher, the salary paid for teachers is not equivalent to the heavy workload and the overall routine activities a given teacher is supposed to accomplish daily.

But almost all of the former teachers admitted that in principle that there is no profession like teaching that is filled with freedom to materialize ones work fully, to bring about one’s belief system in to life (if that is actually positive, in fact), to learn and grow continually much more compared to the current positions that the former teachers have assumed currently.

The principal’s interview had also revealed the same thing about the entry of teachers to the teaching profession on the part of teachers. Even so, of the four principals interviewed in this study, one principal revealed that most teachers dislike the profession blindly or without having a closer understanding about the profession. This principal went on saying that:

*“አብዛኞቹ መምህራን መያውን የሚጠሉት የሚከፈላቸውን ዝቅተኛ ደሞዝና በማህበረሰቡ ዘንድ ለመምህርነት የሚሰጠውን ዝቅ ያለ ግምት ምክንያት በማድረግ*

እንጂ የሙያውን መሰረታዊ ምንነትና ባህሪ ባለመረዳት እንደሆነ በተለያዩ ጊዜ ከተለያዩ መምህራኖች ጋር ከአደረካቸው ውይይቶች ለመረዳት ችያለሁ፤”

This could literally be translated as;

*‘according to the informal discussions I have had with different teachers, the source of their hatred to the teaching profession mainly emanates from the low salary they earn and the social status they experience for being teachers but not from the real essence of the profession itself.’*

According to the perception of this same principal, the main cause for low teachers motivation and commitment is the low social status that the profession accorded through time. Based on his experience, the profession had a very good social status in the emperor’s regime, and teachers’ entry to the teaching profession were also very high back then. Teachers were respected by the society. The experts also narrated on how it is deteriorating across time by reminding the time back to early 50’ or 60’ where marrying a teacher had been an honor by the time as expressed in the Amharic sung below:

የእኛ ሙሽራ ጥበብ ሰሪ ወሰዳት አስተማሪ፤ የእኛ ሙሽራ ከራባቸው በእንግሊዝ አናግራያቸው፤’

This could be translated simply as:

*‘Our bride should feel proud as she has married a teacher, and could be able to speak in English.’*

It has been sung that way as speaking in the English language had been considered as the sign of literacy and prestige<sup>1</sup>. As could be understood from the interview held with different groups, the social status of teachers started declining from the Derg regime onwards till date, according to the observation of this principal. The third principal further illustrated the situation by saying that, teachers were labeled as drunkard, gambler, and left with low standards of living right after the down fall of the feudal system.

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<sup>1</sup>Sad to say the same way of thinking has also prevailed among most educated people in Ethiopia till date and that is the underlying reason for most of us to use English words amid our local languages.

On the other hand, the two educational experts who were interviewed revealed that the motivation and commitment of teachers especially those working in private schools are relatively low. Both of the experts explained their view by comparing the situation with that of government schools in that the teachers who are working in government schools have a better opportunity to obtain full scholarships, transportation allowance, and house allowance. More specifically, teachers working in government schools have the opportunity to join trainings in the summer program which are fully sponsored by the government. This includes the PGDT training that anyone who wants to pursue in the teaching profession needs to have in a mandatory arrangement if s/he wants to stay in the profession. Whereas, those teachers who are working in private schools have no chance to attend the summer PGDT program even at their own expense.

First degree and second degree scholarships are also present for almost all teachers who are working in government schools but there is no such an opportunity in private schools. In relation to transportation allowance, all government school teachers have the opportunity to make use of public transport for five days a week and Anbessa city bus for six days a week i.e. except only Sundays. They are allowed to make use of the Anbessa city bus as much as they want in all those six days as they are provided an ID to move in any route they want. This has a great economic importance in the life of teachers as the transportation cost in Addis Ababa is very expensive. And this arrangement has also brought a significant improvement in the reduction of teachers' turnover in government schools as noted by these educational experts.

The educational experts also explained that all government school teachers are provided with a house allowance of Birr 850.00 per month. Though it is not that adequate, it means a lot in the motivation and commitment of teachers unlike the case in private schools. Moreover, the teachers are benefited to obtain a condominium housing service of studio, one bedroom and two bedrooms with this allowance amount only if s/he won the lot which is expected to be drawn every year. All these motivational factors are not present in the private schools and rather the teachers' lack job security according to the information from these educational experts. To put it the other way, the private school teachers are exposed to be fired any one day they failed to comply with the needs and expectations of the owners of the school, no matter what how effective they are, said the educational experts.

Finally, the researcher has been able to learn that the majority of students and PTA leaders do not have a closer understanding about the motivation and commitment of teachers. Taking all these information together, the study analyzed that the majority of teachers are not motivated and committed to support their students and to meet the set objectives in the lessons that they are supposed to teach. It could be said that, lack of motivation and commitment on the part of teachers was found to be one of the major pushing factors for teachers to leave the profession.

#### 4.4 Practice of School Leadership versus Teachers Turnover

In this regard, the study attempted to assess how school leadership is practiced in the selected four schools and how it contributes in the turnover of teachers. To identify the situation in this area; current teachers, former teachers, principals, students, educational experts, and PTA leaders were asked. And the data obtained from them is summarized, interpreted, and discussed in this section.

Table 5 Current Teachers Opinion towards the School Leadership in Relation to Turnover

No	Items		Frequency Count					Mean
			SA	A	SwA	D	SD	
1	I am not happy as the school didn't participate teachers in decision making of the teaching – learning issues	F	15	27	8	5	0	3.9
		%	27.3	49.1	14.5	9.09	0	
2	I could see that when principals' lack confidence for making decision	F	11	19	18	7	0	3.6
		%	20	34.5	32.7	12.7	0	
3	I see the interference of owners and administrators on the teaching - learning process	F	12	31	7	5	0	3.9
		%	21.8	56.4	12.7	9.09	0	
4	I dislike the rigid rules and regulations of school	F	14	35	3	3	0	4.1
		%	25.5	63.6	5.5	5.45	0	
5	I usually observe the lack of technical support for teachers from school administrators	F	13	38	2	2	0	4.1
		%	23.6	69.1	3.6	3.64	0	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

From Table 5, above, one can learn that the majority of teachers (27.3%) were not happy because of not participating in decision making. Regarding to item 2, most teachers with the mean score 3.6 explained principals lack confidence for decision. As can be seen from the same

table, 78.2% of practicing teachers agreed that there was interference of owners in the teaching learning process. The majority of teachers responded 'agree' as the mean score 4.1 indicates when asked about the existence of 'rigid rules and regulations in the school's'. Similarly, a mean score of 4.1 was also obtained for the item 'lack of technical support for teachers from school administrators' which implies that the majority of teachers agreed on administrators' failure to support their teachers in technical matters.

Four of the former teachers revealed that the school leaders generally failed to respect teachers. They compare the scenario with the current working environment and stated that they are currently respected and honored as human beings among other things. This is very important for teachers to stay in the profession based on the insights of these former teachers but the school leaders respect the students and their parents much more than teachers in most instances. And they mostly incline to the needs and demands of the students and their parents in the expense of teachers feelings and interests which was very painful, said former teachers. Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Effective leaders share ideas to teachers, discuss on issues commonly and lastly give decision together, school leaders can initiate teachers to accomplish goals and sustain the teaching-learning process to higher achievement (Mulkeen, 2005).

The other former teacher revealed the fact, the owner and the school principal where he was teaching didn't want the intimacy and collaboration of teachers in the school. This former teacher even went on saying that, they had made things that benefit some teachers while violating the needs of others with the intent of destroying the unity and harmony among teachers in the school as their leadership strategy is faulty and focused on partiality. For instance, the school privileged some teachers to have tutoring opportunities in a home to home arrangement and after school classes differently among teachers to destroy the trust one another among teachers, said this former teacher. Similarly, they make use of the summer school differently among teachers. They even denied access to summer school for teachers that they want to fire for the coming academic year, he said.

One of the former teachers remembers his experience in relation to the school leadership and explains it the following way. The teacher revealed that ‘anyone teacher who would raise some problem or weaknesses and/or comment on the leadership in the school at official meetings’ might be labeled rebellious and consecutive measures might be taken upon him/her to the extent of s/he resign at her or his own disposal. In other words, the job security of this teacher will be at stake and there is no place that this teacher could demand his/her right to stay in the school, said the teacher.

Contrary to what teachers were said about the school leadership, the principals mentioned that they attempt to maintain the quest and demands of teachers as much as possible. Even so, said the four principals, we are sandwiched between conflicting interests of the teachers, the students & their parents, and the owners. Therefore, in this given condition there are instances that we compromise the needs and interests of teachers more often than not, almost all the principals admitted. However, the principals didn’t admit the idea of discriminating among teachers and the disruption of trust among teachers as leadership strategies in their respective schools. May be the current teachers won’t practice something like this as one of the former teachers contended.

On the other hand, the focus group discussion conducted with the students revealed that there are instances that the school leadership kept silent to the quest of the students. One of the FGD group exemplified this by telling a story about the replaced one physics teacher they ever had. According to the information obtained from this group of students, they ever had one competent physics teacher who was very good and supportive of them regardless of the time and place they raise their questions. And this one teacher had left the school due to the failure of the school leadership to provide the necessary salary increment for him and instead the leadership let go of him and recruited a new teacher in place of him, said the students. This new teacher had insulted almost all of the students in the class as reported by the students in the discussion. Though, they took their complaints to the school leadership, the leadership kept silent and seemed unwilling to entertain the interest of the students despite the observable weakness that the new teacher did have, said the students.

Another student in the same group of FGD shared his experience concerning the failure of the school leadership to retain competent teachers in the following way. At one point in time we had one favorite mathematics teachers. That mathematics teacher was competent and loved by many

students and he has started working in one of the private commercial banks by now, said the student. The student had said that what he has learnt from this competent mathematics teacher was that the serious reasons behind the turnover of students is failure of the school leadership to adjust adequate compensations in the form of salary and fringe benefits and ill treatment of teachers when they claim for such things.

Similarly, the other FGD members had also revealed that ill treatment of school leaders make most teachers to leave the profession in their school. Moreover, the failure of the school leaders to maintain good students' behavior also pushed the teachers to leave the profession as contended by the second group of students discussed on the issue of causes of turnover. The group contended this way without denying the fact that the misbehaving students are the primary responsible ones for the teachers to leave the profession.

The woreda education experts on the other hand, held the school leadership responsible for allocating a heavy workload upon teachers compared to government school teachers. The primary pushing factor for teachers to leave the profession, according to the educational experts, is then the work load that the teachers are supposed to bear per week which is mostly extend up to 26 periods exceeding in 14 periods compared to government school teachers. In fact, most teachers in government schools held periods that don't exceed 12 periods per week as there are excess teachers in the system, said the principals. Due to this reason most teachers who are working in private schools look for employment in government schools since the last few years, said the woreda education experts.

Similarly, PTA leaders revealed the failure of the school leaders to notify parents about the seriousness of the turnover and discuss in finding possible solutions to mitigate the challenge. One of the PTA leaders' stated that the school where he is serving as a PTA member call upon parents for a meeting only triple times in two years' time exemplifying the fact that his child who attend schooling stayed in the school for two years only. He added that, though he has been selected in one of the general meetings held with parents, the school is not willing to involve the PTA in professional and technical matters such as teachers' turnover. In this regard, the school has failed to recognize the ownership of parents in their children's education unlike what the city government education bureau advocates every day, said the PTA leader.

In this case, we may learn that the principals are more of task oriented and failed to understand the feelings and unhappiness of their teachers which is then becoming one of the primary reasons for the observed teacher turnover in the schools. It is so, as the principals are assigned by the owners of the school to maintain the profit the school is making at the expense of the ‘poor teachers’ to satisfy the demands of students and their parents. And that is the reason behind for the principals’ failure to watch out the feelings of their teachers.

#### 4.5. Environment Related Factors for Teachers Turnover

The inside and outside environment of the school has its own impact in the turnover of teachers in such a way that the transport access, teaching load, un-conducive atmosphere, and soon have a determining effect for teachers to stay or left the school in particular and/or the profession in general.

Accordingly a questionnaire has been disseminated to current teachers to provide their opinion towards the environment related factors that are assumed to aggravate the turnover and the data collected is summarized in Table 6 below.

Table 6. Current Teachers Opinion on Work Environment Related Factors

No	Items		Frequency Count					Mean
			SA	A	SwA	D	SD	
1	I felt disrespect from students	F	0	8	4	34	9	2.2
		%	0	14.5	7.3	61.8	16.4	
2	There is a tendency of considering teaching as low social status profession	F	15	22	11	7	0	3.8
		%	27.3	40	20.0	12.7	0	
3	Teachers are over loaded	F	29	17	4	5	0	4.3
		%	52.7	30.9	7.3	9.09	0	
4	School(s)have inadequate facilities	F	0	11	8	21	15	2.3
		%	0	20	14.5	38.2	27.3	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

One could infer from Table 6, that of the five items included in the table only teaching load (mean score 4.3) is found a serious factor for teachers to leave the profession compared to other possibilities listed under the environmental related factors. The most serious environmental related factor that aggravates the turnover as could be learnt from the table next to teaching load in fact was that low social status of teaching profession. Most teachers have agreed that low

social status of teaching profession (mean score 3.8) has negatively affected teaching staff turnover.

Failure of the students and their parents to understand the efforts of teachers apart from the tuition paid to the school, negligence of the school owners to the efforts and dedications of the teachers apart from the results that they are looking for, the penalties that the teacher is supposed to bear whenever s/he commit a mistake, interference of the school leadership while the teacher tries to take measures upon misbehaving students which touches up the moral of the teacher, and siding for students and their parents at the time of conflict between teachers and students are some of the working environment related factors for teachers' turnover.

On the other hand, the teachers revealed that they are much more loaded whenever a turnover occurred in their school, recruitment of unqualified and less experienced teachers, failure to cover portions of the academic year, and bring about much more tensions among the teachers and the school principals which initiates instability in the school.

The interview sessions made with the principals, on the other way revealed the existence of additional environmental factors for the teachers to leave the profession. One of the principals mentioned that, based on his 35 years of experience in the school system, 'today's teachers have lots of job opportunities than ever before and that is one of the possible reasons initiated by the environment to leave the profession'. In fact, almost all of the principals admitted the heavy work load and low social states of teaching profession as underlying factors related to the environment similar to what the majority of teachers are responded.

The fourth principal also mentioned the lack of job security in the private schools as the determinant environment related factor. To this end, the diminishing social status together with lack of job security led the teacher to look for other better choices so as to establish their life in other areas that are relatively stable to start.

The educational experts interviewed had mentioned factors like lack of job security, work load much more than the nationally set standard, lack of benefit packages in most of the private schools, etc. as environmental related factors that made the teachers to leave the profession. The experts has also admitted the scenario of diminishing social status for the teaching profession

despite the fact that it is the teachers who are responsible to equip children the art of living than anybody else and make them ready to being able to bear the upcoming responsibility that determine the fate of this country.

Similarly, the PTA leaders admitted the low social status that the teachers are having as the determining environmental factor for them to leave the profession. Besides, said the PTA leaders, the ever growing cost of living also another contributing factor for the teachers to shift to high paying sectors attending for a new degree.

#### 4.6 Salary and Fringe Benefits versus Teachers Turnover

In most cases in Ethiopia, salary and existence of other benefit packages as important elements for someone to stay in a given profession and job. With that in mind, the researcher has assessed the opinion of all those consulted professionals in this regard and the responses obtained are summarized and narrated here under.

Table 7. Current Teachers Opinion towards the Salary and Fringe Benefits

No	Items		Frequency Count					Mean
			SA	A	SwA	D	SD	
1	I thought that teachers have low salary compared to other employees in other sectors	F	28	18	5	4	0	4.3
		%	50.9	32.7	9.1	7.27	0	
2	I am dissatisfied due to lack of incentives	F	25	27	3	0	0	4.4
		%	45.5	49.1	5.5	0	0	
3	I think the salary increment made to teachers was inadequate	F	34	17	4	0	0	4.5
		%	61.8	30.9	7.3	0	0	
4	I think the salary paid for teachers and the work load they are supposed to bear are imbalanced	F	22	29	4	0	0	4.3
		%	40	52.7	7.3	0	0	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

Table 7 above indicates that salary and related fringe benefits are among the primary causes for the turnover of teachers as the mean scores obtained for all the four items in the table approached to Strongly Agree and more than Agree. It is so may be due to lack of uniform salary scale and increment policy but it is usually depend on the emotional judgment and profit margin set by the

owners of the school and the school leadership in some ways. The weighted mean for each item under this section was more than 4. This shows that all of the items in this category were some of the reasons for teachers' turnover.

Similarly, the former teachers also revealed that the salary and benefit package provided for teachers is not adequate to make a living among other things by comparing the amount they currently earn from their respective organizations. For instance, one of the former teachers has said that he is currently working in a given not-for profit organization. He revealed that the salary he is currently earning is much better than he had been paid for being a teacher. Not only that, said the teacher, I am more respected while working in my current position but it was not the same in his teaching post. He added that the school owners, principals, and parents don't respect teachers despite the fact that teacher determine the fate of their business – for owners, the fate of their children – for parents, and most of all the fate of the country – for development and growth. Surprisingly enough, added the teacher, his family members respect and honor is also changed with his shift from the teaching post to his current position.

The students FGD also signifies the unhappiness of teachers with the salary and benefit packages that the teachers are provided by exemplifying their experience in with some of the former teachers they admire. For example, one of the two FGD groups of students mentioned their favorite physics teachers who had been teaching in their school for more than six years in this case. One of the students in the group explained that he had met that physics teacher long ago after the teacher left their school on the road. The student had asked the physics teacher about why he had left the school without even saying bye to his students. The response of the teacher was related to refusal of the school to make a salary increment based on his years of service. The other students in this same group also mentioned the case he had learnt from their favorite mathematics teacher.

The second student also explained that he had once met their former mathematics teacher and asked the reason why he had left the school. The mathematics teacher had told the student that 'teaching is not as such a rewarding profession in Ethiopia despite its importance in the life of the new generation and for sustainable development as well' said the student. And due to this reason, said the mathematics teacher to that student, decided to leave the profession and started working at a certain private bank by the time. The second group of FGD had also mentioned

salary and other benefit packages as part of the causes for teachers' turnover without exemplifying an incidence like the other group did.

Three of the principals also revealed that effective teachers mostly left the respective schools when they are denied the salary increment they claimed based on their stay and experience in teaching. However, said the principals, though we believe that the claims are worthy and timely the final decision is mostly made by the school owners and resulted turnover obviously as the principals affirmed.

One of the principals exemplified this by telling the incidence that his school once experience in recent year. He remembers the claim made by one very good English teacher who was highly respected and loved by the majority of students. The teacher had stayed in the school for two consecutive years and presents a claim about a reasonable and small salary increment, said the principal. However, the reaction of the school owner was negative and ignored the application of the teacher and consequently the teacher decided to leave the school and submit a letter of resignation after patiently waited about the decision of the school leadership. Finally, the teacher left the school and one of the language centers welcomed the teacher by adding some amount on his salary. The principal concluded that, if the school owner had made the small increment that the teacher demanded, then the teacher would have stayed in the school. Therefore, the primary objective of being making more profit on the part of school owners compromised and quality of education and aggravate teachers' turnover as a result, the principal added.

After this teacher had left the school, lots of complaints had been coming from students' parents for the failure of the school to retain the teacher, the principal explained. Much of the blame was upon me, said the principal. Most of the parents assume that the leadership of the school is in my hands but it is not in real sense, the principal contended. Though the school is making a very good profit, the owners of the school are not interested to increase the remuneration with the intent of retaining teachers. It is so because, for them fare welling Abebe and welcoming Challa has no difference as long as they could be able to maintain their monthly income and silence students and parents claims and complaints compromising quality of education, the principal explained. They could go along with this as the licensing of investment in education demand expertise and experience in the profession unlike other similar professional areas, said the principal. The principal has put it the other way, he said that anyone who only has money can

invest in education and become successful without having prior experience as an academician or a teacher these days in Addis Ababa as the demand is increasing from time to time.

Another principal had also put it the other way by saying, ‘it is the professional matter that is left for the principal to decide but those issues related to finance are mostly taken care of by the school owner to the extent of compromising professional aspects including teachers turnover factors such as this. The third principal revealed that his school are among those with a relatively low salary scale in the surrounding and they are experiencing a sever turnover of teachers.

The fourth principal doesn’t buy the idea of salary and fringe benefits as the causes for the observed turnover of teachers. According to this principal, though salary and related fringe benefits are the necessary issues for job seekers, they are not the ones that influence teachers to stay in the profession as most highly paid teachers are also leaving the profession for good for not significant additional amount in terms of salary and related fringe benefits benefit, explained the fourth principal.

The educational experts also revealed that, salary and related fringe benefits are determinant factor to mitigate teachers’ turnover. According to the information obtained from the educational experts, the turnover has been very high in government owned school till June 2016 last year due to the low salary scale and lack of attractive benefit packages compared to most primary schools. Due to this reason many government school teachers had been migrating to private schools, said the educational experts. But since June 2016 when the salary scale is improved for teachers and the benefit packages in housing and transportation are improved significantly and consequently reduced to almost nil afterwards, the educational experts contended. And the educational experts stated that though there are private schools which have a very good salary scale, almost all of them do not have a regular increment schedule that their teachers could expect with their stay and contributions to their students. It is generally, depend on the good will of the school owners but not systematized, said the educational experts arguably.

The PTA leaders also suspect that the observed turnover should highly be related to the meager salary that the teachers are supposed to earn. But they didn’t have tangible information in this regard except their speculations and based on the secondary information they have obtained from the insights of other members of the school.

#### 4.7 Students Behavior and Discipline versus Teachers Turnover

Current and former teachers, principals, educational experts, and PTA leaders had been asked about the state of students’ behavior and its effect on teachers’ turnover. Besides, the students participated in the FGD were also asked about how they feel concerning students discipline and teachers turnover. The information collected in this regard is then summarized here under

Table 8 Current Teachers Opinion towards Students Behavior and Discipline

No	Items		Frequency Count					Mean
			SA	A	SwA	D	SD	
1	I felt Students have no respect for teachers	F	14	15	21	5	0	3.7
		%	25.5	27.3	38.2	9.09	0	
2	I observed students have no motivation to learn	F	26	23	6	0	0	4.4
		%	47.3	41.8	10.9	0	0	
3	Freedom is given to students than teachers by school administrators	F	27	19	6	3	0	4.3
		%	49.1	34.5	10.9	5.45	0	
4	In my school actions are not taken against the misbehaved students	F	16	28	8	3	0	4.0
		%	29.1	50.9	14.5	5.45	0	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

We may learn from Table 8 above that, the majority of teachers thought that their students have no respect for them which could be one most important source for the unhappiness of teachers even thinking that way regardless of the truth of the matter. Besides, the majority of teachers (4.4 mean score) believed that most of their students do not have the required motivation to learn and it is the students who are most respected by the school leadership than teachers (4.3 mean score) The teachers also revealed that measures taken upon misbehaved students are not as such satisfactory in that disrespected teacher won’t have any other choice than leaving the school.

A principal stressed students’ behavior and discipline as a decisive factor for the observed low motivation and commitment of teachers in his school. According to this principal, the behavior and discipline of students is getting difficult to deal with for most teachers. For instance, said the principal, most teachers found in his school have come from different parts of Ethiopia who are born and grew there. On the other hand, most of the students attend schooling in his school are

born in Addis Ababa and brought up in relatively rich families which made them behave very differently compared to the experience of their teachers. It is so due to the fact that most parents these days failed to discipline their kids according to the culture and norm of Ethiopia but in a way that is much similar to the Western culture breaking our ethical standards, said the principal. Consequently, the motivation and commitment of most teaches to get along with students diminished and pushed them to leave the profession in no time. A student from the first FGD mentioned about the students in his classroom that, most of the students are arguing in group about movies, world class footballers, fashions and so on instead of their education. Teachers are dissatisfied by the result of students and I think this is one of the causes for teachers to leave the school.

#### **4.8 Implications of Teachers Turnover on Students Learning**

In this section, the implications of teachers' turnover on students' learning has been discussed. We have learnt from the discussions of the previous sections that the what the major causes for teachers turnover is from current and former teachers, students, principals, educational experts, and PTA leaders. Similarly, all these data sources were asked about the implications that the turnover could have on the learning of the students and the data collected were presented under this section.

Table 9 Current Teachers Opinion on the Impact of Turnover on Teaching-Learning Process

No	Items		Frequency Count					Mean
			SA	A	SwA	D	SD	
1	Students are left without teachers and miss their lessons when turnover occurs.	F	13	18	17	7	0	3.7
		%	23.6	32.7	30.9	12.7	0	
2	Students sit for examination without having adequate knowledge of the subject matter	F	9	22	15	6	3	3.5
		%	16.4	40	27.3	10.9	5.45	
3	Turnover disrupts instructional activities and hence deteriorates students' academic teaching-learning process.	F	16	25	14	0	0	4.0
		%	29.1	45.5	25.5	0	0	
4	Students lose interest to learn actively when experienced teachers leave school	F	12	26	12	5	0	3.8
		%	21.8	47.3	21.8	9.09	0	
5	Students' academic learning is affected negatively as new teachers are assigned for replacement.	F	7	27	12	9	0	3.6
		%	12.7	49.1	21.8	16.4	0	
6	Students face some problem adapting the newly assigned teacher	F	12	23	13	7	0	3.7
		%	21.8	41.8	23.6	12.7	0	
7	The newly assigned teachers create too much pressure/tension upon students in finishing uncovered portions	F	17	22	12	4	0	3.9
		%	30.9	40	21.8	7.27	0	

(Keys: SA – strongly agree, A - agree, SwA - somewhat agree, D – disagree, and SD – strongly disagree)

We could learn from Table 9 that there are times where students are left by their own without having a teacher whenever a turnover occurs as the mean score 3.7 or more than 87% of teachers agreed in different extent for the first item.

Not only that more than 83% of the respondents have revealed that students sit for examinations without having the required understanding of a subject matter due to causes related to turnover. This is automatic as long as there are periods that are wasted without assigning teachers due to

the turnover as the lessons are supposed to be covered by the number of periods that are planned to be provided every academic year.

Moreover, the majority of current teachers admitted that the students learning is disrupted and too much pressure is created upon them when teacher turnover is happened in the schools as the mean scores obtained for the remaining items is 3.6 and above. As the mean score 3.9 indicates, the newly assigned teachers create too much pressure/tension upon students in finishing uncovered portions. Concerning these issue students from second FGD revealed that periods are wasted whenever a turnover of a teacher occurred in their school. Due to this, said the students, there are portions that were not covered. While the replaced teachers were trying to compensate uncover portions, they would make us very busy. Students are expected to do many tasks without their interest. Doing assignments, taking notes, reading books were some of the duties loaded on students to finish the book.

Teaching staff turnover leads to the shortage of more experience and qualified teachers. The exit of teachers from the profession or the movement of teachers to better school is a serious problem both for the students who lose value of being taught by in experienced teachers and to the school which must recruit and train their replacement. The high rate of teaching staff turnover paved the way for the replacement of experience teachers by in experienced teachers.

In recent years compelling evidence has emerged that teacher turnover is a significant problem affecting school teaching-learning process and student achievement (Ingersoll, 2001). On the other hand, the data collected from principals indicate that the school face challenges such as instability in the teaching – learning process, additional costs in the recruitment process of new teachers for replacement, inability to obtain experienced and qualified teachers in the market, inquiries of students and their parents especially when the teacher who leave the school was experienced and competent, and so on. According to Ingersoll (2002) teachers' turnover has negative effect on teaching organization particularly when best experienced teachers quit teaching or when the school program undergoing rapid growth in development. Hence, it reduces the overall effectiveness of the school and finally leads to the deterioration of quality education.

One of the schools principals explained “when teachers leave the job untimely, we cannot get the teachers to substitute immediately to precede the teaching learning activities I even face

difficulties to transfer the class for the existing teachers, as they are already loaded. The process for hiring new teacher might take a minimum of around fifteen days to one month. Till then, the class will remain without teacher. These class interruptions can cause failure of quality of education or the implementation curriculum faces problem. On the other side teachers were given classes or subjects of which they had not been trained or minor subjects to handle. This happened due to shortage of teachers. Students teaching-learning process declined, class repeating is maximized, poor national exam assessment score, portion timely uncovered students develop mal-behaviors skipping classes because a lot of time being in the class without teachers”.

The educational experts also revealed that the replacements made in most instances made making use of fresh applied science graduates who do not have a teacher training. Therefore, said the educational experts, the implications of the turnover are by far devastating and demanding to maintain the quality of education in the schools. They even went on saying that there are times that the schools attempted to occupy vacant positions with graduates from unrelated fields of study like geology, engineering, and so on. The quality of learning as stated by Magbanua (1977) is related to the quality of teaching done by the teacher.

One of the former teacher also mentioned that a number of consecutive problems will be appear when teachers leave the school. Students will be left without teachers, wastage of periods, the remaining teachers are forced to cover the periods unwillingly, portions will not be covered according to the plan, the school management will be busy to control the overall teaching learning process while replacing the new teachers and the students sit for examination without having adequate knowledge and preparation. Due to these problems all the teaching learning system of the school will be interrupted .As a result, teachers’ turnover highly affects students’ learning as well as quality education .To sum up, whatever the reason of turnover of employee is acceptable or unacceptable, loss of qualified, experienced, hardworking teachers and costs of replacement can represent sizable expense. In addition to the monetary costs and loss of such potential teachers, turnover can affect the moral, quality and productivity of education system in general. Turnover implies “push” and “pull” factors just like a magnetic characteristic, while the poor working conditions, poor salary, deficient students” character, and inadequate management

of an organization repel teachers, while the better condition is in other schools or organizations attract them.

The data obtained from an interview conducted with school principals, former teachers and educational experts depicted that students' academic teaching-learning process is directly related to the quality, experience and availability of teachers. They replied that school programs are smoothly carried out when teachers are available in the school but when experienced teachers leave the school, students were claimed for teacher whereas the remaining teachers complain of holding additional periods. Therefore, from respondents' point of view, loss of experienced and qualified teachers might disrupt the teaching-learning system and influences students' academic teaching-learning process.

#### **4.9 Discussion**

We could learn from the findings of this study that, there are a number of causes that made teachers to leave the teaching profession. From the information collected from the different respondents of the current and former members of the sample schools of this study revealed that private primary schools are losing teachers as a result of turnover. In the selected sample private schools, the annual turnover rate of teachers from 2006E.C to 2008E.C was 21%, 21.3 and 22.4% respectively as obtained from the pre-assessment. The departure of one teacher from a school may be considered to have minimal impact, however, when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be devastating (Ingersoll, 2001). The turnover of teachers can be caused due to different reasons. In this study, the major causes of teachers' turnover and its effect on entire teaching learning activities of the schools are identified. In addition, the study has explored the implication of teachers' turnover for students' academic learning and revealed possible strategies/measures that should be taken to minimize problem of teacher turnover and increase retention.

The identified major causes of teachers' turnover in selected schools are lack of motivation and commitment for teaching profession, poor school administration, un-conducive working environment, inadequate salary and non –salary benefits and students' disciplinary problems. Insufficient salary, poor administrative support, students disciplinary problem and little input into school decisions are among the most frequently mentioned reasons teachers give for leaving

their profession or change their school (Ingersoll, 2001). The unfair payments for teachers as compared to that of other civil servant workers with similar qualifications have been aggravated by the availability of job opportunities for the well qualified and skilled teachers. As a result, the rate of teacher's turnover increased from time to time.

A study conducted by Bame (1991) identified that the existence of around eight underlying reasons in his study, the most important factors which drive teachers out from the teaching profession in Ghana were; poor salary, lack of opportunities for promotion, and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first. Though this study didn't attempt to make such rankings, the findings were found to be similar in these three prominent factors identified by Bame.

In this study, most respondents expressed that low commitment on the part of teachers towards the teaching profession was also another reason for teachers to quit and move to the other professions in selected schools. The motivation and commitment of teachers especially those working in private schools are relatively low comparing the situation with that of government schools in that the teachers who are working in government schools have a better opportunity to obtain full scholarships, transportation allowance, and house allowance. In addition to this, the teachers in private schools believed that both the students and parents do not acknowledge their effort apart from the tuition paid to the school and the school owners and administrators neglect the needs and demands of teachers. Sometimes the unbalanced penalty that every teacher is supposed to bear whenever s/he commit any mistake be it serious or silly, there is also interference of the school leadership while the teacher tries to take measures upon misbehaving students, belittling teacher in front of students and their parents unfairly. Some teachers enter the profession with the intent of staying in it only for a few years and plan to quit working altogether, or to use the skill gained from the school to pursue interests in other fields (Yee, 1990).

Besides, the declining social status bestowed to the teaching profession by the community /society was also found to be another cause for the turnover of teachers in those four selected schools. In fact, this perception among most teachers might not be the same couldn't be considered as 'true', and yet, the responses obtained from the other participants (be it the students, PTA members, the former teachers, principals, and educational experts) of the study

affirmed that it had some truth in it given the fact that these participants themselves shared the view of the community at large.

On the other hand, poor working conditions were also identified as one of the triggering factors that repel teachers to left their job in the study. More specifically, conditions related to heavy work load, job security, additional commitments that the teachers were held responsible by the school leadership and the unrealistic demand of the majority of parents were mentioned by interviewees'. Moreover, poor working conditions in relation to educational inputs/ resources, distance of the school from home, opportunity to participate in decision making matters of the school, and so on were also added by the respondent current teachers as well through the open ended items included at the end of the questionnaires. Similarly, Hilina (2015) identified that these situation related to the working conditions were among the underlying causes of teachers' turnover.

Additionally, different participants of the study explained that poor administrative system prevailing in the schools' were also among the major cause for the observed turnover of most teachers. For instance, the unfair interference of school owners and principals in the teaching-learning process, ill treatment and discrimination made among teachers, rigid rules and regulations of schools, lack of team spirit etc. were mentioned in this regard. Some of the participants teachers were even went on saying that, some these private school owners and administrators respected the students and their parents much more than the teachers in most instances; and they mostly incline to the needs and demands of the students and their parents in the expense of teachers' feelings and interests which eventually demoralized teachers and made them leave the profession.

From the point of view of the school owners and the principals on the other hand, the turnover has increased the overhead administrative costs of respective schools in that they were obliged to incur additional administrative costs in the recruitment process that they were supposed to follow in replacing the displaced teachers. In this regard, the majority of them held the teachers themselves responsible for the observed turnover than taking the blame themselves which sounds contrary to what the teachers on the other hand contended. The teachers in this regard argued that, in most cases the replacement has been made making use of fresh novice teachers by most of these selected schools which would eventually overburden the existing teachers. Finally, the

motivation and commitment of the exiting teachers would get decreased and they might start to look for another place to go to. All the same, the efforts that the principals and the school owners made in this regard seemed to be a zero sum game in every way. Moreover, the recruitment process in most cases took half a month or more which *per se* brought up more tensions among the existing teachers and the communication that they would have with the school leadership became chaotic. Consequently, the turnover itself could be a cause for more turnover as suggested by the current teachers.

On the other hand, teaching staff turnover disturb the entire school. This turnover of teachers reduces the overall effectiveness of the school which leads to the stagnation of quality learning. Because, teachers are crucial to the success of students and the school, the continuous turnover of teachers would truly affect the students learning and the overall school activity. Strengthening this, Guin (2004) stated that teachers' turnover presents significant challenges to the successful and coherent implementation of such instructional programs. Teachers' turnover affects students' learning in different ways. It creates instability and disruption in the cohesiveness of school system which leads to un-conducive teaching-learning process. A high level of teacher turnover could negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve student teaching as suggested by Ingersoll (2001). Instability in teaching and learning environment was a major obstacle for the success of education. As it was inferred in finding of this study, the major effects of teaching staff turnover were inactivity of students' academic learning which implied that the more the teachers' turnover existed, the more the failure of the education quality which directly brought up low students' academic learning. In fact, students' learning doesn't mean the average score that the students might obtain in each subject matter as it assumed by most educated and illiterate members of our community but it beyond than that.

Finally, this study had also identified possible strategies to minimize the observed turnover and increase retention of teachers in selected schools. Based on the ratings of respondents improving issues such as the salary scale, the working environment (such as, developing team work, involving teachers in decision making , improved discipline on the part of students, and reduction of work load), recruiting interested and qualified teachers to the profession in the first place, etc. should be made by the school leaders. Moreover, in an interview with the sample

schools directors and educational experts most of them suggested; improving teachers' salary, improving the overall working condition of the school giving recognition to teachers work as solutions to minimize turnover and increase retention of teachers This finding was consistent with the finding of Ingersoll and Hilina as well. Both asserted that improving the conditions of the teaching job, such as increased support for school administrations, increased salaries, reduction of students discipline problem, enhanced educational input in a given school, and involving ordinary teachers in decision making would all contribute to the lowering of teachers turnover as it would have brought up a sense of belongingness which in turn harmonize the relationship among school staff and the leaders of the school and ultimately improved teaching-learning process of schools.

## CHAPTER FIVE

### 4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

The main purpose of this study was to investigate the major causes of teachers' turnover and its impact on Teaching –Learning Process in the selected four private primary schools found in Bole sub city .

. The basic research questions that were framed from the very beginning of the study were generally read as follows:

1. What is the degree of teacher turnover in the private primary schools?
2. What are the major factors that cause teachers' turnover in the private primary schools?
3. What is the impact of teachers turnover on teaching-learning process?

For the investigation , a mixed research design has been employed with the intent of finding out the underlying reason behind all the observed challenges such as the wastage of learning hours, dissatisfaction of the parents and the students, the workloads that the existing teachers are involuntarily burdened. The data gathering instruments used were questionnaires, interview, and focus group discussions. To this end, the study involved students, currently working teachers, former teachers, principals, educational experts , and PTA leaders as data sources to collect data about the situation and to formulate the possible strategies.

Finally the following major findings were obtained from the study:

1. According to the data gathered from the schools, the annual average rate of teachers' turnover in four selected private primary schools was 22 % in the last three academic years (2006-2008E.C).
2. According to the data gathered from the respondents , the major reasons for teaching staff turnover in selected schools were reported , inadequate salary and non-salary

benefits. Poor working condition, students' disciplinary problems, school administrative problems and absence of initial preference (commitment) to become a teacher.

3. Regarding the effects of teachers' turnover on teaching-learning process, a number of consecutive problems will be appear .Among these , students will be left without teachers, wastage of periods, the remaining teachers are forced to cover the periods unwillingly, portions will not be covered according to the plan ,the school management will be busy to control the overall teaching learning process while replacing the new teachers and the students sit for examination without having adequate knowledge and preparation. Due to these problems all the teaching learning system of the school will be interrupted .As a result, teachers' turnover highly affects students' learning as well as quality education

## **5.2. Conclusion**

The rate of turnover is high and has significant implications on the teaching learning process which would ultimately influence the academic achievement of students in private primary schools included in the study.

The data presented and interpreted above indicates the major factors that caused the turnover of teacher in the selected four private primary schools found in Bole sub city. However, the emphasis given to each one of these factors based on the exposure, and experience of each data source differs. Be that as it may, almost all of the respondents have revealed that the turnover had all in all negative implications upon the learning of students. Consequently, the following conclusions are drawn in the study.

- As can be learnt from the data presented and interpreted in the previous chapter, the major causes of teachers turnover in the schools included in this study based on the information obtained from current teachers are low motivation and commitment towards teaching, the maladministration of school leadership, working condition such as heavy work load, salary and fringe benefits, and students misbehavior. Almost all of these primary factors are also mentioned and considered as underlying reasons by the other respondents chosen from principals, former teachers, students, and educational expert to a different extent.

- More specifically, the data obtained from both the students and the PTA indicates that the school's leadership has failed to acknowledge the severity of the problem and not willing to work on it to mitigate it completely or to even reduce it significantly. What is more is that the PTA revealed the fact that the schools are not willing to discuss on the issue on parents meeting regardless of its importance in determining the students' learning and discipline. In this regard, it sounds out that the principals' are there only to meet the expectation of the owners but not to maintain the professional quality of the teaching – learning process. Subsequently, rather than trying to understand the emotions, feelings, and concerns of teachers they attempt to override their opinions and queries to the extent of firing them incidentally for not enough reasons.
- On the other hand, the principals' indicates that most teachers are not committed and motivated in being teachers. Similarly, the response of currently teaching staff proves this in such a way that the majority of respondents have said that they don't like the profession. Therefore, without liking a given profession, how could we expect that they should stay in the profession no matter what? It sounds immoral in some ways to expect that. However, in the opinion of the researcher if at all the identified major causes would have been addressed and the profession obtain the status it deserves, then the feeling towards the profession among most teachers would have been improved as the profession in itself provides more freedom and opportunity to grow mentally and emotionally much more than any other profession that there is.
- The implications of teachers' turnover for students' learning have been reported negative by the majority of respondents from current and former teachers, principals, students, educational experts, and PTA leaders.

### **5.3. Recommendation**

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

- The principals should turn into people oriented than being remain task oriented in this twenty first century where people matter the most than anything else.

- The schools need to have attractive salary scale that suits the experience, stay, and competence of their teachers.
- The school owners and principals should let the teachers settle conflicts that they encounter with students and their parents by being neutral.
- Conducive working environment should be created for teachers.
- The work load should be in accordance with the national standard.
- Sound evaluation system should be established so as to ensure fair treatment of teachers.
- The teacher training colleges and PGDT training institutions need to play a great deal of role in creating and instilling the true value and essence of becoming a teacher in the minds and heart of their prospects through different discussion forums and workshops besides to credit bearing courses.
- The media and other concerned bodies should create awareness in the society that teaching is a noble profession and the government should act accordingly. If the profession could be able to obtain its right social status, then the turnover of teachers would have been greatly declined.

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# APPENDICES

## Appendix I

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

### Questionnaire to be filled by current teachers

The main purpose of this questionnaire is to identify the causes of teacher's turnover and its impacts on the student's learning in selected private elementary schools in Bole Sub City. Your identity will be kept strictly confidential and you as an individual will not be identified. Your responses will be read only by the researcher and used for research purpose. By answering Please answer the questions as truthfully and accurately as you can,. You don't need to write your name on the questionnaire.

Thank you in advance for your cooperation

### Part one: Personal Information

Please answer the questions below by putting a tick (✓) mark in the box provided against each of them. Please also provide short answers for items requiring brief responses.

1. Sex          Male           Female

2. Age \_\_\_\_\_

3. Academic qualification

College Diploma     BSC/BA/BED     MA/MSc     Others (please specify b

\_\_\_\_\_

4. Field of study    a) major \_\_\_\_\_          b) minor \_\_\_\_\_

5. Year of service in teaching

1-5     6-10     11-15     16-20     21-25     above 25

6. The Name of school you are teaching in \_\_\_\_\_

**Section 1 : Items related to Major factors that cause teacher’s turnover.**

**Direction:** Please indicate your opinion by putting ‘X’ mark in the box in line of each item. The choices range from strongly agree to strongly disagree. For open ended questions please write down your responses briefly on the space provided.

**Key: SA=Strongly Agree A= Agree SwA =Somewhat Agree D= Disagree SD = Strongly Disagree**

1.1 Items related to teachers commitment for teaching profession

No	Items	SA	A	SwA	D	SD
1	I like teaching profession					
2	It is a kind of job I could easily get.					
3	I had no alternative employment opportunity by the time I graduated					
4	I joined the teaching profession by accident					
5	I was assigned in the teaching stream due to my result					

6 .If there were any other reasons, please specify.

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1.2 Items related to school administration

No	Items	SA	A	SwA	D	SD
1	I am not happy as the school didn't participate teachers in decision making of the teaching – learning issues					
2	I could see that when principals' lack confidence for making decision					
3	I hate the interference of owners and administrators on the teaching - learning process					
4	I dislike the rigid rules and regulations of school					
5	I usually observe the lack of technical support for teachers from school administrators					

6..Please mention any other school administration factor(s) that cause teaching staff turnover which are not mentioned above \_\_\_\_\_

1.3 Factors related to Work Environment

No	Items	SA	A	SwA	D	SD
1	I felt disrespect from students					
2	There is a tendency of considering teaching as low social status profession					
3	Teachers are over loaded					
4	School(s)have inadequate facilities					

5. Please mention any other environmental factor(s) that cause teachers' turnover \_\_\_\_\_

**1.4 Items related to inadequate salary and non-salary benefits.**

No	Items	SA	A	SwA	D	SD
1	I thought that teachers have low salary compared to other employees in other sectors					
2	I am dissatisfied due to lack of incentives					
3	I think the salary increment made to teachers was inadequate					
4	I think the salary paid for teachers and the work load they are supposed to bear are imbalanced					

5. Please mention any other factor(s) related to salary you think affect teaching staff turnover \_\_\_\_\_

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**1.5 Items related to Students' Character and Disciplinary Problem**

No	Items	SA	A	SwA	D	SD
1	I felt Students have no respect for teachers					
2	I observed students have no motivation to learn					
3	Freedom is given to students than teachers by school administrators					
4	In my school actions are not taken against the misbehaved students					

5. Please mention any other factor(s) related to students' disciplinary problems affect teachers' turnover \_\_

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## 2. Effects of teachers' turnover on the teaching –learning process

No	Items	SA	A	SwA	D	SD
1	Students are left without teachers and miss their lessons when turnover occurs.					
2	Students sit for examination without having adequate knowledge of the subject matter					
3	Turnover disrupt instructional activities and hence deteriorates students' academic performance.					
4	Students lose interest to learn actively when experienced teachers leave school					
5	Students' academic achievement is affected negatively as new teachers are assigned for replacement					
6	Students face some problem adapting the newly assigned teacher					
7	The newly assigned teachers create too much pressure/tension upon students in finishing uncovered portions					

8. Would you list other than above mentioned that related to the effect of teachers turnover on students' achievement \_\_\_\_\_

\_\_\_\_\_

## **Appendix II**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

#### **Interview Questions for Former Teachers**

1. What was your reason to abandon the teaching profession?
2. What do you think are reasons the causes for other teachers (you knew) walk away from the teaching profession?
3. What are the things your former job lack but the current one has?
4. What did you feel about your students when you left the profession?
5. What kind of impact do you think it will have on students when their teachers walk out in the middle of the academic year?
6. What do you think are the remedies to retain teachers in the profession?
7. Will you get back to the teaching profession if the things that you aspire are fulfilled? If no, Why?

## **Appendix III**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

#### **Interview Questions for School Principals**

1. How serious is teachers' turnover in your school? Do you have a recorded data of teachers turn over in the past five years?
2. What do you think are the causes for teachers to leave the teaching profession?
3. Which reason is the most repetitive and serious one from your experience for them to leave? Why is that?
4. What impacts does it have on the teaching learning process when a teacher leaves the job in the middle of the academic year?
5. How do you cope with the situation when a teacher left her/his teaching post in the middle of the academic year?
6. What kind of impact do you think teachers' turnover will have on students?
7. What do you think should be improved and done to retain teachers in the profession? Is your school willing to take such action?
8. What do you think is expected from stake holder to address the problem sustainably?
  - a. The government
  - b. Schools
  - c. Teachers training institutions
  - d. The teachers themselves

## **Appendix IV**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

#### **Questions to Students for Focus Group Discussions**

1. Why do you think is the reason for your teachers to leave the teaching profession?
2. Do you think that students behavior and learning interest be among the underlying reasons for the teachers to leave the profession?
3. What do you feel t when your teachers leave in the middle of the academic year?
4. Do you have experience in which a good teacher quit teaching suddenly?
5. Does your school replace a new teacher promptly or not?
6. What do you think should be done on the part of different stakeholders to fix the problems of turnover?
  - a. On the part of government
  - b. On the part of the school
  - c. On the part of the students
  - d. On the part of students' parents

## **Appendix V**

### **Addis Ababa University**

#### **College of Education and Behavioral Studies**

#### **Department of Educational Planning and Management**

#### **Interview Questions for education experts**

1. How severe is teachers' turnover in sub-city and woreda level?
2. Do schools inform you when they face problems like teachers' turnover?  
If so what would be your respond as educational expert?
3. What do you think are the causes for teachers to leave the teaching profession?
4. What impacts does it have in the teaching learning process when a teacher leaves the job in the middle of the academic year?
5. What do you think about the commitment and morale of teachers at moment? High or low? If high or low why?
6. What do you think should be improved and done to retain teachers in the profession?
7. What do you think should be done on the part of each stake holder to alleviate the problem sustainably?
  - a. The government
  - b. The schools themselves
  - c. The trainer universities
  - d. The teachers themselves
8. If you have any other suggestion or comment in relation to the teachers turn over?

## **Appendix VI**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**Department of Educational Planning and Management**

### **Interview Questions to parent teachers association (PTA) leaders**

1. How severe is teachers' turnover in the school where your child is learning?
2. What do you think the cause of teachers' turnover in the school?
3. What problem do students face when teachers replaced now and then?
4. What effect does teachers' turnover have on students' achievement?
5. What measures should be taken by stakeholders to minimize teachers' turnover?
  - a. On the part of school
  - b .On the part of parents
  - c .On the part of government

## **DECLARATION**

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

Name: Adam Assefa Andarge

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This is to certify that the thesis entitled “ Assessment of teachers’ turnover and its impact on Teaching- Learning Process :the case of four private primary schools in Bole Sub- City in Addis Ababa” is the original work of Adam Assefa Andarge, done under my close guidance and submitted for examination with my approval as a university advisor.

Name: Dr. Getnet Tizazu (Advisor)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_