

Abstract

An Assessment of Teachers Turnover in North Western Zone of Secondary Schools of Tigray Regional state

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The main purpose of this study was to identify the major causes for teachers' turnover and its implications to the teaching learning process in Northern West Zone of Tigray Regional State. A descriptive survey method and in-depth interviews were used in order to obtain pertinent information on the current state of problems of teachers' turnover in the zone. Five woredas and eight secondary schools were included in the study using stratified sampling technique. The study had two groups of respondents that included 136 existing and 7 former teachers. While stratified random sampling was used selecting for existing teachers and snowball sampling was used to choosing subject of former teachers. Interviews were conducted with former teachers as well as school principals, woreda education heads and experts. Research data secured through questionnaire, interview and document analysis were analyzed using frequency, percentage, mean scores, Chi-square and the data collected was transcribed, translated to English & then analyzed qualitatively. The study showed that the annual average teacher turnover in secondary schools of the zone for the last five years (2008/09– 2012/13) was 10.3% with the highest (16.6%) in Asgede Thimbla woreda and the lowest (6.7%) in Tahtay-Koraro woreda. Sex wise 12.3% of female and 9.9% of male teachers left secondary schools of the zone for the last five years. Teachers with less than eleven years of experience quit teaching in secondary schools than teachers above ten years of work experience. Moreover, teachers who specialized in natural science comprised the highest group of leavers; and the trend of teachers' turnover seems likely to continue. Results also revealed that the existing and former teachers joined the teaching profession not because they like it, but because they had no other alternatives. In addition to this, teachers become dissatisfied with both working conditions and work itself in schools. The existing teachers intended to leave and former teachers quitted from teaching in secondary schools mainly due to: economic factors (inadequate salary and lack of incentives) as compared to other civil service servants with similar qualification and work experience, low social status accorded to teaching profession by the society and the government at large, availability of opportunity of other occupation with better payment and incentives, CPD program, and poor students' enthusiasm to learn. As a result of teachers' turnover, instructional activities were interrupted, the remaining teachers were demoralized, work load in education officials and teaching load has increased, Generally, teachers' turnover in secondary schools of Northern west zone in Tigray regional state was found to be a function of shortage of effective teachers, low teachers commitment, interrupted teaching learning process and performance. This implies to policy makers in the region to change the dissatisfaction level of teachers to be minimized through different mechanisms such as by improving career ladder and incentives, social status of education, working conditions, teacher's competence through professional development etc.

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Acronyms and Abbreviations

BPR	Business Process Reengineering
CPD	Continuous Professional Development
ET	Existing Teachers
EC	Ethiopian Calendar
CT	current teachers
F	Frequency
FT	Former Teachers
ILO	International Labor Organization
MoE	Ministry of Education
NWZ	Northern West Zone
TDP	Teachers' Development Program
TEB	Tigray Educational Bureau

CHAPTER ONE

INTRODUCTION

In this chapter background of the study, statements of the problem, objectives, significances, delimitation, limitations, definition of key terms and organization of the study were presented.

1.1. Background of the Study

Reliable data on teacher attrition is often difficult to find, and many of the published figures are derived from estimations. A study by educational international (2007) of teachers issue in the Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia reported an average rate of attrition in the six countries of 4%. In Namibia, Kubberud (1999) reported a total teacher attrition rate of 11.7%. Studies conducted by the World Bank between 2006 and 2007 found turnover rate ranging from 2% to 10% (Mulkeen 2010).

Whatever the rate of attrition, employees leave their jobs for many different reasons. Sometimes it is the attraction of new job or prospect of period outside the work force which pulls them. On such occasion they are pushed (due to dissatisfaction in their present job) to seek alternative employment. It can also be result of both pull and push factors (Boakye-Boateng 2013).

Schools are social organizations which can, like any other organizations, be affected both negatively and positively by their staff turnover. Most organizations have publicly stated goals. Learning organizations, like schools, have demanding goals that actually guide the organization and somehow gain the dedication of staff and other constituents (Brandt, 2003).

The most important goals are those dealing with student learning. Ashiedu and Scott-ladd (2012) indicated that countries worldwide provide education for their people through school systems and growing teachers shortages are a challenge for school globally.

1.2. Statement of the Problem

Teacher turnover is a potential critical issue and becoming the concern of all nations. High level of teaching staff turnover creates significant decrease in students' performance and disrupt effectiveness of school. According to Ingersoll (2001), teachers' turnover has negative effect on a teaching organization particularly when best and experienced teachers quit teaching or when the schools program is undergoing rapid growth and development. When well-experienced teachers leave the teaching job, new employees take over their position.

Thus, the level of productivity decreases unless the novice teachers master the job. It is believed that more experienced teachers are better than novice teachers, which implies that students in schools with less experienced teachers learn less than students in schools with greater percentage of experienced teachers. Turnover of teachers is also reported to increase the cost of recruitment and selection of new teachers and there will be disruption of activities, loss of extra time and spending of money for training. Moreover, it increases the work load of remaining teachers and unmotivated the newly employed teachers. Ingersoll (2001) stated that turnover has demoralizing impact on prospective teachers. Thus, the increasing of teachers' turnover has implication for the quality of education as it reduces the overall effectiveness of the school and finally leads to deterioration of quality learning. It is true that providing quality of education, what educational organization aims to achieve, is impossible without experienced, well qualified and stable teaching staff. Accordingly, it is necessary to make sure that in every

school there are well experienced, qualified and those who stay long period of time in teaching profession (Ingersoll, 2001).

The most serious consequence and direct disadvantage of high turnover is that it erodes the quality of teaching and students' achievement (Guin, 2004). Internationally, it is widely recognized that teachers are central to students' success. In addition, they are at the "center of the debate on education quality and students learning outcomes" (UNESCO, 2011b, p.5). However, many of them leave their profession every year. The phenomenon of teacher attrition, thus, has been an educational problem to school authorities and policy makers in both developed and developing countries-it is a global concern. In USA, for instance, recent research findings(Kelly,2004 cited in Joiner and Edward,2008), confirm that up to half of all new teachers leave within the first five years with annual attrition rate of 13.6%. Similarly, in European countries, take England for instance, teacher attrition rate was reported to be 9%. The attrition rate in two other European, Nether Lands (7%); and Germany (5%) was reported to be quite comparable. Similarly, the attrition rate was found to be 5% in Australia and New Zealand even higher (i.e., 9.9%). Of the findings reported the lowest was in Korea which was 2% in 2005-2007(EFA, 2010).

The problem of high teacher attrition rate has its roots in the recent history of the development of education systems in many developing countries (Gottelmann-Duret & Hogan cited in Befikadu, 2001). Befikadu further reviewed that often sub- Sahara African countries become enmeshed in multi-faceted problems like fewer well qualified teachers in front of large classes which contributed to low teachers' working conditions and that lead to voluntary teacher attrition. Countries in Sub-Saharan Africa, like that of European countries, are also facing a similar problem in relation to teacher attrition in years in 2005-2007. For instance, in Lesotho it

was 10%, in Malawi 10%; in Uganda 6%; in Zambia 11.9%; in Zanzibar 6.7%, and in Eritrea 2%, with the least attrition rate (EFA, 2010). Like that of other African countries, Ethiopia is also facing a similar problem of teacher attrition.

Coming to the specific context of Ethiopia, According to Dargie (2002), cited in Ayalew (2009), staff turnover has a “long history as old as the educational system itself” (2009, p.1106). In line with this, over nine-years period of 1952/53-1960/61, Aklilu reported teacher attrition rate in the following way: “23% of the graduates from HaileSellassie I day school, 28% of the graduates from four year training, and 42% of graduates from Debre Birhan community TTI left teaching profession”(1967,p.32). Although there is a general impression in Ethiopia that the level of teacher attrition to be high, there was not available documented and officially released data for the resent and subsequent years in all echelons of the education system.

In Tigray Regional State secondary schools, as can be deduced from personal experience of the researcher and information obtained from educational experts, 65 teachers have already left their teaching job in secondary schools in the years 2004-2005 E.C. in North Western Zone of Tigray Regional State (Informal communication of the student researcher with officials in the Zone). In the worst scenarios, this could mean a loss of 25 periods per week equivalent to 1,625 a week. One can easily imagine how this hurts the quality of teaching. Moreover, the Education Statistics Annual Abstracts of the years 2004-2005 E.C. show that the average pass rate of grade 10 students’ national examination at national level was decreased (MOE, 2012; 2013).

In spite of the severity of the problem, to the best of the knowledge of the researcher, there was no systematic study that examined the magnitude of the teacher turnover in the region. Hence, keeping the research in mind and taking into consideration the problem that secondary school

teachers' turnover could bring and the current situation of the issue in Tigray Regional State secondary schools, particularly in North Western Zone, the student researcher decided to conduct the study in the area. In doing so, the study was guided to answer the following basic research questions.

1. What is the current rate of teachers turn over in secondary schools of the zone?
2. What factors contribute to teachers' turnover in northwestern zone of Tigray region?
3. Does teachers' demographic character (age, sex, experience) influence teachers' turnover?

1.3. Objectives of the study

1.3.1. General Objectives

The general objective of this study was to assess the root causes of teacher turnover and its impact on school performance in the government secondary schools of in North Western Zone, of Tigray Region and to seek possible strategies that could motivate teachers to stay in the secondary schools of zone.

1.3.2. Specific Objectives

Specifically, the study has the following objectives:

1. To find out the rate of teachers' turnover in Tigray Regional State of North Western Zone (TRSNWZ).
2. To identify the major contributing factors for teachers' turnover in the study area.
3. To identify the influence of demographic characteristics of teachers turnover

1.4. Significance of the Study

Retaining experienced and qualified teachers is of major importance to educational planners and policy makers to realize educational objectives of the country. Thus, the study becomes useful and timely in assessing the major contributing factors of secondary school teachers' turnover and its implication on the TLP in TRSNWZ educational sectors.

Therefore, this study might be significant for the following ways:

- This study might add additional knowledge to the awareness of the concerned educational stakeholders at different levels concerning major contributing factors of teachers' turnover and its implication on the TLP in the zone.
- The findings might indicate and suggest recommendations for ways of minimizing teachers' turnover and thereby increasing teacher retention in the educational system for a long period of time.
- The findings of the study might initiate and encourage other researchers for further region wide investigation.

1.5. Delimitation of the study

Although teacher turnover was a problem that requires large scale and rigorous study, conditions such as material, financial as well as time constraints forced the researcher to limit the scope of the study in terms of time. The study was limited to cover the year between 2008/9 to 2012/13. To make the study manageable it was confined to eight government secondary schools which were found in five Weredas namely, Medebay Zana, AsgedeTsimbla, Shire Endaslasie, Tahtay Koraro and Sheraro secondary schools. Moreover, the zone was selected because of the researcher has been working as an expert at wereda education office and had the experience to the problem of teachers' turnover of government secondary schools of the zone.

Since teachers' turnover was a complex problem, the study is also confined to voluntary teachers' turnover in government secondary schools of North Western Zone of Tigray Regional State.

1.6. Limitations of the Study

The researcher did not believe that the study was totally free of any sort of limitations. Accordingly; one of the major limitations worth mentioning, difficulty of getting some statistical data, about teachers who had already left the teaching profession. More specifically, almost in all sample secondary schools as well as woreda officials, the statistical data of former teachers were not available as needed. And the researcher had also encountered difficulty on getting the total number of teachers who quitted teaching in secondary schools from official documents prepared in the form of statistical annual abstract at wereda, zone, regional and National level. Consequently, the researcher was compelled to look for the required data from bits and pieces of information sources. The other major problem that I faced during collecting qualitative data was lack of consent of by former teachers to be audio taped during the interview.

1.7. Operational Definition of Key Terms

The following words were defined in the context of the study:

Current teacher: Represents teachers who were teaching in government secondary schools during the conduct of the study.

Former teachers (ex-teachers): represent government secondary school teachers who had left teaching job.

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

Attrition Rate: It is the fraction or percentage of teachers serving in schools in one period (either in some specified teacher category or in all categories combined) and those who left teaching permanently or were not employed as teachers in a subsequent period (Barro, S.M, (1992 p. 150). (In this research, the writer considered attrition as any teachers who left teaching voluntarily in a certain period of time).

1.8. Organization of the Study

This study has five chapters. The introductory chapter deals with the background, statement of problem, objectives of the study, significance of the problem, delimitation of the study, limitation of the study and operational definition of terms in the study. The second chapter provides review of the related literature. Presented in the third chapter is the research design and methodology including sources of data, sample size and sampling technique, data analyses and interpretation techniques. The fourth chapter presents the findings, analysis, and discussion data collected. The last chapter contains the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of turnover

According to Fitz-enz (1987) transfers and promotions are not considered part of turnover because they do not involve movement across the membership boundary of an organization. Fitz-enz (1987, p.167-168) explained that there were voluntary and involuntary turnover whereby resignations were examples of voluntary turnover and dismissals, layoffs, retirements, and deaths were involuntary. Under normal business conditions voluntary turnover was greater than involuntary. Grobler *et al* (2002, p.609-10) added that there was functional and dysfunctional turnover. They argued that functional turnover was necessary in an organization because among other things it brought in new employees who might have good ideas on how to improve organizational productivity. On the other hand, “excessive turnover creates an unstable workforce and increases human resources costs and organizational ineffectiveness” and this was referred to as dysfunctional turnover (Grobler *et al* 2002, p.609-10).

Related to the argument raised by Gobler *et al* (2002) on functional turnover, Fitz-enz (1987, p. 168) further explained that zero turnover was not desirable in an organization because employees who had stayed in the organization for many years generally had higher salaries. Assuming the organization grew at a normal rate and all employees remained, “most employees would soon be at or near the top of their pay ranges and total salary expense would be very high” (Fitz-enz 1987, p.168). The concept of staff turnover is highly linked to several HRM functions such as motivation, commitment and morale, selection, recruitment, induction

and others. If there is high turnover, it is an indication that there may be problems in other HRM related functions in the organization.

2.2 Teachers' turnover: A conceptual framework

Organizations often confront serious problems of keeping their Employees. This problem manifests itself when employees leaving the organization permanently. For this employee separation different authorities use different terms. Most writers like Heneman et.al. (1987P.181), Mathis sand Jakson (1997p.75), Davs and Newstron (1987p.181), and Vicchio (1988p.123) use the term employee turnover.

Other like Okumbe (1998p.259) and casttetter (1992p.493), use the term, employee separation. Still other researchers use different for employee separation. For instance employee resignation Daver (1976p.153) and brain drain or drop out Seyom (1992) and Darge (2002). In general these different terms reveal the quit of employees from the organization.

The term employee turnover or separation is defined by different authorities. For instance, Cascio (1986P.545) defines employee turnover as “any permanent departure beyond organizational boundaries”. Others define the term as “the pattern movement of workers in to and out of the system” (Castteterere 1992P.493) and (Grahma, 1983P.154). In the same way Okumbe (1998P.259) states that “...employee turnover/separation is the process whereby a worker exits from his or her assigned job.”As it is indicated in the above definitions, turnover is a broad term and processes in which employees leave the organization and have to be replaced (Mathis and Jacleson, 1997, P.75). Not all employees turnover is the same. In other word employee turnover is two types (i.e. voluntary turnover and involuntary turnover). Voluntary turnover refers to terminations initiated by employee's personal or professional reasons to end

the relationship with ones current employer. Quit and retirements are examples of voluntary turnover.

On the other hand, involuntary turnover is initiated by the employer. It occurs when the employer no longer needs the employee. It is exercised by layoffs and discharges (Heneman et. al, 1987, P.181; Gomez-Meja, Blakin and Cardy, 1995, P.234-236). On the analysis and policy recommendations made by NCTAF in its 2003 report No Dream Denied a pledge to American's children`s as cited in Crowe, Shaefer and Barners (2006) indicates that teacher turnover has three dimensions:

- Within-district Movers: teachers employed in a class room teaching role in a school in year 1 who are employed as classroom teaching at a different school in the same district in year 2 are usually defined as “cross-school, within district movers”;
- Cross-District Movers: teachers employed in a class room teaching role in a school in year 1 who are employed as a classroom teachers at a different school and a different district in year 2 are describe by NCTAF as “cross-school, cross-district movers” and
- Leavers: teachers employed in a class room teaching role in a year 1 and not employed as a class room teachers in any district in year 2 described as “Leavers.”

Different researchers utilize different combinations of these three dimensions. Some of the researchers concentrate on leavers because movers does not represent a net loss in the total supply of public schools (krieg, 2004; Ferng,2005; and Scafid et al. 2003, as cited in Crow, Schaefer and Barness,2008).

On the other hand, Ingersoll (2001) and Crowe, Schaefer and Barness (2006) have stated that teacher turnover as the combined total of those who move and those who leave. As their view movers leavers have the same impact on the specific school whose employment they depart

from, whether or not they exit from the profession. From the further discussions above it can be concluded that not all teacher who leave their school district stop teaching altogether do so voluntarily. Teaching spells can end in different ways: Voluntary and involuntary (Willet and Singer 1991, P.423). Thus the focus of this study on teachers' voluntary and on those who quit teaching job

2.3. Teacher Retention and Attrition

Teacher supply is further reduced by a hemorrhage of teachers who leave the profession before retirement age. Contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan Africa. Malawi, with a slow economy, reported 8 percent attrition rate in 1996, while greater economic "freedom" in Liberia contributed to attrition rates in the region of 20 to 30 percent.

In part, teacher retention is affected by economic factors, as teachers make rational economic decisions about their careers and seek better paid work where they can. However, there is also considerable evidence that teachers feel their work is becoming increasingly stressful and that their status is falling (Macdonald 1999, P. 839). There is evidence, for example, that teaching conditions have deteriorated drastically in Senegal, Burkina Faso, and Mali, with an insufficient supply of student textbooks and teaching materials, inadequate equipment, poor teaching and living accommodation, and a high number of students per classroom (Caillods 2001, P.143-144).

The loss of teachers to the teaching profession is rarely distributed evenly across the teaching force. 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, P. 838).

Attrition rates are also higher in the early years of a teaching career. Teachers early in their careers may have less stable family lives and have less commitment to teaching. If they stay in their positions, they often accrue benefits of knowledge, skills, and contacts and an investment in that locale (e.g., home ownership), as well as knowledge of and seniority within the institution (Macdonald 1999, P. 837).

There may be differentials between private and public schools, although the direction of this may vary from country to country. Differential rates of attrition for teachers can also be clustered around specific subjects, with higher attrition for those subjects in demand in other jobs (Macdonald 1999).

Attrition may also be related to teacher qualifications. The most highly qualified teachers' maybe the most likely to leave, as they can easily get alternative employment (Macdonald 1999). Hedges (2002, P.361) reports that in "Ghana unqualified teachers may have more of a stake in the communities they work with-and hence lower attrition because they have fewer choices". In Zimbabwe, by contrast, attrition of unqualified teachers was higher than qualified teachers, possibly reflecting the short-term nature of their contracts (World Bank1992).

Teaching as a stepping-stone: Attrition may increase by a perception of teachings a path to further education or an exit strategy. As one Tanzanian student teacher put it, "It is the only profession which will allow me to advance to the higher levels of education" (Towse et. al. 2002, P.644). Schemes that allow teachers to avail themselves of paid study leave are very popular. In Ghana each year, there are 4,000 teachers on study leave while 6,000 new teachers leave teachers' colleges (figures are for primary and junior secondary teachers) (Hedges 2002,

P.361). Over 80 percent of newly qualified Ghanaian teachers indicated that they expect to move on to further study within five years (Akyeampong and Lewin 2002, P.345). Many of those on study leave do not return to teaching. The system is thus unintentionally promoting a steady flow of teachers out of the profession (Hedges 2002, P. 356).

In Ethiopia, teacher attrition has been an age old problem (Darge, 2002). An exodus of teachers to other professions is as old as the educational system itself. Wrinkle (cited in Aklilu, 1967) reported a turnover rate of 67% as early as 1953. The major problem at that time was at the primary level since the teachers at the secondary level were expatriates. Recent studies have indicated the seriousness of the problem in the system in general (Getachew, 1999, Manna and Tesfaye, 2000; Befekadu, 2001). The reasons for leaving the profession included low salary, low social status of the profession, unfavorable working conditions in the school, difficulties of rural life, isolation factor and the absence of further educational opportunity (Aklilu, 1967; MOE, 1986; Ayalew, 1991). Thus, the push out factors is the same as in other countries.

The movement of teachers from school to school (region to region) on their own will is however a recent phenomenon. Before, the introduction of decentralization teachers were moved from school to school by a transfer system based on years of service (Ayalew, 1991). Employment opportunity within the profession was also minimal since there were no private schools. The decentralization has abolished the transfer system. On the other hand the establishment of private secondary schools and colleges has opened wide employment opportunity for teachers to abandon the region of their deployment (Befekadu, 2001).

2.4. Demographics of Teachers who Leave and Stay

Job dissatisfaction attributes to the reason teachers leave the profession (Ingersoll & Smith, 2003). Along with the many reasons why teachers are leaving the profession, the teachers' gender, age, years' experience, of school that a teacher works in could impact teacher turnover rates. Researchers investigate job satisfaction versus the many demographics, such as gender, experience and age, which categorize teachers.

2.4.1. Gender

Conflicting research findings do not provide proof that one gender over the other has consistently higher job satisfaction. Currently, a majority of teachers working within the United States are female (Feistritzer, 2011). When looking at gender, some researchers concluded females tended to have higher job satisfaction (Perie & Baker, 1997; Bolin, 2008; Shead, 2010; Turner, 2012).

On the contrary, Bishay (1996) conducted a study that concluded women had lower job satisfaction. Even more, other researchers found that job satisfaction and gender showed no connection (Ma & MacMillan, 1999; Perrachione, 2008; Eddins, 2012). However, Ma and MacMillan (1999) stated that a possibility in the research that determined females have a higher job satisfaction is probably due to females selecting teaching as a career choice.

2.4.2. Age

Finding has been that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age (and experience, in some analyses) and their turnover has been found to follow a U-shaped curve. Although there is some

disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure.

Subsequently, as those remaining “settle in,” turnover rates decline through the mid-career period and, finally, rise again in the retirement years (e.g., Bobbitt et al., 1994; Boe et al., 1998; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 1991; Murnane, Singer, & Willett, 1988). Moreover, because the distribution of age in the teaching force is skewed upward—older teachers significantly outnumber younger teachers. Many analysts have concluded that retirement due to a rapidly “graying” teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems (e.g., Grissmer & Kirby, 1997).

The younger a teacher is the higher the job satisfaction, but this does not coincide with the number of younger teachers who are leaving the profession. In 2011, the National Center for Education Information (NCEI) concluded that teacher ages proportion out equally within the categories, with 21 percent being less than 29 years old, 27 percent being 30 to 39 years old, 22 percent being 40 to 49 years old, and 31 percent being 51 and older (Feistritzer, 2011).

The shift that occurred from 2005 until 2011 is the large increase in teachers under the age of 30 and the decline of teachers who are over the age of 50 (Feistritzer, 2011). Statistically, teachers who are less than 30 years old and over 50 years old were more likely to be the majority in teacher turnover, which includes a 171 percent increase when looking at the categories for younger teachers leaving over middle-aged teachers leaving (Ingersoll, 2001; Kopkowski, 2008). If a teacher begins his/her career at age 22 then works for 30 years, he/she would be over 50 years old, and eventually retirement could account for the teacher turnover within the last age group.

The link to job satisfaction and age varies; Head (2010) found an inverse relationship of age to teacher job satisfaction. Bishay (1996) conducted a study that concluded job satisfaction increased with age. Other researchers found that job satisfaction showed no connection with age (Ma & MacMillan, 1999; Eddins, 2012).

2.4.3. Qualification and Experiences

The more qualified teachers appear to exhibit dissatisfaction with their works as teachers (McClure, Weidman and sharp 1988, p.212). they have argued that earning an advance degree provides teachers with more critical perspective on educational practices generating expectations about the teaching role with respect to issues as autonomy that are generally not met in work place. Similarly Weaver (1978) in Gazi (1986) as cited by Tesfaye (1999, p.18) states that individuals with more education are less satisfied. The reason is that individuals with more education have more option in the job market and need develop high identification with a particular job.

On the other hand, years of experience of teaching were positively associated with job satisfaction (McClure, Weidman and Sharp, 1988, p.212) in their finding they indicated that teacher's turnover is high in the first two years of service. Motuma (2006, p.101) also found that experienced teachers are more likely stay in their profession than less experienced teachers in Oromia government secondary schools. On the contrary, Mana and Ttesfaye (2000, p.16) have revealed that the level of qualification and work experience in teaching were not found to be significantly related with career decision to stay or to leave the teaching profession.

2.5. CAUSES OR FACTORS AFFECTING TEACHER TURNOVER IN DEVELOPING AND DEVELOPED COUNTRIES

Causes of teacher attrition are varied, and for each individual teacher the decision to leave the profession may be influenced by a variety of factors. From policy perspective, the causes of attrition may be grouped into four main categories. First, a part of attrition is a result of retirement and is driven largely by the age profile of the teaching force and the retirement policies in place. Second, some of teacher attrition is a result of personal or family factors, including teachers leaving because of marriage, child care responsibilities or ill health. Third, teacher attrition may result from the pull of alternative employment opportunities. Finally, attrition may result from push factors arising from dissatisfaction with teaching.

In sub-Saharan Africa, voluntary resignation was often the single greatest reason for attrition, and retirement accounted for a smaller proportion than in other regions. In the African countries where data was available, retirement accounted for a relatively small proportion of teacher attrition. In Zanzibar, retirement amounted to 9.8% of attrition; in Uganda the figure was 6%, and in Malawi 11.5%. These suggest that a small proportion of teachers are retained to retirement age in some countries in sub-Saharan Africa, and may also reflect the younger age profile of teachers in African schools (EFA, 2010). Within the teaching profession there are several factors that cause turnover. Xaba (2003, p.287) concluded that the causes of teacher turnover can be attributed to organizational factors. He further asserted that these could be categorized into “commitment to the organization, long-term prospects, and job satisfaction” (Xaba 2003, p. 287). Further analysis was also made by Herbert and Ramsay (2003). Although the findings by Herbert and Ramsay (2003) related to teacher turnover in Texas in United States they accurately tallied with findings in several other countries inside and outside Africa. Herbert

and Ramsay (2003, p.2) while acknowledging the fact that “decisions about whether to enter and remain in teaching are ultimately personal ...according to individuals’ needs and circumstances”, they attributed turnover.

2.6. Major factors for teachers turnover

The weightiest reason for teacher withdrawal, the one stated most often and at greatest length, is money. It was discouraging to listen to what teachers had to say about their salary, their hopes of regular salary increments that, although the cost of living varies from place to place in Ethiopia, the ministry takes no account of this variation (Aklilu Habte, 1967).

2.6.1. Inadequate Teachers’ Salary and Non-Salary Benefits

According to Motuma (2006), inadequate salary and lack of salary increment such as low base salaries, limited non financial benefits, inconsistent implementation of career structure, lack of fair payment for work done to extra time and lack of compensation such as bonus, fringes, incentives and rewards were the major contributing factors of teachers’ turnover in Oromia secondary schools and lack of adequate incentives, and inadequate salary of teachers i.e. economic factors (Pitsoe & Machaise, 2012) are causes for teachers turnover.

Non- salary benefits such as hard ship allowance, free or subsidized rent, providing decent housing, free health services and other benefits may help teachers to remain in their profession.

Some African countries such as Senegal 33%; Burkina Faso 45%; paid hardship allowance Coolahan (2003) on his part also notes that the establishment of appropriate salary provision for teachers will have short term and long term effects on teacher retention pattern. The level of teachers’ salary can affect not only the retention of current teachers but also the decision of competent employees to join the teaching profession. The relative level of teachers’ salaries can

thus affect the capacity of education system to employ better individuals and retain the most skilled teachers. At the same time, the pressure to improve the quality of education is often under tight financial constraints and teachers salaries and allowances are the single largest factors in the cost of providing education accounting for two- third or more of public spending on education in most developing countries (UNESCO, 1998).

2.6.2. Lack of Initial Preference

Teachers' initial preference plays important role whether they stay or leave in teaching profession. Local research papers indicate that lack of initial preference was one of the contributing factors for teachers' turnover in some government secondary schools of Ethiopia Temesgen, (2005), prerequisite for future commitment to continue in the profession and for job satisfaction (Gold, 1996). As Thomson and Mabey (1994) low commitment leads to low employee performance, absenteeism, and high turnover.

These days, however, attitudes towards and preference to the teaching profession has declined in many countries including Ethiopia (Tesfaye and Demewoz, 2004). At present the recruitment to join higher institutions in our country is based on the choice of students. The teaching profession is among the least liked by most students and does not attract high achievers who have no alternative but fill the gaps in areas that are not chosen by other students. This shows that the recruits for secondary teachers' program at present are in general quite different from the former ones, who used to be high achievers, interested and housed less one department for a longer period of time (Marew and others, 2000).

Any occupation which fails to recruit new members will not survive. However, it may be less apparent that the way an occupation fits into the competitive recruitment system will affect its social composition and its inner life. To draw in new members an occupation must possess

certain "recruitment resources." Recruitment resources consist of comparative benefits that include money, prestige and power, and the psychic attractions of the occupational tasks (Lortie, 1975:25-26).

There is strong evidence supporting that the most competent students do not choose teaching as their career and that many of the most competent teachers decide to leave teaching. Of those high school graduates who do not enter teacher training institutions, the academically more proficient students are more likely to change to another career. Those few who are capable in the subject they teach are not willing to work as teachers they stay in the profession until they find other job; so teaching is serving as a stepping stone for another job (Hailom, 1993). Therefore, the presence or absence of teachers' early commitment is a decisive factor for teachers' work performance burnout, absenteeism, as well as eventual turnover, which in-turn, affect students' achievement in and attitudes toward school.

2.6.3. Factors Influencing Teacher Job Satisfaction

The National Center of Education Statistics (NCES) data found that when asked teachers indicated that 42 percent of teachers leave the profession due to job dissatisfaction and specifically due to low salaries, lack of support, student motivation and discipline (Perie & Baker, 1996; Ingersoll, 2001; Tickle 2008). A recent report showed that Americans were willing to take a pay cut in order to keep up his/her job satisfaction (Davis, 2013). Teacher salaries will fluctuate, but administrative support, administrative behaviors, and trust within a school are free of cost factors found to affect teacher job satisfaction.

2.6.4. Administrative support and supervisory problems

Many teachers list job dissatisfaction as soon as they leave the profession with citing the lack of administrative support. Teachers within their first few years of teaching are leaving the profession and require administrative support or mentoring to keep them in the profession.

Tickle (2008) deemed administrator support as the top indicator for identifying teacher job satisfaction and predicting if teachers stay within the profession. The level of support an administrator provides a teacher impacts teacher's effectiveness and job satisfaction (Billingsley & Cross, 1992; Littrell, Billingsley, & Cross, 1994; Perie & Baker, 1996, Ingersoll, 2001; Ingerman et al., 2003; Baker, 2002; Boyd, 2009; DiPaola, 2012).

Numerous studies have concluded that a job satisfaction tie with administration support. Emotional support is the best for administrator's to offer in a school setting (Littrell et al., 1994). When working with special education and general education teachers, all types of support, such as appraisal, instrumental, and informational, are not practical in the workplace (Littrell et al., 1994). Administrators need to provide support for teachers, but should consider the form of support needed for each teacher.

Ingerman et al. (2003) found that the teachers who marked dissatisfaction from his/her job accounted the top three reasons for job dissatisfaction as small salaries, student discipline problems, and limited administrative support. Baker (2005) used a checklist of 12 factors during interviews with northern Texas choral teachers to look at increasing job satisfaction. The three leading factors for teacher job dissatisfaction included community and parent support (60.9 percent), salary (58.6 percent), and administrative support (41.3 percent) (Baker, 2005). Boyd, Grossman, Hamilton, Loeb, and Wyckoff (2009) found that 40 percent of teachers surveyed had dissatisfaction of the administration, and 35 percent of teachers left their job due to the

dissatisfaction. All of these research studies show a trend in job satisfaction affected by the administration support within the school.

The lack of administrative support can result in job dissatisfaction, but positive administrative support can lead to teachers staying in the profession. There were 48.6 percent of teachers who stayed in teaching because of positive administrative support (Baker, 2005). This research study is consistent with the findings for job dissatisfaction linking to the lack of administrative support.

Along with administrative support, first year teachers using mentors could increase job satisfaction. First year teachers need support and collaboration, which include mentoring that can eventually lead to increased job satisfaction, commitment, and retention of teachers (Grossman& Davis, 2012; Burke, 2013). The mentoring must be content focused, involve training for mentors, and allow time for meetings (Grossman & Davis, 2012). First year teachers may have different needs than veteran teachers, but the research supports that teachers need to have administrative support to stay in the teaching profession. Teachers are also influenced by supervisory activities. They have mixed feeling and attitudes to the supervisory activities of education officials. Bame (1991, p.114-115) pointed out that the mixed feeling of teachers are usefulness of some aspects of supervision and fault finding and unfair criticisms. What is clearly understood here is that mostly supervisors are engaged in fault findings rather than professional support. This situation often leads to teachers' dissatisfaction with their teaching job. One of the major problems in Ethiopia education system is poor supervision and support. In line to this USAID (2008, p.21) reported that poor supervision and support is one of the major factors that discouraging individuals from becoming and remaining secondary school teachers.

2.6.5. Poor School Facilities

Poor working conditions in schools affect the teaching learning process. It is one of the Contributing factors for teachers' stress, burnout and turnover (Getachew, 1999). Poor maintained building, poor quality furniture, poor staff room facilities, shortage of text-books and other necessary supplies in schools decrease the commitment of teachers to teach but it compels them to be frustrated by the situations. Chapman (1994) explained that education sectors in developing countries have come under increasing working conditions relative to the other sectors. He further added that teachers' moral dropped and forced to leave the profession in and attracted by other employment opportunities.

Among others, the worst the problems stressing teachers today are poor working conditions and the serious difficulties attached to teaching in disadvantaged areas. Problems like scarce Equipment, poorly maintained buildings, poor quality, furniture, staff room facilities, lack of resources in general show poor working conditions, which add to teachers' stress and turnover(Getachew, 1999).

Several studies in Ethiopia schools portrayed that poor working conditions are the major problems facing the school system. Temesgen, (2005) identified that Gambela government secondary school teachers had taught in poor classroom conditions such as large class-size, poor physical condition, and poor school facilities. This situation forced teachers to leave their schools. For instance, according to the annual statistical abstract s (MOE, 2012/13), schools of the148 secondary schools found in Tigray region, water was available only in the 107 schools, Internet was available only in 38 schools. The findings of Tesfaye (1999) also indicated that poor school facilities in Benishangul Gumuz government secondary and primary schools dissatisfy teachers. He also added that even the teaching materials available at Bureau, Zone,

and Woreda offices do not reach to the schools on time. The experience of the researcher also revealed that most of the secondary and primary Schools of Tigray region are characterized by poor working conditions such as insufficient teaching materials, library, laboratory, large class size, less attractive building lack of class rooms and other related problems.

2.6.6. Negative Work Related Factors

Social integration plays an important part in theories of turnover in work organizations (Bennison & casson 1984 p.149-151). Having close friends employed by the same organization and having obligation to local institutions can serve to reduce job turnover. However, due to financial and demographic reasons, developing countries do not have the resources to create the ideal environment, in which teachers can give of their best (ILO, 1991). The work and living environment for many teachers is poor, which tends to lower self-esteem and is generally demotivating. Schools in many countries lack basic amenities such as tap water, electricity, and staff rooms and toilets. Housing is a major issue for nearly all teachers (Bennel, 2006).

Many employees also react negatively to discomforts with the physical environment such as unfavorable temperature, unclean surroundings, health hazards, etc that can impose uneasiness on both job attitudes and performances. Moreover, co-workers and management in and outside the organization can create job dissatisfaction and may compel employees to leave the organization. Particularly, when social density and lack of privacy occurred simultaneously, dissatisfaction and turnover will be remarkably high (Neo and others, 1996).

As stated above, poor working conditions may account for part of the reasons for attrition among teachers. In additions to factors such as class size, a number of other factors come into play in terms of working hours, including teaching time, and the number of hours spent on extra

instructional activities such as preparation time, evaluating students and staff meeting (Coolahan, 2003). Employees often evaluate the working conditions in terms of direct return rates, benefits, hours of work, issues concerning whether overtime should be voluntary, and the size of cost of living amendments (Milkovich and Boudreau, 2006).

Many schools often struggle to address critical working conditions but to no avail since they do it in the wrong way. They often endeavor isolating teachers in classroom with closed doors; refusing to provide them basic materials to perform their jobs; inundating them with unnecessary tasks; providing them with little inputs into the design and organization of schools and denying them the opportunity for career advancement and professional growth. Such conditions are strongly related to teacher turnover and difficulties in recruiting and training teachers (Pollack and Miller, 2003). A heavy work load can create pressure on a conscientious worker and insecure the individual. This work load can be either quantitative, that is a lot of work to handle or qualitative, that is the work is beyond the capability of the person (Harrison, 1992).

Evidence presented at the UNESCO international conference on education in 1996 indicated that recent policies for educational restructuring in many countries have led to worsening in the working conditions of teachers. This deterioration in the working environment in turn gave rise to teachers' departure from the teaching profession, absenteeism and demoralization. The final outcome is that the education offered to students became poor in quality (UNESCO, 1999).

2.6.7. Lack of Motivation and Job Satisfaction

Job satisfaction refers to a person's general attitude toward her/ his career. Although it is an attitude rather than a behavior, it is an out-come that concerns many managers because satisfied employees are more likely to come for work and settle in an organization. A person with high

level of job satisfaction has a favorable attitude towards the job while a person who is less satisfied with the job has un-favorable attitude (Robbins and Coulter, 2006). Employees with higher levels of job satisfaction, particularly satisfaction with the job itself, are less likely to quit their occupation, be absent from work, and encounter mental or physical health problems (Robbins and Coulter, 2006).

Many teachers feel that the satisfaction they realize inside the classroom is too often endangered by forces outside the classroom (Pollack and Miller, 2003). Studies conducted since early 1960's have indicated that issues like social status, salary, working and living conditions, and administrative practices enhance the dissatisfaction of teachers (Ayalew, 1991). According to Ayalew, (1991), Herzberg constrained a two dimensional paradigm factors having an effect on people's attitudes about work. He indicated that when people expressed good feeling or satisfaction, they talked about features intrinsic on the job & when people expressed job dissatisfaction they mentioned factors extrinsic to the job. Herzberg called these factors motivation and hygiene factors respectively. The absence of hygiene factors could create dissatisfaction, but the presence would not motivate or create satisfaction. These motivators were associated with long term positive out-comes in job performance while the hygiene factors consistently created only short term change in job attitudes and performance which quickly fell back to its former level (Akalewold, 2004). Researchers have provided different context in which to view decisions to enter, remain /or leave teaching. All these decisions are also associated with motivation factors (Mana and Tesfaye, 2000).

Therefore, dissatisfaction is a major for the departure from the profession of experienced and skilled staff personnel and for the declining quality and efficiency of education in developing countries.

2.6.8. Dissatisfaction with Leadership

The commitment of the organization to the employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decreases turnover (Robbins and Coulter, 2006). People do generally contribute their best if they are given respect, involved decisions which affect their life and work, and are treated in a participative manner, although this does not apply to everybody and not all the time (Harrison, 1992). Managerial support is critical, not only when appointing staff, but also when supporting the career development of their current staff. Direct feedback on current performance and career potential is vital, principally in the form of strengths and weaknesses, and with the required improvement (Torrington and Hall, 1998). Similarly, school leaders should be able to create a professional culture in which teachers strive and grow all the way through their careers. A committed leader can create favorable working environment which is an essential ingredient to insure quality teaching in all class rooms by dramatically reducing the amazingly high rate of teacher turnover. Establishing such cultures in schools is one of the most significant educational challenges (Sparks, 2002).

The managers can provide valuable input in terms of honest feed back with regarded to the individual's capabilities, information about the needs and prospects of the organization, and ideas and suggestions about training and use of the resources in the organization (Wakler, 1992). Unfair and incompetent educational managers create teachers' job dissatisfaction and greater psychological stress, which teacher turnover (Getachew, 1999).

As evidences in many educational settings reveal, the actual performance of leaders in the sector however, is against the expectation. The existing educational leadership is found to be the major obstacle that contributes to increased teaching stress and turnover (Getachew, 1999). Above all,

the absence of transparency and accountability on the part of the individuals who assume the post of educational leadership at all levels seem to encourage the misuse and abuse of power. For instance teachers' transfer and/or redeployment to schools has been characterized as a mechanism of intimidating those teachers who are not in "good terms" or having differences with the officials on purely personal or motivated by political or ethnocentric prejudices.

Educational officials, particularly, at woreda and zone levels should be held responsible for frustrating teachers because of which teachers consider the option of leaving their career, and for they have engaged in intentionally impair democratic and transparent leadership Tesfaye, (2003).

CHAPTER THREE

RESEARCH DESIGN AND METHODS

A research design is the “...plan that describes the conditions and procedures for collecting and analyzing data” (McMillan & Schumacher, 2010 P.490). This strategy helps to systematically address the central research problem and specific research questions, for situating researchers in the context of the empirical world and for connecting them to specific sites, individuals/groups, and methods of data analysis. It is the blueprint that explains the procedures that the researcher follows in the collection and the analysis of data (Leedy & Ormrod, 2001, P. 91). This blueprint enables the researcher to address the research question(s) as unambiguously as possible (De Vaus, 2001, P. 9). The research design enables the researcher to draw valid conclusions and to answer the research question(s). In line with that the present study attempts to examine teachers’ turnover in selected government secondary schools of North Western Zone of Tigray National Regional State.

3.1. Research Design

The student researcher seeks to examine staff turnover in selected government secondary schools of North Western Zone of Tigray National Regional State. This study area was selected because (1) the student researcher was well familiar to the study area so that he can easily collect valuable data and (2) he had some preliminary data about teacher turnover in the study area. To this effect, a descriptive survey method will be used in the study. A descriptive survey attempts to picture or document current conditions or attitudes, that is, to describe what exists at the moment (Fraenkel & Wallen, 2009). Descriptive study according to Gall and associates

(cited in Candle, 2010) enables the researcher to collect information from a cross-section of a given population.

Nature of the survey is cross sectional with regard to both the study population and the time of investigation. This method is selected because it helps the student researcher to get currently available and detailed information as much as possible on the issue under consideration. It is also useful for describing the present situation of an assessment of teaching staff turnover and it helps to deal with relatively large number of subjects at a particular time.

3.2. Source of Data

The data were collected from both primary and secondary sources. The primary sources include: former teachers, existing teachers, school principals and wereda educational heads and experts. On the top of that, data were also be gathered from relevant documents including annual reports from the regional education Bureau, and annual abstracts of ministry of education.

3.3. Sample and Sampling Procedures

There are eight wereda education offices with a total of 13 secondary schools in North Western Zone of Tigray National Regional State. Of the 13 secondary schools, two of them have hardship allowance that attracts teachers to serve there and attrition of teachers in those schools might be low as a result. Of the eight weredas, five weredas (Shire Endaselasie, Medebay Zana, Asgede Tsimbla, Sheraro and Tahtay Koraro) were selected using stratified random sampling technique to represent in the zone with the remote areas which have hardship allowance and the urban and/or partially non- remote areas.

In the five weredas included in the sample, there are eight secondary schools with a total population of 414 teachers, 8 school principals, educational officers and supervisors. All the 8 secondary schools that are found in the weredas (two of them located in the urban and the other six partial in the rural) that are found in the selected weredas were taken as a sample. This is because these weredas have one or two secondary schools. Moreover, the two schools in some of the weredas are not the same, i.e., the one is found at the urban and the other is found at the rural area. Therefore, in order to get full information from the existing teachers, who were/are working in both the remote and urban areas of the weredas, the student researcher selected almost all secondary schools in the selected weredas.

Furthermore, 145 (35%) of the sample secondary school teachers were taken as a participants of the study. Having got the proportional sample size of each school, teachers were selected first by stratified random sampling method to represent variables of sex, age and teaching experience. Once the potential participants were stratified along those variables, participants were selected randomly which was done to give equal chance for all target population. Furthermore, seven former teachers of secondary schools who had already left teaching in the last five years were included for interview in the sample using snowball sampling. Because the researcher needs to identify people who, for one or another reasons, are difficult to find. Moreover, all the sampled wereda educational office heads (i.e., five) and principals of the school (i.e., eight), were purposively selected for interview of the study. This was because purposive sampling helps to identify particular types of cases for “in depth investigation” and “allow the researcher to decide who can provide the best information to achieve the objective of the study” (Newman, 2007, p. 145). And they are directly involved in managing teachers and have rich information regarding teachers’ turnover.

3.4. Instruments of Data Collection

To collect the valuable data for the study, the researcher used questionnaire, semi structured interviews and relevant document (e.g. supervision report, annual reports) as data gathering instruments. In other words to answer the basic questions of the research, both quantitative and qualitative data gathering were employed.

3.4.1. Questionnaire

Questionnaires consisting of close-ended and some open-ended questions had been administered to existing teachers. Close-ended items include likert type with 4 scales such a highly satisfied/highly dissatisfied, strongly agree / strongly disagree. The researcher collected data from the sample secondary Schools existing teachers using questionnaire. This is because it is possible to reach relatively large sample size within the available time limit. The questionnaire was prepared in English since all participants of the study are relatively qualified and able to read and write in English. One set of questionnaire was presented for the study for 145 of current teachers practicing the teaching learning process currently.

Questionnaires for the respondents had their own sets of questions i.e. for current teachers it included 4 sections that contain statements obtained from the review of literature in chapter two above and previous empirical research studies concerning teacher's turnover with some adaptation and modifications. In the questionnaire that was filled by current teachers. Section one was included, demographic characteristics (age, sex, experience) of respondents to see current position. Section two contained questions related to initial reasons for being teacher that is arranged in the form of likert scale ranging from strong agree (4) to strong disagree(1) with 10 items. The third section consists of 16 items based on environmental determinants level

of teachers satisfaction ranging from highly satisfied (4) to highly dissatisfied (1) and with opened- ended questionnaires to examine their level of satisfaction of teachers in their profession and 1 item regarding teachers future decision to stay or to leave in their profession by indicating level of agreement ranging strongly agree-strongly disagree. The fourth section of the questionnaire includes 15 items that related to possible administrative and supervisory problems as causes (reasons) of teacher turnover to left teaching profession. The opinion of the respondents were put a tick mark (✓) against their choice and ranged from strong agree (4) to strongly disagree (1).

3.4.2. Pilot Test

The purpose of the pilot test was to check the clarity of the questionnaire items and instructions, the readability and understanding levels of the research respondents and gain feedback on the time required to complete the questionnaire. Therefore, after getting enough comments and corrections from my advisor and some professional experts about the quality of the questionnaire, the instruments were presented in Medebay zana hakfen secondary school teachers. In the pilot test of the questionnaires; seven existing teachers were involved.

3.4.3. Interview

The researcher used ten semi structured interview to gather data regarding the study problem from seven former teachers who had already left the teaching profession for the qualitative data. These interview items were developed based on the themes that resulted from the results of quantitative data.

The ten semi-structured interviews were with the following contents.

- The main causes of teacher turnover

- Feeling of respondents about their salary and benefits
- Work characteristics and administrative support
- Interpersonal relationship
- Factors that enhanced and inhibited job satisfaction
- Promotion opportunities and the intention of teachers to go back to their profession and based on the above contents other 10 semi-structure interview questions were designed and administered to 2 school principals, 2 wereda education experts and existing teachers respectively as an additional to the teachers already had left the teaching profession. This is because interview is appropriate to get depth information from better positioned individuals and to triangulate the data. Besides, the interviews were conducted at a time and place that were convenient for the participants.

3.4.4. Document Analysis

Annual abstracts and statistical data were gathered from ministry of education, regional education Bureau and woreda education offices as supplementary sources of data regarding teachers' turnover.

3.5. Procedures of Data Collection

Letters were submitted to the wereda educational heads and then to school principals in order to get permission for gathering data from the study area. To treat in accordance what is morally right and proper to give each participant what is due to him/her, the student researcher did made a brief explanation about the purpose of the study.

After the participants have got enough awareness about the intention of the study, first documentary statistical analysis was made; next questionnaires were distributed to the

participants; finally interviews with seven former teachers and concerned bodies were conducted as mentioned in the interview section.

3.6. Method of Data Analysis

This study used a mixed-methods design to investigate the factors influencing the teachers' turnover. Mixed-methods designs involve collecting, analyzing, and interpreting quantitative as well as qualitative data in a single study within one or more of the stages of the research process (Johnson & Onwuegbuzie, 2004 P.17; Leech & Onwuegbuzie, 2009 P.267). Using a mixed-methods approach ensures more credible findings because a better understanding of a human phenomenon is gained (Johnson & Onwuegbuzie, 2004). Mixed-methods approaches provide the researchers with additional opportunities to answer a more complete range of research questions, because the researcher is not confined to a single method or approach. Mixed-methods research also enables the researchers to capitalize on the strengths, and to minimize the weaknesses of quantitative and qualitative methods. As outlined by Johnson and Onwuegbuzie (2004 P.21), the researchers can use the strengths of one method (e.g., the quantitative method) to overcome the weaknesses of the other method (e.g., the qualitative method), or vice versa, when using both methods in a single study. By using words, pictures, and narratives, it is possible to add more meaning to quantitative data. Similarly, numbers can be used to add more precision to words, pictures, and narratives, and this enables generalization.

3.6. 1. Quantitative Data Analysis

The data that was gathered through quantitative methods were analyzed using both descriptive and inferential statistics. In the descriptive statistics, first the data were grouped and tabulated; preliminary analysis was made using frequency distribution and percentages for responses with ordinal and nominal variable. The inferential statistics mean values were computed to find out average values of the major contributing factors of teachers' turnover. Based on the mean values rank orders were established to find out the most important factors that were forcing teachers to quit secondary schools or/and high contributions' to teachers turnover. The Chi square tests were also used as statistical tools for analysis to identify whether or not there were significant differences between the categories (demographic characteristics') of the respondents on certain factors. For all statistical tests, alpha was pre-set at $\alpha = 0.05$.

3.6.2. Qualitative Data Analysis

The researcher prepared a transcript of the interviews that prepared in Tigrigna to the participants and it was translated to English. Before the actual analysis began, he carefully read and reread the entire set of data (the transcript). This enabled him to chunk the data into smaller meaningful parts. Following this, the researcher labeled each similar chunk with a code (Leech & Onwuegbuzie, 2007 P.565). In this way, categories were identified and documented.

After completing the formation of categories and units, comparisons were made with each code so that similar chunks were clearly labeled with the same code. This process enabled the researcher to see whether the chunks were clearly labeled, to integrate the categories, and to reduce their number. Finally, based on the data analysis and interpretations that was made to reach on findings, conclusions and possible recommendations were given in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRATAION

This chapter deals with data presentation, analysis and interpretation data located from the sampled population on teacher turnover quantitative data from the current teachers and qualitative data from the former teachers were analyzed.

Former teachers as well as Educational officials and experts at wereda levels, school principals, with diverse experience and responsibilities, directly concerned with the management of teachers gave their views, opinions and suggestions on teacher's turnover through interviews. This chapter has two sections. The first section deals with general characteristics of respondents, the second sections is concerned with quantitative analysis of data related to the basic questions and analysis of data qualitatively that gathered by semi-structured interview from teachers who had already left the teaching profession in the government of secondary schools of the study area for the last 5 years. In addition to this, principals, educational experts of the wereda and some current teachers were interviewed.

Generally 145 copies of questionnaires were distributed and of which 136 (93.7%) were returned from current teachers. Secondary sources of data, mainly reports and documents have been also used. The characteristics of the sampled respondents were described in the first section of this chapter which then proceeds to data analysis on the rate of teacher's turnover and causes of turnover and related factors.

4.1. Characteristics of respondents.

As described earlier, current teachers were the sources of data collected through questionnaires and former teachers, as well as principals, wereda education heads and experts through interviews. The characteristics of the respondent included in the study were summarized in table 4.1 & 4.2.

Table: 4.1.Characteristics of respondents by sex & age

No	Characteristics	Variables	Respondents			
			Existing teachers		Former teachers	
			F	%	F	%
1	Sex	Male	112	82.75	5	71.6
		Female	24	17.64	2	29.4
		Total	136	100	7	100
2	Age group	Below 26	27	19.8		-
		26-30	75	55.1	7	100
		31-35	17	12.5	-	-
		36-40	12	8.8	-	-
		41-45	5	3.6	-	-
		Above 45	-	-	-	-
		Total	136	100	7	100

As shown in table 4.1, most of the current teachers 112 (82.35%) and 5 (71.6%) of the former teachers were males, on the other hand 24 (17.64%) of the current teachers and 2 (29.6%) of the former teachers were females. The data obtained implied that the teaching staff of secondary schools in the zone was dominated by male teachers and this also illustrated that the participation of female teachers in the Zone was low.

With regard to age as displayed in table 4.1, 75 (55.1%) of the current teachers and 7 (100%) of the former teachers were within the age range of 26-30 years. This revealed that the majority of current teachers and all the former teachers were young enough; this might have an opportunity to the organization with the consideration of current teachers to give service in teaching profession for a long period of time if properly handled.

Table: 4.2 characteristics of respondents by qualification field of study, service years and monthly salary

No	Characteristics	Variables	Respondents			
			Existing	teachers	Former	Teachers
			F	%	F	%
1	Qualification	Diploma	05	3.6	-	-
		First degree	122	89.7	7	100
		Second degree	09	6.6	-	-
		Total	136	100	7	100
2	Service years in teaching	0-5	58	42.6	2	29.6
		1-10	57	41.9	5	71.4
		11-15	10	7.3	-	-
		16-20	09	6.6		
		Above 20	02	1.4	-	-
		Total	136	100	7	100
3	Monthly salary	1644-1881	65	47.7	2	29.6
		2151-2458	48	35.2	5	71.4
		2867-3204	13	9.5	-	-
		3656-4160	10	7.3	-	-
		Total	136	100	-	-
4	Field of study	Social science	41	30.1	1	
		Natural science	77	56.6	6	
		language	18	13.2	-	-
		Total	136	100	7	

As demonstrated in table 4.2 the data for item 1 shows that of the 136 existing teachers, 122 (89.7) and 7(100%) of the former teachers were first degree holders. While 05 (3.6%) of the current teachers secured diploma, from the investigated data, one can suggest that diploma teachers were assigned to teach in secondary schools beyond their qualification required for the level and this shows that when teachers leave their profession un timely, the solution that the WEOs might took was promoting less qualified teachers to replace those teachers who quitted teaching in secondary schools. In addition to this the majority of current teachers, Almost more than 90% the respondents were bachelor's degree. This result shows that, on average, the teachers in the selected secondary schools have a first degree this was consistent with the Ethiopian secondary education training system that requires of teachers who teach in secondary schools to have a minimum qualification of at least a bachelor's degree.

The data in table 4.2, item 2 depicts that the existing teachers have fewer years of service. That is, 115 (84.5%) and 7 (100%) of the former teachers had below ten years of service. This might possibly indicated that most of the teachers in the zone lacked adequate experience to be integrated in to the local environment situation and that may have had on effect on losing them. This might be consistent with the findings Luekens et.al. (2004) higher rate of turn over teachers of beginning teachers (less experienced) has been particularly troubling on the field of education.

With regard to monthly salary in table 4.2, item 3 displayed that majority of the current teachers 113 (82.9%) have earning monthly salary between 1644 birr to 2458 birr monthly. Similarly 7 (100%) of the former teachers were earned within this range monthly salary. But few of the current teachers 23 (16.8%) were earning between the range of 2807-3656. This was

due to the fact that, the maximum salary scale for teachers who reached the last ladder in career structure were 2807 birr for diploma holder and 3656 birr for degree holders respectively.

From the data obtained it is possible to infer that the majority of the current teachers' quitted teaching job for better salary in other occupations. In Ethiopia, the results of research and non-teaching employees with similar qualification and service years have been a critical issue for teacher turnover (Aklilu, 1967; Seyoum, 1992; Getachew, 1999 and Darge, 2002)

In addition it was also confirmed with the findings of Pitsoe & Pachaise "lack of adequate incentives, and inadequate salary of teachers i.e. economic factors are causes for teachers' turnover"

Regarding field of study in table 4.2 item 4, 41 (20.1) of the existing teachers respondents were studied in social science field while the others 77(56.6%) were natural science teachers. Similarly 6 (85.7 %) and 1 (14.3 %) of the former teachers studied natural science and social science respectively. This shows that the majority of the teachers (current & former) were specialized in natural science stream.

4.2. Trend of Teachers' Turnover in Tigray National State North Western Zone (TRSNWZ)

As indicated in the literature review in chapter two above, organizations often confront serious problems of keeping their Employees. This problem manifests itself when employees leaving the organization permanently. For this employee separation different authorities use different terms. Most writers like Heneman et.al. (1987,), Mathis sand Jakson (1997), Dava and Newstrom (1987, p), and Vicchio (1988,) use the term employee turnover.

Other like Okumbe (1998, p.259) and casttetter (1992, p.493), use the term, employee separation. Still other researchers use different for employee separation. For instance employee resignation Daver (1976, p.153) and brain drain or drop out Seyom (1992) and Darge (2002). In general these different terms reveal the quit of employees from the organization.

Table: 4.3 teachers' rate of turnover by sex & wereda.

(Source: data collected from each wereda using the format in appendix D)

Key: W= number of teachers at work,

No	Wereda Name	Sex	2008/09			2009/10			2010/11			2011/12			2012/13			Total			Ave rage
			W	L	P	W	L	P	W	L	P	W	L	P	W	L	P	W	L	P	P
1	Shire	M	117	29	24.9	119	5	4.2	148	8	5.4	157	9	5.7	165	14	8.4	706	65	9.2	10.4
		F	9	1	11.1	18	2	11.1	40	2	5	32	4	12.5	37	7	18.9	136	16	11.7	
2	M/Zana	M	42	7	16.6	55	8	14.5	62	8	12.9	70	10	14.2	85	11	12.9	316	48	15	11.4
		F	11	1	9	10	1	10	14	1	7.1	16	1	6.2	25	2	8	76	6	7.8	
3	T-koraro	M	14	3	21.4	11	2	18.2	15	-	-	15	1	6.6	16	2	6.25	71	8	11.2	8.9
		F	1	-	-	2	-	-	1	-	-	4	1	-	7		-	15	1	6.6	
4	A Tsmbla	M	41	7	17.1	59	4	6.7	71	3	4.2	75	4	5.3	79	4	5	325	22	6.7	13.3
		F	4	2	50	6	2	33.	7	1	14.	13	2	15.3	18	3	16.6	48	10	20	
5	Sheraro	M	43	6	13.9	49	1	2.1	47	1	2.1	50	2	4	57	3	5.2	246	13	5.2	10.6
		F	3	-	-	4	1	2.5	4	1	25	5	1	20	8	1	12.	24	4	16	
	Total	M	257	54	21	293	20	6.8	343	22	6.4	365	26	7	402	34	8.4	1664	156	9.3	10.8
		F	128	4	3.1	40	5	12.5	66	5	7.5	70	9	12.8	95	13	13.6	299	37	12.3	
	Total M+F		385	58	15.0	333	25	7.5	409	27	6.6	435	35	8	497	47	9.4	1963	193	9.8	

L=number of teachers who left teaching in secondary school,

P= percentage waste rate (annual teacher turnover index)

NB= formula used to calculate teachers' rate of turnover is:

$$\text{Percentage waste rate} = \frac{\text{leavers in a year}}{\text{Average number of teachers in post during year}} \times 100$$

As can be seen from Table 4.3, 193 teachers had left teaching in secondary schools in the last five years. The average percentages of teachers' turnover in the last five years in the sampled wered as were 10.8. This turnover rate was not including those teachers who retired, discharged and died in the last five years in the zone. This high rate of teachers' turnover implied that there were higher missed classes. According to the school principals, Woreda education office heads' and experts responses in the interview, a teacher had an average of 25 periods per week. Therefore, if we multiply 25 periods by 193 teachers; 4825 classes were missed within a week. From this, we can infer that instructional activities in the zone were interrupted and /or teachers had high teaching load (burden) and this might lead Teachers on duty are forced to take extra teaching load. It has also become a cause for conflict between school management and current teachers at the time of redistributing the load of those teachers who had already left as principals responded in the interview. This was directly an agreement with the finding of, xaba, 2003 the consequence of teacher attrition is "too terrible and too complex to consider"

Based on the data, Asgede-Tsimbla (13.3%), M/zana (11.4%), Sheraro (10.6%), Shire (10.4%) and Tahtay-Koraro (8.9%) were ranked from first to fifth in decreasing order of rate of teachers' turnover. Asgedetsimbla was the remote area which had high rate of turnover. This is confirmed with the findings of Macdoland, D. (1999), indicated that turnover is highest in geographical location where living conditions are extremely poor, harsh, or expensive, or where teachers do not feel comfortable with the local area. In addition to this the two weredas (asgedet simbla and sheraro) which had hard ship allowance have high rate of turnover this implied that it was inadequate compared to the expensive living condition of the area with their hardship allowance given.

Table 4.3 also mirrors that the rate of female leavers (12.3%) were greater than that of males (9.3). This might be due to geographical location that did not feel comfortable to female teachers. This finding contradicts with the finding of (Perie & Baker, 1997, Bolin, 2008; Shead, 2010, Turner, 2012) they concluded that females tended to have higher job satisfaction than males teachers. On the other hand, a research conducted by Bishay (1996) was concluded women teachers had lower job satisfaction than male teachers. Though there was similarity between the finding of the present study and that of Bishay.

As can be seen in Table 4.3, an average rate of 10.8 teachers had quitted annually from government secondary schools in the zone during the last 5 years. The Table also depicts that the trend of leaving increased from year to year. Especially in 2008/09, there was high rate of teachers' turnover. This might be because; all employees in the zone were assigned into different positions in all sectors based on the BPR manual during this year. Therefore, many vacant positions were available and teachers might have been used this opportunity. This indicated that teachers could leave teaching in secondary school as soon as they have got other alternatives.

4.3. The Relationship between Demographic Characteristics of Teachers, teachers turnover and Their Commitment to the Teaching Job.

As noted in the literature review above, teacher's commitment to their career can be a main factor in staying in teaching profession. As Thomson and Mabey (1994, p.158) low "commitment leads to low employee performance, absenteeism and high turnover".

According to some researchers like Ingersoll (2000), several characteristics including sex, age, experience and qualification can determine ones decision to leave or continue to teaching profession.

In line to this, Current teachers were asked about their decision whether to stay or to leave teaching profession in order to see to what extent demographic characteristics did influenced teachers' turnover in the following two consecutive tables.

Table: 4.4.Existing teachers' future intention to stay or to leave the teaching profession by sex and age

Demographic characteristics	The decision to stay or to leave					
	Stay		Leave		Chi square Results	Sig
	F	%	F	%		
Sex					.731	.392
Male (N=112)	33	29.5	79	70.5		
female (N=24)	5	20.8	19	79.2		
Total (136)	38	27.9	98	72.1		
Age					5.892	.015
Young (N=102)	23	22.5	79	77.5		
Old (N=34)	15	44.1	19	55.9		
Total 136	38	27.9	98	72.1		

Table 4.5 revealed that of the 24 female teachers, 19 (79.2%) of them were planned to leave teaching in government secondary schools of the zone. Similarly, of the 112 male teachers, 79(70.5%) reported that they intended to quit. Overall, 98 (72.2%) of the total respondents replied that they planned to leave government secondary schools. On the other hand, 38 (27.9%) of the total respondents replied that they did not planned to leave. Therefore, this

shows that majority of the existing teachers in government secondary schools of TRSNWZ had the intention to quit. From this it could be inferred that retention of teachers in their profession in government secondary schools was determined by circumstances like alternative job opportunity and dissatisfaction that created intrinsic or extrinsic pressures.

The Chi-square (χ^2) test was computed to see whether there was statistical difference between male and female teachers' plan to stay or leave the teaching profession. The calculated Chi-square (χ^2) = .731 was less than the table value (3.84) for $df = 1$, at 0.05 level of significance.

From this, we can infer that sex had no relationship with teachers' turnover; that means both of them had the tendency to leave teaching in the near future. From this result it was contradicted with the findings of Manna and Tesfaye (2004); which identified that female teachers tend to stay longer in teaching than male teachers. On the other hand, it was consistent with the finding of (Perrachione, 2008; Eddins, 20012) which states that there was no significant difference between male and female teachers in leaving or staying in the teaching profession.

With regard to age current teachers were grouped in to young teachers (30 years and less) and adult teachers (greater than 30 years old). As shown table 4.5, the majority of both young teachers 79 (77.5%) and adult teachers 19(55.9%) would like to leave the teaching job as soon as they get other job. To see whether age had influenced with turnover chi-square was calculated. The calculated chi-square (χ^2) = 5.89 was greater than the table value (3.84) for $df=1$, at 0.05 level of significance. From this we can suggest that age has a relationship with teachers turnover, that means the inclination to depart from the profession matters the age.

Table: 4.5. Current teachers' career plan to stay or to leave in the teaching profession by qualification and experience.

Demographic characteristics	The decision to stay or leave				Chi-square result	sig
	Stay		Leave			
	F	%	F	%		
Qualification					3.99	.136
Diploma (N=05)	1	20	4	80		
Degree (N=122)	37	30.3	85	69.7		
Master (N=09)	-	-	09	100		
Total (136)	38	27.9	98	74.2		
Work experience					4.77	.029
Less experience (115)	28	24.3	87	75.2		
More experience (21)	10	47.6	11	52.4		
Total 136	38	27.92	98	72.1		

As can be seen in table 4.5, the majority of current teachers' i.e. diploma 4(80%), degree holders 85 (69.7%) and 09(100%) of second degree holders would prefer to leave teaching as soon as they get other jobs. The reasons were diploma holders were assigned to secondary schools beyond their qualification and had not any incentives as a result lack of competence to teach in the level and to released such stress job. On the other hand as Tesfaye (1999, p.18) finding indicated that, degree holders might leave teaching that individuals with more

qualification have more options in the job market and as a result to obtain enjoyable salary in other occupations. Similarly for the second degree holders as the document analyzed showed that the career structure formulated was almost equivalent with those they have bachelors of degree holders. Those were forced them to quite from the profession as obtained from the interviewed school principals, wereda education heads and experts too.

The chi-square test (χ^2) was computed to see whether there was a statistical difference between the two groups on career plan. The statistical result (χ^2) = 3.99 was less than that of critical value (5.99) for $df = 2$ at 0.05 level of significance. This means that there was no significance difference on plan to stay or to leave in the teaching profession. From the statistical result it was possible to conclude that all the secondary school teachers were more likely to leave the teaching job.

To see whether experience has impact with turnover Chi-square test was calculated. As the result: the table value of (χ^2)=3.84 was found to be less than the calculated (χ^2) result 4.77 for $df = 1$, at 0.05 level of significance. This indicates significant differences between the two groups. This means that the decision to stay or to leave teaching job was dependent on experience; or experience had greater influenced with teachers' turnover. From the statistical result it was possible to infer that less experienced teachers had the tendency to quit secondary schools. The current finding was similar with the finding of Manna and Tesfaye (2000) which states veteran teachers in Oromia government secondary schools stay longer in their profession than less experienced teachers.

Table: 4.6. Current teachers' responses on the trend of teachers' turnover

The number of Teachers Who left secondary Schools have increased over the past five years.	Respondents		Rating scales(N=136)								
			4		3		2		1		Mean value
	Practicing Teachers		F	%	F	%	F	%	F	%	
			81	59.5	35	25.7	15	11	5	3.6	3.41

As shown in table 4.7, the response of current teachers (mean = 3.41) in secondary school teachers were agreed with the increasing number of teachers' turnover for the last five years. In addition, expected mean value (2.5) was less than obtained mean value of current teachers (3.41). Therefore, the response of current teachers with the increased number of teachers' turnover in the last five years was high.

Furthermore, from the interview made with school principals, wereda education heads and experts, it was found that the number of teachers who quitted teaching in secondary schools had increased over the last five years. Moreover, as the finding from document analysis shows, teachers' turnover was increased from time to time in the last five years particularly the consecutive three years (i.e. 15, 7.5, 6.6, 8, and 9.4) respectively from 2008/09 up to 2012/2013 (See table 4.3).

Table: 4.7. Existing teachers' willingness to become a teacher again

Item	Respondents (N=136)	Rating scales(N=136)								Mean value
		4		3		2		1		
If you could go back to university days and start over, would you become teacher again	Existing teachers	F	%	F	%	F	%	F	%	1.80
		7	5.14	25	18.38	39	28.67	65	47.79	

Key: 4= strongly agree 3= agree 2 = disagree 1= strongly disagree

Table 4.8 shows that 32(23.7%) would like to become a teacher again. However, 104(76.3%) teachers reported they would not choose to become a teacher again. For this result, the obtained mean value (1.80) was less than the expected mean value (2.5). Therefore, the trend of existing teachers was quite clear that they would leave teaching in government secondary schools if alternative job were available.

Similarly, Interviews were interviewed with the former teachers those quitted from the profession their opinion were also similar to those current teachers i.e. Teachers are parts of the society and they share the societies' attitude towards teaching. In the interview except one, they expressed that they need not to go back to their profession and they also pointed out that they were joined the profession because they hadn't the alternative. The principals claimed that teachers themselves don't consider as a profession rather they feel it that it is a temporary

station (**steeping stone**). The society and the attitude of teachers themselves contributed to excessive teachers' turnover. The comments were;

Tekeste: when I was a teacher I had not any property. Let alone, I could not full fill my basic needs. Now I am engaged in my private business even the government would have been increased salary by 100%. I will never go back to teaching profession. Now I am inviting my former colleagues to depart from the teaching profession. (Interview with a teacher who had already left the teaching profession)

Berhe: his response was only the proverb "entebhuluya zeires ewr". Meaning the one who could not see during light is a blind person. (Interviews with a teacher who had already left teaching profession).

This confirmed with the findings of Coolahan (2003) notes that the establishment of appropriate salary provision for teachers will have short term and long term effects on teacher retention pattern. The level of teachers' salary can affect not only the retention of current teachers but also the decision of competent employees to join the teaching profession.

4.4. Initial preference and satisfaction /dissatisfaction of teachers as causes of teachers' turnover.

4.4.1. Initial preference of the current teachers to join the teaching profession.

As argued in the literature review in chapter two above, initial preference for and perception to the teaching profession could be a precondition for the retention of teachers in their profession. Learners who joined for teaching in education programs without preference or with a negative perception to the profession would increase the rate of teachers' turnover. Therefore, it is reasonable to investigate how and why teachers joined to the teaching profession. To this end, existing teachers were asked to respond to the questions why and how they joined to teaching profession.

Table 4.9 shows summary of the reasons for becoming a teacher as reported. The rating scores were computed to mean value, and rank of the means. This rank order of the means was made from highest to lowest mean rank points.

Table: 4.8. Existing Teachers’ Reasons to Choose the Teaching Profession.

No	Initial reasons for becoming a teachers	Respo ndents	Rating scale				mean	SD	Rank
			4	3	2	1			
1	I was interested in teaching as a career.	E.T	31	32	27	46	2.35	0.797	5
2	I joined the profession to ease my economic problem	“	21	34	37	44	2.23	.073	6
3	Lack of another alternative job	“	50	32	22	32	2.73	.842	2
4	Teaching has been comparatively advantage in terms of payment by the time I was employed	“	14	24	28	70	1.86	.622	8
5	I thought teaching would contribute to my personal & educational improvement	“	30	45	29	32	2.53	0.743	4
6	The university assigned me to the teaching stream based on my first year result	“	15	30	41	50	2.07	0,651	7
7	Teaching has more freedom than other job	“	38	36	25	37	2.55	0.809	3
8	To use teaching as steppingstone.	“	50	32	32	22	2.80	0.817	1
	Average						2.39		

As illustrated in Table 4.9, the mean values of existing teachers for items 3, 5, 7 and 8 were greater than the average mean (i.e. 2.39). Whereas for items 1, 2, 4, and 6 had mean values which were below the average mean.

Therefore, from this result, the most prominent reasons that forced existing teachers to join teaching profession were: lack of another alternative job, to use teaching as a stepping stone, they thought teaching would contribute to their personal and educational improvement and teaching has more freedom than other job; because the expected mean value (i.e. 2.5) was less than the obtained mean values to the above four factors which were listed in Table 4.9, items 3, 5, 7, and 8.

Moreover existing teachers for items 3 and 8 in Table 4.9, rated high as a reason for becoming a teacher; because the expected mean value (2.5) was less than the obtained mean value (2.73 and 2.80). On the other hand, items 2, 4, and 6 in the Table were rated low by existing teachers as a reason for becoming a teacher; because the expected mean value (2.5) is greater than the obtained mean values (2.23, 1.86 and 2.07) for existing teachers. Generally, existing teachers rated high for more than half items except for items 2, 4, and 6; because the expected mean value (2.5) was less than the obtained mean values of all items in Table 4.9 except for items 2, 4 and 6. Therefore, teaching has been comparatively advantageous in terms of payment by the time they were employed and the university or college assigned them to the teaching stream based on their first year result and I joined the profession to ease my economic problem were not taken as prominent reasons for becoming a teacher.

This finding was similar with that of willingness of existing teachers to become a teacher again in the current study. From the result, it indicated that most existing teachers under the study joined the profession not for positive professional reasons, and still they could not develop positive perception of the profession. From this, it is possible to suggest that those who unwillingly joined the profession are likely to quit the job whenever he/she has got other alternatives. The finding was confirmed by Temesgen's (2005) Local research papers indicated that lack of initial preference was one of the contributing factors for teachers' turnover in some government secondary schools of Ethiopia.

4.4.2. Existing teachers' level of satisfaction on their profession.

Form the results discussed above one can infer that many experienced and qualified teachers leave or were ready to leave government secondary schools in the zone. In order to investigate and analyze the major factors contributing for teachers' turnover in detail, existing teachers

were asked to rate their level of satisfaction on their work or environmental related variables. The level of satisfaction were categorized in to four (4- highly satisfied, 3- satisfied, 2 – dissatisfied, and 1- highly dissatisfied). The variables were purposely grouped according to their similarity for easy discussions and the responses were discussed in detail under separate topics. Table 4.10 depicts their responses, frequency count and the responding percentage.

4.4.2.1. Inadequate of salary and lack of incentives

As indicated in the literature review chapter two, the weightiest reason for teacher turnover, the one stated most often and at greatest length, is money. It was discouraging to listen to what teachers had to say about their salary, their hopes of regular salary increment that, although the cost of living varies from place to place in Ethiopia, the ministry takes no account of this variation (Aklilu Hable, 1967). This shows that only when these basic needs have been meet that it is possible for higher order needs, which are basis of true job satisfaction to be realized.

Table: 4.9. Existing teachers’ satisfaction with adequacy of salary and incentives

No	Factors	Rating scale (N=136)								Mean value
		4		3		2		1		
		F	%	F	%	F	%	F	%	
1	Teachers monthly salary is adequate to meet financial obligations & support one’s family	5	3.6	3	2.2	16	11.7	112	82.3	1.27
2	Availability of different incentives	5	3.6	12	8.8	23	16.9	96	70.5	1.45

Key: 4= highly satisfied 3= satisfied 2=dissatisfied 1= highly dissatisfied

As illustrated in table 4.10, existing teacher's response was low for both the adequacy of salary and availability of incentives; because they obtained mean value (1.27 and 1.45) respectively for adequacy of salary and availability of incentives were less than the expected mean (2.5). This shows that teachers have neither adequate salary nor incentives. This enhances the dissatisfaction of existing teachers and might be the most contributing factors that pushed them to high turnover teachers. Conversely, the commitment of the organization to the employee could be beneficial because high levels of perceived organizational support increases job satisfaction and decreases turnover (Robbins and Coulter, 2006).

In addition, with former teachers' conducted interviewed, as well as principals responses showed that the perceived poor teacher salaries were a significant factor influencing their job satisfaction and lead them to high turnover. The gross monthly wages of teachers interviewed varied from ETB 1644 or USD 86.52 (beginning secondary school teacher) to ETB 3656 or USD 192.42 (senior lead teacher).

Tekle: we teachers, with the present cost of living, cannot overcome the high burden and we are unable to accomplish our daily activities properly. The rising house rent, the cost of food items, transportation costs, etc, are out of our control...all these things are discouraging. Imagine, we are living from our students' kitchen, and we go to class without having had breakfast. And yet you are supposed to teach and guide the students. The teachers' lifestyle has a direct negative impact on the teachers' job satisfaction and this makes us not to stay in the profession. (Interviews with a teacher already had left the teaching profession)

Kahsay: only a few of them were able to meet their basic needs to the end of each month. When all the costs were covered, there was nothing left. To overcome this challenge some teachers generated an additional income for their families to survive. This has serious implications for the teachers' classroom performances, and the quality of education that they provided. It also affects their commitment to educational reforms and values. (Interview with a teacher already had left the profession)

Gebretsadic: My poor salary influenced my day-to-day activities. I am forced to involve myself in other part time activities. If I had enough money, I could use this time to prepare lessons. I am aware that this time is being misused by me in being absent from class, but teaching cannot fulfill my basic needs and

to survive I need to be involved in other activities. I know this extra work impacts on my regular work [teaching]. Finally I departed from the profession and now I am in better position.(Interview with a teacher already had left the profession)

Gebrehiwot It is common to see young and less experienced teachers borrowing here and there. My salary lasts me 15 days. Then I have to ask somebody to lend me money, or to go to school hungry. And yet there is no hope for a salary increment.

My low salary with no allowances strongly affects my life. I am teaching children, and hence I should not be free from any external influence. Problems at home should influence my working environment. Is it possible to effectively perform school activities with such problems following you everywhere? I shouldn't be physically, psychologically, and mentally fit so that when I am in class I can't teach effectively.(interview with a teacher currently at work).

Principals and wereda experts: Before 3-4 years the government announced the introduction of a new career ladder called 'Advanced lead teacher' as a means of supporting teachers. But the addition of this career ladder and the associated benefit seemed to have caused heated debates. In a report the officials of the country announced that most teachers were satisfied with its introduction. However, teachers were not happy with the way the government treated the situation, and some of the teachers indicated their grievance by different activities for instance being absent from class, low commitment to the teaching profession and leads them to have high turnover. (Interviews with principals and wereda experts).

Brhane: In 2011 we asked the government to consider our living conditions and to improve our salaries and we were told about the introduction of an additional career ladder. This added very little to our monthly salaries. We are very upset. What can we do with this small amount of money? This shows that the government does not care about the teachers and the profession.(interview of a teacher who was /is teaching profession currently).

Weldemariam: A civil servant from another organization with eight years of working experience can earn birr 3348 or about USD 176.21. However, a teacher with the same years' experience and qualifications earns birr 2807 or about USD 147.73. These are a big difference, and make you unhappy with your work. In addition to this, the workers from other institutions are promoted easily and quickly not more than a year (waiting time). But a teacher has to wait at least three years to be promoted to the next level on the career ladder. These salaries did not constitute a living wage. To the fact that by the 18th or 20th of a month, our house is empty of basic necessities, and we are forced to leave home without having had breakfast. Thus, we are unable to handle our teaching duties effectively. (Interview with a teacher currently at work).

According to the teachers, their salaries did not constitute a living wage. One teacher attested to the teachers (both the current &former) also indicated that their salaries compared unfavorably

with those of other professions. Some of the teachers reported feeling inferior to other professionals. This caused dissatisfaction, and it was the main cause to become high turnover rate of experienced and qualified teachers. For example,

Teacher turnover is a common phenomenon. Every day, week, month, and annually teachers leave the profession. Who will be responsible to teach the citizens? Our children are not given quality education ... they are victims of a poor education system.

The teacher participants also reported dissatisfaction with the amount, the system and the type of administration of allowances. The absence of benefits was seen by many as a negative factor, the main of which being the lack of support for transport, but also no health and accident insurance and medical care. The former teachers explained that they were only given hardship allowances even this needs revision because within the similar area of weather condition was not paid for all (for example in the study area Asgede Tsimbla which is nearest to Dedebeit), forced teachers to leave the profession those who served there. And also they viewed this allowance as insufficient, although it was “better than nothing.” This view was reflected by the following response:

Starting in 2011, teachers were provided with a housing allowance. This was only practical in Addis Ababa. Why not paid to other teachers other than Addis Ababa, was the question that rose always. Because living standard in big towns are almost similar though out the country.

According to the respondents teachers leave the job for various salary and promotion opportunity related problems. Dissatisfaction with the present salary in teaching feeling that teachers are not paid fair salary for the work they do.

Principal: teachers are always complaining about their salary and they also draw conclusions that it is difficult to manage dissatisfied staff. The teachers also responded that they are facing many challenges because of low salary and high inflation. The effect of inadequate salary in the

teaching learning process, they put as an implication that it loses qualified teachers and doesn't attract potentially qualified candidates for employment for teachers' training.(interview with a principal).

Thus are confirmed with the finding of (Aklilu Habte, 1967) the weightiest reason for teachers' withdrawal, the one stated most often and at greatest length, is money. It was discouraging to listen to what teachers had to say about their salary, their hopes of regular salary increments that, although the cost of living varies from place to place in Ethiopia, the ministry takes no account of this variation.

4.4.2.2 Lack of respect and support

Many teachers leave government secondary schools as a result of problems associated with respect and support accorded from community and government bodies. Table 4.11 summarized the satisfaction/ dissatisfaction with these issues in Tigray Regional State of North Western Zone Secondary schools.

Employees with higher levels of job satisfaction, particularly satisfaction with the job itself, are less likely to quit their occupation, be absent from work, and encounter mental or physical health problems (Robbins and Coulter, 2006).

Many teachers feel that the satisfaction they realize inside the classroom is too often endangered by forces outside the classroom (Pollack and Miller, 2003). Studies conducted since early 1960's have indicated that issues like social status, salary, working and living conditions, and administrative practices enhance the dissatisfaction of teachers (Ayalew, 1991).

Table: 4.10. Existing teachers' level of satisfaction with respect and support

No	Factors	Rating scale (N=136)								Mean value
		4		3		2		1		
		F	%	F	%	F	%	F	%	
1	Teachers are respected by parents	6	4.4	16	12.5	36	26.4	78	57.3	1.65
2	Teachers are respected by the community	5	3.6	16	11.7	38	27.2	77	56.6	1.61
3	Teachers are respected by the local government	3	2.2	19	13.9	37	27.20	77	56.6	1.5
4	Community support of teachers	5	3.6	10	7.3	41	30.1	80	58.8	1.55
5	Mentoring and supporting new teachers to enhance their motivation & commitment	10	7.3	22	19.1	38	27.9	66	48.5	1.91
	Average mean									1.64

Key: 4 = highly satisfied 3 = satisfied 2 = dissatisfied 1 = highly dissatisfied

Items 1-5 in Table 4.10 show existing teachers' ratings of respect and support they get from different community members. The mean values of the respondents for all items in the Table had mean values were less than the expected mean (2.5).

Therefore, existing teachers were highly dissatisfied with the respect accorded to teachers by parents, local government, and community support and mentoring to new teachers. This shows that the respect and support accorded to teachers in the zone was very low and this enhances the dissatisfaction of existing teachers and might be one of the contributing factors for former teachers to have quitted to made dissatisfaction for current teachers of secondary schools. On

the contrary, research on teacher turnover has consistently found that approval and support of supervisors at different levels and community support are important ingredients in teachers' job satisfaction and their decision to remain in or leave teaching (Chapman, 1994).

In addition to low salary and none salary benefits several teachers left teaching due to low social status of teachers. The interviewed former teachers claimed that they were dissatisfied in the profession. Only one teacher explained that he loves teaching but he hates the working conditions and the society's attitude towards the profession. Respondents were interviewed also reasons for their dissatisfaction. They asserted that the society, government officials as well as students undermine the profession and that no one considers teaching as a profession. The school principals also responded the questions in the same manner. All the principals reminded that they were teachers and share the teachers' feeling of being disrespected in the face of society and their students.

The teachers, both in the interviews and in the open-ended sections of the questionnaire, reported that they were dissatisfied with their relationships with the school principal. This might be related to their perceptions that the principals had poor leadership styles and revealed non-supportive behavior that significantly inhibited job satisfaction. If there are poor leadership practices in schools, poor interpersonal relationships are to be expected

The teachers also indicated the view that in the 1960s and early 1970s, teachers were seen as bringing about progress, enlightenment, modernity and development. They were held in high public regard, and were recognized for their achievements and efforts. They were rewarded and respected by the community, their students and the government. But now, the public's regard for teachers has deteriorated and teachers observed a lack of respect from their students, the local community government. One teacher referred to the fact that he was 'ashamed' that he

was a teacher. The teachers believed that this lack of recognition was related mainly to their poor remuneration packages. The society does not respect teachers because of their poor standard of living ... their poor style of clothing and their lack of influence due to economic reasons. The teachers repeatedly mentioned their dissatisfaction with regard to the treatment by the education leaders and the higher officials of the country. The lack of respect and recognition caused a lot of disappointment among secondary school teachers in the zone. The following comment was typical:

Tblets: the government is responsible for lowering our status and respect from the community. The top officials of our country insulted us by saying “*WALGIE MEMIHIR (a teacher who is not responsible)*”. So, if the top ministers do not respect you, what could you expect from the society ... or from the students? If the government does not value teachers, so does the society, and our students. We do so much but we are not recognized... we are not consulted on anything, but criticized for everything. However, the government has started recognition of teachers and the profession by Medias at the near time this might be good beginning to accord respect ions to the profession and teachers and might make to retain teachers in the profession.(interviews with a teacher who had already left)

4.4.2.3. Poor interpersonal relationship

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

Table 4.11: satisfaction level of existing teachers with interpersonal relation.

No	Factors	Rating scale (N=136)								Mean value
		4		3		2		1		
		F	%	F	%	F	%	F	%	
1	Warm relation between school administration and teachers	14	10.29	32	23.52	47	34.5	43	31.6	2.14
2	Warm relation between wereda officials and teachers	13	9.5	18	13.2	47	34.5	58	42.6	1.89
3	Collegial relationship among teachers	34	25	44	32.3	31	22.7	27	19.85	2.62
	Average									2.21

Key: 4 = highly satisfied 3 = satisfied 2 = dissatisfied 1 = highly dissatisfied

Items 1-3 in the Table depict the relationship between teachers with other concerned bodies (school administrators, WEO and collegial relationship among teachers). As the result in item 2 shows, the relationship between wereda officials and teachers was low; because the mean value (1.89) was less than the expected mean score (2.5). On the other hand, existing teachers response for item 3 in the Table was high; because they obtained mean score (i.e. 2.62) for item 3 it was greater than the expected mean score (2.5). These results confirmed that there was weak interpersonal relationship among teachers and wereda officials and school administrations. On the contrary, the collegial relationship among teachers were high because the mean value indicated that above the expected and average value this showed a strong relationship among the secondary school teachers. However, in a decentralized administration,

power and authority were given for the local administrators and WEO, so that they would create good and collaborated working situations. To this effect, they were expected to communicate with and involve teachers and other concerned bodies in decision making and thereby solve problems that exist in and around the schools.

Furthermore, both in the interviews and from the open-ended questionnaire items, the former teachers' opinions revealed that their relationships with their colleagues were a significant aspect of their job satisfaction. Positive social relationships with colleagues were important sources of the teachers' emotional well-being; because the teachers believed that their colleagues were their source of friendship, as well as of social and emotional support. Collegial relationships were seen as the most satisfying aspect of the teachers' work, as revealed by both the questionnaire items and the interviews. This was confirmed by the following comments:

Fetlework:with my colleagues I have very positive relationships. The majority of the teachers in my department have less teaching experience than I have. We have friendly relations. They ask me to give them advice, to mentor their activities, and to share my experience. I also ask them to share with me their experiences. We work as a team, supporting one another and exchanging ideas, and this gives me great pleasure and satisfaction. In this way we accomplish our tasks in a friendly way. This helps me to do my work effectively. My home is very far from the school. However, since I love the staff members of the school, I don't try to be transferred to another school this makes me to stay in the profession but the working condition such as lack of proper administrative, leadership skills, adequate salary and fringe benefits forced me to resigned from the profession.(interview with a teacher who had already left the profession). This shows that it might not be the contributing factor to teacher turnover. This is directing consistent with the findings of (Bennison & Casson 1984 p.149-151) that mentioned above.

4.4.2.4. Poor working conditions

As presented in the literature review above, work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Schools in many countries lack basic amenities such as tap water, electricity, staff rooms and toilets. Housing is a major issue for nearly all teachers (Bennel, 2006).

Poor working conditions may account for part of the reasons for turnover among teachers. In addition to factors such as class size, a number of other factors come in to play in terms of working hours, including teaching time, and the number of hours spent on extra instructional activities such as preparation time, evaluating students and staff meeting (Coolahan, 2003). Existing teachers were asked to rate their level of satisfaction with some working conditions listed. The results in the table revealed that most of the teachers were dissatisfied with the working condition of their schools.

Table: 4.12. Existing teachers' level of satisfaction with working conditions

N	Factors	Rating scale (N=136)								Mean Value
		4		3		2		1		
		F	%	F	%	F	%	F	%	
1	Attractive class room conditions	9	6.6	23	16.9	53	38.9	51	37.5	1.92
2	Availability of instructional materials	7	5.1	30	22	44	32.3	55	40.4	1.91
3	Students' enthusiasm to learn	8	5.8	18	13.2	37	27.2	73	53.6	1.71
4	Manageable student discipline	10	7.3	28	23.5	34	25	64	47	1.88
5	High teaching load	56	41.17	45	25.7	19	13.9	16	11.7	3.03
	Average mean	-	-	-	-	-	-	-	-	2.09

As indicated in Table 4.12 existing teachers response for all items was low; except item 5 because they obtained mean value of all items (i.e.1.92, 1.91, 1.71, and 1.88) respectively for items 1, 2, 3,and 4 were less than the expected mean score (2.5). From the responses, one can infer that the three working conditions; i.e. availability of instructional materials (mean=1.91), students' enthusiasm to learn (mean= 1.71) and manageable student discipline were the most frustrating situations prevailing in government secondary schools of the zone.

In general, the working conditions in secondary schools of the region were becoming a growing concern and were aggravating the dissatisfaction of existing teachers. This in turn was inducing teachers to leave teaching in government secondary schools. Hence, the security of the work place should be one of the major concerns of all individuals, including woreda supervisors, mentoring and support, community support, students' enthusiasm to learn, availability of instructional material and government bodies. They are expected to make utmost effort to solve the problem from the source. The findings concerning working conditions as a source of teacher turnover markedly corresponds with the result obtained in other studies (Getachew, 1991).

Moreover, interviews with some existing teachers, principals and wereda education leaders and experts depicts that Most of the teachers indicated that good working conditions such as supportive leadership (including induction), time for collaboration, access to a relatively high quality curriculum and resources, clean and safe environment (including separated male and female toilet and clean drinking water), and relevant professional development opportunities were even more important than higher salaries. They also emphasized that the class rooms condition (sanitation, proper door and windows, blackboards, chairs and tables) and access for technology such as computers and internet) has effect on their attitude to stay in or leave the

school and the profession. The schools that I have visited during data collection strengthened these ideas that do not have recreation centers (sport fields, rooms for indoor games etc). No health care service if something happened in the school compound. In general the physical condition of the schools and their vicinity were not attractive. This was in agreement with the finding of (Bennel, 2006), work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. Schools in many countries lack basic amenities such as tap water, electricity, staff rooms and toilets. Housing is a major issue for nearly all teachers and it creates dissatisfaction for teachers and might be lead to turnover.

4.5. Administrative and supervisory problems

Administration support as the top indicator for identifying teacher job satisfaction and predicting teachers stay within the profession. The level of support on administrator provides teacher impacts teachers' effectiveness and job satisfaction (Billinsley & cross et al, 1992).

As indicated in the review related literature in chapter two, many teachers list job dissatisfaction as soon as they leave the profession with citing the lack of administrative support. Teachers within their first few years of teaching are leaving the profession and require administrative support or mentoring to keep them in the profession.

Tickle (2008) deemed administrator support as the top indicator for identifying teacher job satisfaction and predicting if teachers stay within the profession. In connection to this current teachers were asked to rate the items related to administrative and supervisory problems using a liker rating scale as followed.

Strongly agree = 4, agree =3, disagree = 2, and strongly disagree = 1 in the following two consecutive tables respectively the rating scores were further computed to mean value.

Table 4.13: Administrative factors as causes of teacher turnover

No	Factors	Rating scale (N=136)				Mean value	SD	Mean rank
		4	3	2	1			
1	Promotion opportunity is un fair	59	38	22	17	3.02	0.72	1
2	Decision making is not participatory	45	26	33	32	2.61	0.71	8
3	Principals do not treat teachers equally	51	39	22	24	2.86	0.78	6
4	Deducting salaries was not with agreement	59	35	16	26	2.9	0.84	5
5	Un wanted interferences	52	47	22	15	3.0	0.66	1
6	Career promotion and salary adjustment delays	53	45	19	19	2.97	0.73	3
7	Evaluation is not on teaching learning activities	52	41	26	17	2.94	0.68	4
8	Professional development is un fair	46	42	27	21	2.83	0.71	7
9	Principals are not supportive	37	46	31	22	2.71	0.69	8
10	Principals are not competent	35	41	29	31	2.58	0.73	10
	Average mean					2.84		

The list of administrative problems encountered by practicing teachers indicated that, the prevalence of certain severe problems needs special considerations to retain teachers. Among the major of these problems were (five in order of rank): promotion opportunity is un fair, un wanted interferences, delays in career Promotion and salary adjustment, evaluation is not on teaching learning activities, and deducting salaries was not with the agreement of teachers.

This shows teachers were highly dissatisfied with the school administrative practices and the leader ship quality of their principals and wereda education officers and this mainly indicated that teachers were dissatisfied with the extrinsic aspects of their work. Moreover, managing

educational institutions is a very complex task which needs qualified and experienced personnel. Schools are social organizations in which employees and students develop norms, values and share different experiences. Management of schools by its nature is unique and intricate. Many writers have pondered the unique and complex characteristics of educational management.

Brhane: Mostly school principals assigned not by their qualification or training in educational leadership but by any subject matter. This will have an adverse effect on teachers' motivation and lack of leadership skills. If the school principals failed to apply collegial management to make teachers participant in the decision making process, the teaching staff can be dissatisfied and develops hatred to the school and this might be lead turnover of teachers. (Interview with a teacher currently at work)

Gebretsadic: school management was not participatory and don't treat all teachers equally and lacks the necessary capacity to influence the staff towards the achievement of organizational goal. In addition to this, principals exert less effort to motivate teachers. Motivating teachers to retain in the schools should be a focus area of principals though it is amazingly undermined. During meetings our school leaders do not accept our suggestions, or discuss the issues on the agenda, other than their own issues. They also autocratically decide whatever they want and were not competent, supportive or fair. They also seemed to believe that the poor quality of school education was related to less than satisfactory leadership in schools.

Managers do not listen to others' suggestions. They do not act as mentors. They do not understand the teachers' problems; they simply rush to write warning letters to deduct money from teachers' salaries without agreement (mutual understanding). This is because they are not skilled, experienced and visionaries. They become principals without the educational leadership qualification.

There is a knowledge gap between the administrators and the teachers. I believe they are not competent enough to support and evaluate teachers [with regards to] academic matters. How is it possible to talk about job satisfaction and school quality when teachers have no respect for their leaders? Therefore, thus leadership activities had their own contribution at large.(interview with a teacher who had already the teaching profession)

From the above responses, it is possible to understand that the school management was not as such active in providing the required support to teachers. This was evident with what happened to novice teachers. They didn't get appropriate induction and mentoring support. A research

done by (Spark, 2002) a commitment leader can create favorable working environment which is an essential ingredient to insure quality teaching in all class rooms by dramatically reducing the amazingly high rate of teacher turnover. Establishing such cultures in schools is one of the most significant educational challenges.

Table 4.14, Supervision as causes of teacher turnover

As presented in the review related literature in chapter two, one of the major problems in Ethiopia education system is poor supervision and support. In line to this USAID (2008p.21) reported that poor supervision and support is one of the major factor that discouraging individuals from becoming and remaining secondary school teachers. In connection to this current teachers were asked to rank the supervision causes of teacher turnover on teaching learning activities. The mean values were calculated to rank the supervisory causes. The rank was made from the lowest to the highest mean rank points.

No	Factors	Rating scale (N=136)				Mean value	SD	Mean rank
		4	3	2	1			
1	Unfair criticism	39	43	41	13	2.7	0.59	5
2	Supervisors are fault finding	45	43	28	20	2.83	0.69	4
3	Supervisors fail to give support	43	49	30	14	2.88	0.60	3
4	Supervisors engaged more in administrative activities	55	44	21	14	3.04	0.66	2
5	Supervisors are not competent	57	48	18	13	3.09	0.64	1
	Average mean					2.90		

As shown in table 4.15, supervisors fail to support secondary school teachers in the zone to improve the teaching learning activities. The rating scores of current teachers show this reality.

Three most supervisory problems ranked by current teachers were I feel that professional competence of supervisors is not better than teachers to facilitate the teaching learning activities (mean= 3.09, 1st), supervisors are engaged more in administrative rather than professional support for teachers (mean=3.04, 2nd) and supervisors fail to give support (2.88 3rd).

In general table 4.14 disclose that all the items under supervisory problems were rated high as problems for teachers retention in the schools, since for all items the rating scores were greater than the acceptable mean (2.5). The possible reasons that supervisors fail to render professional tasks to teachers might be: supervisors were appointed to the position without necessary qualification and supervisory skills or /and the relationship they have wereda education officials. In order to make the teaching learning attractive, supervisors should equip with the supervisory skills and should be competent in the eyes of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This chapter summarizes the main findings of the study and forward research recommendations based on the findings and conclusion.

The general objective of this study was to assess the root causes of teacher turnover and its impact on school performance in the government secondary schools of in North Western Zone, of Tigray Region and to seek possible strategies that could motivate teachers to stay in the secondary schools of zone.

Therefore, an attempt was made to provide answers to the following basic questions.

1. What is the current rate of teachers turn over in secondary schools of the zone?
2. What factors contribute to teachers' turnover in northwestern zone of Tigray region?
3. Does teachers' demographic character (age, sex, experience) influence teachers' turnover?

In dealing with the earlier mentioned basic research questions, related literature of international and local context were referred too. Moreover, three types of data gathering instruments were conducted. The subjects of the study were 136 existing teachers taken from government secondary school and 7 former teachers who were currently working out of government secondary schools. In addition, secondary school principals, WEO heads and experts in the sampled secondary schools, were included in the study. To demonstrate that the results summarized below have addressed the above research questions, the findings were summarized along the following themes that reflect the specific objectives of the study.

5.1.1 Trends of Teachers' Turnover

- The finding showed that, the annual rate of teachers' turnover in secondary schools of the zone in the last five years (2008/9-2012/13) was 10.8%. When comparison was made among the five woredas, the highest teachers (13.3%) from Asgede-Tsmbila and the lowest

(8.9%) from Tahtay-Koraro woreda were quitted from teaching in secondary schools of the zone in the last five years. Asgede–Tsimbla woreda had one remote secondary school with hardship allowance for all civil servants.

- With regard to sex and work experience, the rate of female leavers (12.3%) was greater than their male counterparts (9.3%). When we see the average rate of teachers' turnover with regard to work experience. The finding showed that, existing teachers strongly agree with the increasing number of teachers' turnover in the last five years in the zone; because the expected mean value (2.5) was less than the mean value existing teachers (3.6). All the principals, wereda education heads and experts also corporate this fact. The findings from the document analysis were almost similar with the responses of the participants; that is the annual turnover index in the five consecutive years (especially the last three), 2008/09–2012/13 respectively was 15, 7.5, 6.6, 8, and 9.4.

5.1.2. The Relationship between Demographic Characteristics of Teachers, teachers turnover and Their Commitment to the Teaching Job.

- Existing teachers were asked about their plan to leave teaching and 72.2% of them replied that they had the intention to quit teaching in secondary schools. The Chi– square (χ^2) test was computed to see whether there was statistical difference between male and female teachers' plan to stay or leave teaching job; and the result showed both of them had the tendency to leave teaching in the near future. Furthermore, former teachers were interviewed whether they had plan to returning to teach in secondary school most of them indicated disinclination of returning to their profession due to low salary and lack of incentives.
- The study showed that gender and educational qualifications had no statistically significant impact on the job satisfaction of the participant teachers. The teachers with different gender and educational qualifications had similar views of the factors that influenced their turnover.
- Experience has impact with turnover Chi – square test was calculated. As the result; the table value of $\chi^2=3.84$ was found to be less than the calculated (χ^2) result 4.77 for $df =1$, at 0.05 level of significance. This indicates significant differences between the two groups.

This means that the decision to stay or to leave teaching job was dependent on experience; or experience had greater relationship with teachers' turnover.

5.1.3 Initial Preference and Satisfaction/ Dissatisfaction of Teachers as Causes of Teachers' Turnover.

- The most prominent reasons that forced existing teachers to join the teaching profession on the basis of the mean values were: lack of another alternative job (mean =2.73), to use teaching as a stepping stone (mean= 2.8), they taught teaching would contribute to their personal and educational improvement (mean=2.53) and teaching has more freedom than other job (mean=2.55) because the mean values of these reasons were greater than the average mean (2.39). All reasons except the reasons in item 1, 2, 4, and 6 could be taken as initial reasons for becoming a teacher; because the expected mean value (2.5) was less than the obtained mean values of all items.

Similarly, Interviews were interviewed with the former teachers those quitted from the profession their opinion were also similar to those current teachers i.e. They were joined the profession because they hadn't the alternative. From the result, it was possible to conclude that most existing teachers under the study joined the profession not for positive professional reasons, and still they could not develop positive perception of the profession.

- Teaching as only last option; compelled by personal problems not interested in teaching. The use of teaching deliberately as stepping stone to find another job. This showed that in general teachers lacked initial commitment to teaching before joined the teaching profession.
- The finding about adequate salary and availability of incentives existing teacher's responses were low for both the adequacy of salary and availability of incentives; because they obtained mean value (1.27 and 1.45) respectively for adequacy of salary and availability of incentives were less than the expected mean (2.5). This shows that teachers have neither adequate salary nor incentives and interviews with former teachers were asserted the most reasons to resigned from teaching profession were low economic factors (low salaries and lack of incentives). This enhances the dissatisfaction of existing teachers and they were the major contributing factors to lead to high turnover teachers.

- In addition, with former teachers' conducted interviewed, as well as principals responses showed that the perceived poor teacher salaries were a significant factor influencing their job satisfaction and lead them to turnover. The gross monthly wages of teachers interviewed varied from ETB 1644 or USD 86.52 (beginning secondary school teacher) to ETB 3656 or USD 192.42 (senior lead teacher). The former teachers indicated that we teachers, with the present cost of living, cannot overcome the high burden and we were unable to accomplish our daily activities properly. The rising house rent, the cost of food items, transportation costs, etc, are out of our control...all these things were discouraging us.
- The list of administrative problems encountered by practicing teachers indicated that the prevalence of certain severe problems needs special considerations to retain teachers. Among the major of these problems were (five in order of rank): promotion opportunity was un fair, un wanted interferences, delays in career Promotion and salary adjustment, evaluation was not on teaching learning activities, and deducting salaries were not with the agreement of teachers.
These showed teachers were highly dissatisfied with the school administrative practices and the leader ship quality of their principals and wereda education officers and this mainly indicated that teachers were dissatisfied with the extrinsic aspects of their work.
- Moreover, managing educational institutions is a very complex task which needs qualified and experienced personnel. Schools are social organizations in which employees and students develop norms, values and share different experiences. Management of schools by its nature is unique and intricate. Many writers have pondered the unique and complex characteristics of educational management.
- Interviews were conducted with former teachers, depicted that, in contrary to the above ideas. Mostly school principals assigned not by their qualification or training in educational leadership but by any subject matter. This would have an adverse effect on teachers' motivation. The interviewed also revealed that most of the school principals were lacked leadership skill. If the school principals failed to apply collegial management to make teachers participant in the decision making process, the teaching staff can be dissatisfied and develops hatred to the school and this might be lead to high teachers' turnover.

5.2. Conclusions

- On the basis of data analysis and summary of the study, the following conclusions were made: There was high rate of teachers' turnover in the zone; and majority of the existing teachers would like to leave teaching as soon as they get other alternative job. That means the trend of teachers' turnover was likely to continue. Similarly, the interviewed was revealed that all former teachers were not interested to return to their former teaching profession to teach in secondary school; and as a result of this trend quality of education was adversely affected.
- The major factors that made teachers to quitted teaching in secondary schools were: because learners have been joining the teaching profession not because they like it, but rather, they had no other alternatives; and still they could not develop positive perception to the profession and What was consistent across all respondents of this study was that teachers' turnover was a result of economic problem. It was a primary and the main cause for teachers' turnover. Thus it is possible to conclude that, insufficient salary and incentives were the cause for teachers' turnover in North Western Zone of Tigray Region.

It is indicated that committed, experienced and hard working teachers were leaving the school. Classes were not covered as per the school academic plan. Students were not in a position to get the expected knowledge and skills. Teachers on duty were psychologically disturbed and stressed. It was also cause for additional burden to both teachers as well as the school management. In addition, teachers' turnover was also resulted in disciplinary problems. Thus, it is possible to conclude that the functioning of the school, students' achievement and quality of education were seriously affected due to teachers' turnover.

- Unlike age and experience, teachers with different gender and educational qualification had similar views of the factors that influenced their turnover. Thus it is possible to infer that gender and educational qualifications had no statically significant impact on teachers' turnover of the participant teachers.

5.3. .Recommendations

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

Based on the summary of findings and conclusions of the study, the following possible solutions are recommended to reduce teachers' turnover, increase retention of teachers and make teaching an attractive profession in the zone as well as in the region.

5.3. 1. Improve Rewards for Teachers

1. Low salaries are among the most frequent reason teachers give for leaving teaching. Raising teachers' salaries is the single most direct and effective way to reduce attrition. The ground for improved salaries of teachers should be in line with the principle, laid down by ILO/UNESCO in paragraph 115 of the Recommendation concerning the status of Teachers; that teachers' salaries should "compare favorably with salaries paid in other occupations requiring equivalent qualifications".
2. Allow and support teachers to earn additional income through an alternative approach. The alternative approaches to give teachers the opportunity and flexibility to increase their income could consist of teachers being hired to offer out-of-school literacy classes or other types of non-formal and adult education as part-time jobs or providing a plot of land to those teachers in rural schools

3. Rewarding more experienced teachers for remaining in teaching could enhance the motivation of teachers to be retained. Thus, a special salary increase and prize for long service should be given to teachers who served for long years, for instance, at the 20"and 30" years of service.
4. One of the major problems encountered by most teachers is lack of accommodation. Government should endorse a policy an accommodation for teachers. In rural areas, and should construct houses for teachers at every new school.
5. Separate from salary, teachers should be given special allowances for such things as teaching in remote locations and hardship areas. This can be awarded by each REB according to the local context.
6. Money, in the form of immediate salary, is not the only material compensation teachers would like to receive. Other material rewards provided for teachers would improve the status as well as enhance retention. In this aspect the following are recommended:
 - Free or subsidized medical care, for those working in areas hazardous to health, especially in remote lowland areas.
 - Life insurance in insecure places, such as in conflict areas.
 - Food and clothing allotment, as subsidized prices for teachers working in hardship and in accessible areas.

5.3.2. Improve working conditions within the school

Teachers' employment and working conditions are reciprocal with each other. The quality of the working environment of teachers or schools optimizes the likelihood that teachers will apply the best instructional techniques and also encourage teacher retention.

Therefore to improve the school environment, the following are recommended.

1. Provide adequate textbooks and instructional materials to schools.

2. Improve the physical condition of classrooms and schools in general.
3. Limit the number of students in classrooms appropriate to the instructional process.
4. Provide more effective school level instructional supervision and support.
5. Enhance school principals to perform their roles effectively in instructional supervision, school management and enhancing community-school relationships through training and adequate remuneration.
6. Enhance the first teaching experience through teacher induction activities for beginning teachers since that first teaching experience is a key factor in the retention of teachers in the early years.

Therefore, special mentoring programmes' should be provided within schools to protect and support new teachers.

5.3.3 To improve career ladder and reward systems for teachers:

- Regional government should revise and improve the career ladder of teachers to be as equivalent as civil service servants and that of college teachers.

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APPENDIX-A

Addis Ababa University

School of Graduate Studies College of Education

Department of Educational Planning and Management

Questionnaires: for teachers.

Dear teachers!

The purpose of this questionnaire is to examine reasons why teachers leave their profession in relation to that, the questionnaire tries to learn about your attitude to the teaching profession as a whole and your future plans. I would like to kindly request you to give your sincere responses to all the items included in the questionnaire. Please be assured that the study is purely academic and hence all the information will be kept confidential. Since you are not required to write your name here, your anonymity will be maintained. For questions that require short answers. Please feel free to respond in English, Tigrigna or any other language you are comfortable with.

Thank you for your time and cooperation in advance!

Hagos Teklemariam

Section one: Personal information-

1.1. Sex:

A. Male

B. Female

1.2. Age: _____

1.3. Qualification:

A. Diploma B. BA/ BSC/ BED C. MA/ MSC/ MED.

1.4. Fields of specialization A) social science B) natural science C) language

1.5. Service year:

- In teaching _____ years, in other occupation _____ years, total _____ years.

1.6. Write the name of the school where you are teaching now _____.

1.7. The level of the school you work in is:

A. 9-10 B.11-12 C.9-12

1.8. How much is your monthly salary?

A) 1644-1881 B) 215158 C) 2807-3204 D) 3656-4160

E) >4160

Section two: initial reason for being a teacher; *indicate your level of agreement by indicating by putting a tick mark (✓) along you choice for the items indicating below.*

	Initial reason for being a teacher	Strongly agree	Agree	disagree	Strongly disagree
2.1	I was interested in teaching as a career				
2.2	I joined the profession to ease my economic problem				
2.3	I joined teaching as a last alternative due to lack of other job or training opportunity				
2.4	Teaching has been comparatively advantageous in terms of payment by the time I was employed				
2.5	I thought teaching would contribute to my personal and educational improvement				
2.6	The university or college assigned me to the teaching stream based on my first year result				
2.7	Teaching has more freedom than other job				
2.8	To use teaching as a spring board for other career i.e. to temporarily work as a teacher and move to other jobs when opportunities arise.				
2.9	Do you have a plan to leave teaching in government secondary schools in the near future				
2.10	If you could go back to your college or university days and start over, would you become a teacher again?				
2.11	The number of teachers who leaved secondary schools has increased over the past five years.				

Section three: indicate your level of agreement by indicating by putting a tick mark (√) along you choice the four items indicating below. The numbers indicate: 4= highly satisfied, 3= satisfied, 2= dissatisfied, 1= highly dissatisfied and teachers' future decision to stay or leave in the profession by indicating the level of agreement ranging strongly agree-strongly disagree.

No	Characteristics of the environment	4	3	2	1
1	Teacher monthly salary is adequate to meet financial obligations and support one's family.				
2	Availability of different incentives (e.g. paid evening classes, hardship allowance, career promotion etc)				
3	Teachers are respected by parents.				
4	Teachers are respected by the community				
5	Teachers are respected by the local government.				
6	Technical support rendered by supervisors from woreda education office				
7	Effectiveness of school level supervision				
8	Community support of teachers				
9	Mentoring and supporting new teachers to enhance their motivation and commitment				
10	Warm relationship between school administrators and teachers				
11	Warm relationship between woreda officials and teachers				
12	Collegial relationship among teachers				
13	Attractive class room conditions				
14	Availability of instructional materials				
15	Students' enthusiasm to learn				
16	Manageable student discipline				
17	Teachers' decision whether to stay or to leave in their profession.				

Please write if there are any satisfying or dissatisfying activities performed in school

other than those mentioned in the above. _____

Section-four: *this section is related to possible **administrative** and **supervisory** problems as causes (reasons) of teacher turnover to left teaching profession. Indicate your level of agreement by putting tick mark (√) along your choice the four items indicating below.*
Key 4= strongly agree, 3= agree, 3= disagree and 1= strongly disagree

No	Items	4	3	2	1
1.	Granting of promotion opportunity is unfair.				
2.	Decision making on the teaching learning activities is participatory.				
3.	School principals do not treat all teachers equally.				
4.	Deducting salary often takes place without the agreement of employees.				
5.	Unwanted interference on school Matters by local government officials.				
6.	Structure promotion implementation procedures and salary adjustments often delays.				
7.	Teacher performance evaluation is not on the basis of teaching learning activities.				
8.	Selection of teachers for professional development opportunities is unfair				
9.	School principals are not supportive				
10.	School principals are not competent to lead the school				
11.	Supervisors in course of supervision always give unfair criticism of the teachers work.				
12.	Supervisors are personally fault finding				
13.	Supervisors fail to give support to teachers which will help teacher improve their teaching				
14.	Supervisors are engaged more in administrative activities rather than professional support				
15.	Professional competence of supervisors is not better than teachers to facilitate the teaching activities				

16. Please specify if any _____

APPENDIX -B

Interview guided for discussion with WEB, school principals and some practicing teachers.

- 1 How many teachers left teaching with in the period of 2001-2005 E.C?
 - Regarding their sex, age and experience.
 - Do you think the pattern of turnover increasing order?
 - What was their specialization for those who quitted the profession (social science, natural science and language?)
- 2 Can you tell problems encountered as result of teachers turnover (at regional, wreda and school level)? What are the problems? How did you tackle the problems?
- 3 Which organization (government or non government) employ those teachers who left teaching? Or which organizations attract teachers?
- 4 Why do you think teachers leave teaching?
- 5 What do you think of the future trend regarding teacher's turnover?
- 6 What do you suggest for measures to be taken in order to reduce turnover, and attract best recruits to the teaching profession?
- 7 Are other things you want to tell me regarding teacher turnover?

APPENDIX- C

Interview guided for discussion with *former teachers* (teachers who had already left the teaching profession)

Section one: Personal information-

1.1. Sex:

A. Male. B. Female.

1.2. Age: _____

1.3. Qualification:

A. Diploma. B. BA/ BSC/ BED. C. MA/ MSC

1.4. Field of specialization A) social science B) natural science C) language

1.5. Service year:

- In teaching _____ years, in other occupation _____ years, total _____ years.

1.6. Write the name of the organization where you are working now _____.

1.7. How much was your monthly salary?

A) 841-1119 B) 1287-1476 C) 1692-1935 D) 2151-2458
E) 2807-3204

1.8. When were you leaved secondary school _____.

1. In your view what do you think are the main causes of teacher turnover?
2. How did you feel about your salary?
3. How did you evaluate the fringe benefits of your work, e.g. the allowance given to you?
4. How did you feel about the administrative support at your school?
5. How did you experience the work itself?

6. How would you describe the relationship with their school director & your colleague?
7. What enhanced your job satisfaction?
8. What inhibited your job satisfaction?
9. How did you view the promotion opportunities you had?
10. What is your intention to go back to teaching profession?

APPENDIX-D

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

Quantitative data collecting format:

1. Woreda/School Name. _____
2. Teachers' turnover from secondary school

S.N O	Qualification	Number of teachers	Academic year										
			2001 E.C		2002 E.C		2003 E.C		2004 E.C		2005 E.C		
			M	F	M	F	M	F	M	F	M	F	
2.1	Diploma	Who were/are at work											
		Who left the school due to different reason											
2.2	First Degree	Who were/are at work											
		Who left the school due to different reason											
2.3	Second degree	Who were/are at work											
		Who left the school due to different reason											

DECLARATION

I, the undersigned, declare that this is my original work and has not been presented for a degree in any other universities and that all sources of materials used for the thesis has been duly acknowledged.

Name: Hagos Teklemariam Gesessew

Signature: _____

Date of Submission: May 2014

This thesis has been submitted for examination under my approval as a research advisor.

Name: Getnet Tizazu (PhD.)

Signature: _____

Date: _____