



**TEACHER TURNOVER IN SELECTED PRIVATE PRIMARY SCHOOLS OF
NIFAS SILK LAFTO SUB CITY, ADDIS ABABA**

BY

MEKONNEN WAKUMA

A THESIS SUBMITTED TO

**THE SCHOOL OF GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY,
COLLEGE OF EDUCATION AND BEHAVIOUR STUDIES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ART IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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Approval of Examination Committee

Approval of Board of Examination

Chairman, Department	Date	Signature

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Advisor	Date	Signature

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External Examiner	Date	Signature

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Abstract

The main purpose of the study was to find out the major causes of private primary schools teacher turnover and its impact on the academic performance of students, on existing teachers, on the effectiveness of administrators and schools and to forward possible strategies on how to retain well experienced and excellent teachers in Nifas Silk Lafto Sub City. In order to carry out the study a descriptive survey method was used. 4 Woredas were selected purposively for the study. From these Woredas, 4schools were selected randomly. In order to achieve the objective of the study, both former and existing teachers were selected. The existing teachers were selected using random sampling technique whereas the former teachers were selected using availability and snowball sampling technique. To gather the required data, questionnaire and interview were used. Before the questionnaires were distributed to the target groups, the items were pilot tested on 6 teachers who did not take part on the study. The reliability of the items was calculated using split-half method. After that a total of 122 copies of questionnaire were distributed to both categories of respondents. Out of the 122 copies 110, that is 90.2% were filled and returned. Besides this, interview was conducted with 12 respondents. Purposive sampling technique was used to select the interviewees. Concerning the secondary sources, reports and documents were reviewed. The data collected using questionnaires were analyzed and interpreted using frequencies, percentages and mean values. Microsoft Excel was used to do this. The information gathered using interview and document review was thematically narrated. The study revealed that poor salary and non-salary benefits, poor working conditions, and administrative problems were found to be the major triggering factors which accelerated private primary school teacher turnover in Nifas Silk Lafto Sub City. The data about the trends of turn over showed that teacher turnover is increasing year after year. Furthermore, frequent teacher turnover affected the proper attainment of school goals and objectives, influenced the academic performance of students and overburdened the existing teachers. It is recommended if ministry of education and concerned bodies work together to tackle private schools teacher turnover and its impact. It is also recommended if salary is improved and conducive work environment is created for teachers.

Chapter One: Introduction

This chapter presents the background of the study, statement of the problem, the general and specific objectives, significance and delimitation of the study. It also provides operational definition of key terms and discusses on how the whole study is organized.

1. Background of the Study

The success or failure of an organization depends on the kind and quality of the human resource the organization has. The human resource is the most important of all other resources. This is because it is the human resource that plans, organizes and makes an effective use of the other resources. According to Maicibi (2003), as cited in Candle (2010), bringing together the right quality and quantity of human resources will help in manipulating the other resources for the realization of the organizational goals and objectives.

Similarly, Borthwick (2010), as cited in Akinyomi (2016), confirms that for any organization to run and actualize its objectives there need to a workforce that will drive the processes of the organization. As the world shifts further into a knowledge-based economy that relies majorly on information, knowledge and high level skills, human capital will become progressively central to business organizations across the globe. For schools teachers are the most important resources. Without well qualified and competent teachers, it is very difficult to achieve the goals and objectives of the education system. Adediji and Olaniyan (2010), agree that without good teachers, there can be neither a good education system nor a country can provide its citizen a quality life.

However it is unfortunate that it is the teaching profession which loses a number of well experienced and dedicated teachers every year. This in turn results in putting the most vulnerable children and youth to lose the opportunities offered through quality education (Benner, 2000), as cited in Candle (2010). According to Cooper and Alvarado (2006), there are two kinds of teacher turnover. These are migration and attrition. Migration refers to teachers leaving one school to take a job at another school, which does not result in an overall permanent loss of teachers. Attrition refers to leaving teaching altogether, either to take another job outside of teaching, for personal reasons as child rearing, health problems, family moves, or retirement.

Teacher turnover is a global issue. Waititu (2013), affirms this idea by saying that teacher turnover is an extremely complex and global phenomenon. The more well experienced and competent teachers leave, the more schools are forced to fill their vacancies with less or under qualified teachers which in

turn results in the deterioration of quality of education. Cooper and Alvarado (2006,) added that in many developing countries the number of new teachers cannot keep up with the population growth. In Western countries, where sufficient numbers of teachers are prepared, many newly prepared teachers either choose not to teach at all or leave teaching within a few years. In the United States, for example, only 60 percent of students that are prepared for teaching actually choose to go into teaching after graduation similarly, 40 percent of teachers in the United Kingdom leave the profession within the first three years. A symposium conducted in America in 2002 revealed that out of 534, 861 teachers hired for the 1999-2000 school year, a third of those teachers had left their classroom by the end of the year. Because of the severity the problem, Borman and Dowling (2008) as cited in Burkhauser (2017) have explored various factors that contributed to teacher turnover, such as teachers' demographic characteristics like gender, age, race; teachers' qualifications such as training experience and ability; student body characteristics for instance race, socioeconomic composition and student achievement; and school contextual factors such as average class size, teacher salary, school location and school working conditions. Therefore it very useful if those who work in the education system design a mechanism to mitigate teacher turnover.

2. Statement of the Problem

In the Ethiopian context, the problem of teacher turnover is not a recent issue. It has a long history in the education system. Ayalew (2009), asserts this by saying teacher attrition is not only a widely spread problem in many countries but it is a highly researched area. These days the number of private primary schools and students enrollment is increasing in Addis Ababa. However there is a mismatch between the number of schools and the number of well trained and experienced teachers. This may be due to the fact that teachers either leave the profession or migrate from one school to another. Solomon (2007), as cited in Dereje (2014), listed different reasons for teacher turnover such as inadequate salary, poor moral and low level of work motivation within the workforce, recruiting the wrong employees in the first place and mismatch between employees' values, career, goals and plans with that of the company's.

High teacher turnover has a lot of consequences on students, practicing teachers, school administrators and on the school as well. When teachers who know the culture of the school leave and other new teachers come into the system, it brings a negative influence on students' character and academic performance. Teaching does not mean having the knowledge on the subject matter only. It requires the teacher to apply different techniques and know the students character too. Until the new teacher and the students get to know each other very well, time will be wasted. The real teaching and

learning process will not take place properly. The worst part of losing a teacher is, it is difficult to get a replacement quickly. So the teachers who currently teach in the school will be forced to cover the class and this could be the source of conflict between the existing teachers and administrators.

Moreover when committed and dedicated teachers resign, the school will be exposed to unnecessary additional cost. There will be a cost for advertisement, recruitment and selection. In addition to this, the cost which was spent for training and development will be wastage when well- developed teachers leave. So school administrators are expected to pour countless time and energy to train the new teacher.

Furthermore excessive teacher turnover can ruin the reputation of the school and can have a negative impact on the remaining teachers too. According to Khatri, Fern and Budhwar(2001), as cited in Waititu (2013), high teacher turnover has been found to be a major source of poor morale among employees in many organizations.

Even if it is known that high teacher turnover has the aforementioned and other problems, teacher turnover in Nifas Silk Lafto sub city is a recurrent phenomenon. What makes this research different from the ones that had been conducted so far is that to the best knowledge of the researcher, the number of researches conducted to know the causes and consequences of teacher turnover in private primary schools is minimal. For instance Adam (2017) had conducted a research on the causes and impact of private school teacher turnover. Therefore the researcher believes that a deep study should be conducted to tackle the problem.

Hence the study aims at giving answers to the following basic research questions.

1. What are the causes of teacher turnover in private primary schools of Nifas Silk Lafto sub city?
2. How significant are the effects of teacher turnover on the academic performance students?
3. To what extent has teacher turnover influenced management's performance in private primary schools of Nifas Silk Lafto sub city?
4. How does teacher turnover affect the performance of existing teachers in private primary schools of Nifas Silk Lafto sub city?
5. What measures should be taken to reduce private primary school teacher turnover in Nifas Silk Lafto Sub City?

3. Objectives of the Study

3.1 General Objectives

The general objective of the study is to know the major causes of teacher turnover and its consequences on students' academic performance, on existing teachers, administrators and on the schools in selected private primary schools of Nifas Silk Lafto subcity.

3.2 Specific Objectives

The following are the specific objectives of the research.

- To find out the major causes of teacher turnover in private primary schools of Nifas Silk Lafto Sub City.
- To assess the consequences of teacher turnover on academic performance of students, in private primary schools of Nifas Silk Lafto subcity.
- To investigate the impacts of teacher turnover on the management's effectiveness in private primary schools of Nifas Silk Lafto sub city.
- To find out the consequences of teacher turnover on existing teachers in private primary schools of Nifas Silk Lafto sub city.
- To discover the influence of teacher turnover on the performance of private primary schools of Nifas Silk Lafto sub city.
- To suggest ideas how to retain well qualified and dedicated teachers in private primary schools of Nifas Silk Lafto sub city.

4. Significance of the Study

The ultimate goal of conducting a research is to find out the root causes of the problem and forward ideas on how to overcome it. Therefore this study is believed to be important for it tries to investigate the major factors that trigger teachers to leave teaching and reveals the impacts teacher turnover brings on students' academic performance, on existing teachers and on the effectiveness of school management. The mechanisms that will be suggested to reduce teacher turnover will also help other schools to prevent turnover. The findings of the study will also be significant to policy makers, students, parents, school owners and administrators who work in the education sector. It will be significant to human resource personnel of other professions as well because the causes that trigger teachers to quit may be observed on other employee too. It can also be helpful for other scholars who want to do further research in this regard.

5. Delimitation of the Study

There are many private primary schools in Addis Ababa. However this study is delimited to selected private primary schools in Nifas Silk Lafto sub city. The study does not include government schools and private secondary schools. The study is also delimited to causes of voluntary teaching staff turnover and its impact on the academic performance of students, existing teachers and management's effectiveness and its influence on the schools.

6. Limitations of the Study

While conducting the study, the researcher encountered different problems. To mention, at the beginning it was very difficult to get the principals to get permission entering the research sites. Some schools were unwilling to allow the researcher to collect data about teacher turnover. Furthermore, there was no a well organized and recorded data about teacher turnover. This became an obstacle for the researcher to get clear data about the trends of teacher turnover in each school.. It was also hard for the researcher to get the former teachers easily.

7. Operational Definition of Key Terms

- **Turnover:** Departure of teachers from private primary schools.
- **Voluntary turnover:** Departure form schools initiated by the teacher.
- **Involuntary turnover:** Termination of employment contract initiated by the employer.
- **Dysfunctional turnover:** Voluntary separation of high performing teachers.
- **Functional turnover:** Voluntary separation of low performing teachers
- **Existing teachers:** Teachers who are currently teaching in private primary schools.

8. Organization of the Study

This study is organized into five chapters. The first chapter discusses the introductory part which deals with background of the study, statement of the problem, objectives of the study, significance, delimitation and limitations of the study. It also presents operational definition of key terms. The second chapter presents review of the related literature. The third chapter reveals the research design and methodology. The fourth chapter focuses on data analysis, presentation and interpretation. Lastly the fifth chapter comes up with the major findings of the study, conclusion and recommendation.

Chapter Two

2. Review of the Related Literature

2.1. Introduction

This section discusses the definition and kinds of turnover, the major causes of teacher turnover and its consequences. First among the several factors of turnover, the most commonly mentioned ones such as administrative problem, working conditions, lack of opportunities for advancement and promotion, students' disciplinary problem and inadequate salary are reviewed in detail. Next the consequences of teacher turnover on existing teachers, students, administrators and the organization are presented. Finally, the mechanisms how to mitigate teacher turnover suggested by different researchers are presented as well.

2.2. Definition of Employee Turnover

According to Hedwiga (2011), as cited in Akinyomi (2016 p. 105), the concept of labor turnover is often used interchangeably with employee turnover. "It refers to the rate at which employees leave a business enterprise" (p. 105). A number of other terms have been used interchangeably with employee turnover. Such terms include: quits, attrition, exits, mobility, migration or succession (Morrell, John & Adrian, 2004), as cited in Akinyomi (2016).

The term turnover is defined differently by different researchers. According to Price (1977), as cited in Hammerberg (2002, p. 1), "turnover is defined as the degree of individual movement across the membership boundaries of a social system" (p. 1). In addition, Mecklenburg (2004), as cited in Oster (2007), states that teacher turnover refers to the fact that a teacher either quits teaching or transfers to other schools. In addition, Abassi et al. (2000) as cited in Clifford (2012 p.3) defined employee turnover as "the rotation of workers around the labor market; between firms, jobs and occupations, and between the states of employment and unemployment" (p.3). Frequently, managers refer to turnover as the entire process associated with filling a vacancy. Each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. This replacement cycle is known as turnover (Woods, 1995), as cited in Ongori (2007). For the purpose of this study the concept of teacher turnover can be defined as the movement of teachers from one school to another school or leaving the profession as a whole.

2.3. Types of Employee Turnover

Most scholars categorized turnover as voluntary and involuntary. Voluntary turnover refers to the termination instigated by employees. Voluntary turnover is initiated at the choice of employee. That means the employee decides for personal or professional reasons to end the relationship with the employer. Involuntary turnover on the other hand refers to departure initiated by the employer or organization (Henaman and others, 1998; Taylor 1998), as cited in Tewedaj (2014).

According to Ulschak and Snowantle (1992) as cited in Clifford (2012) in addition to the voluntary and involuntary model of employee turnover, there are second and third models that have been generally described as job-related and non-job-related and lack of fit within the organization. Job-related turnover includes employees who leave the organization due to reasons that are somewhat within the control of the employer. Such factors would include dissatisfaction with working conditions, conflict with supervisors or salary discrepancies. Non-job-related turnover includes employees who leave the organization due to things in the employee's personal life that impact their performance in the workplace. Examples of these would be relocation, family problems, marital issues, emotional instability or mental health, addictions and substance abuse. The third type of turnover is due to the employee's lack of fit within the organization. Example of this type of turnover includes employees who are uncomfortable in the work environment so that they cannot continue the employment. The discomfort may be due to many reasons. Possibly they are not fully qualified and they are having difficulty fulfilling the position, or perhaps the employee is qualified but does not work best in the work environment he or she is being placed in.

Cascio (1986), as cited in Dereje (2014), also classifies turnover as functional VS dysfunctional. "turnover can be functional where the departure of employee is beneficial to the employer i.e if the departed employee is a low performer or it can be dysfunctional, where the departed employee is a high performer and difficult to replace...." (p.11). Furthermore according to Curran (2012), turnover can also be divided as avoidable and unavoidable.

Additionally, according to Mekonnen (2004), turnover can be divided into internal and external. Internal turnover occurs when an employee is transferred or promoted to another position within the organization. This type of turnover satisfies the interest of both parties- the employer and the employee. The replacement could be from internal or external sources. External turnover arises when an employee separates the organization to join another. This may happen due to voluntary or involuntary reasons.

2.4. Major causes of Employee Turnover

“Turnover of employees is inevitable. Workers get old and retire, they get sick, they get improved job offers or they can be dismissed...” (Cascio, 2006) as cited in Kirwan (2014, p. 13). According to Morrell, et al. (2004), as cited in Nzimande (2012), employee turnover is a much studied phenomenon. The authors indicated that there is no standard account for why people choose to leave an organization. People choose to leave the organization on a voluntary basis rather than involuntary. Ongori (2007), as cited in Nzimande (2012), has also noted that most researchers have attempted to answer the question of what determines people’s intention to quit by investigating possible antecedents of employees intention to quit but to date there is little consistency in the findings which is partly due to the diversity employed.

Taylor (2002) as cited in Kirwan (2014) classified the causes of employee turnover into four. These are ‘pull-type’, ‘push-type’, unavoidable causes and involuntary. Pull-type causes of turnover are usually brought about when another organization offers a better position. It is not always a salary increase that means it is a better position but the employee may be attracted by more suitable working hours, job security or an improved benefit package. It may also be the employee that the employee wants a new challenge that is not offered at current organization. It seems employees who may be affected most by pull-type causes are those with high ambition who continually look for challenges and look to improve their CV. Push factors are those that come from the company rather than from outside organizations and are generally caused by an employee’s unhappiness with aspects of the current job. It may be due to conflict with colleagues or general disagreement with organizational work practices. The other two categories are unavoidable turnover which is entirely out of the hands of the organization usually caused by illness or death and involuntary turnover encompassing redundancies and other situations where employees may have contracts terminated for disciplinary reasons.

When it comes to teacher turnover, there are different factors that trigger teachers to leave. According to Ingersoll (2001), different findings suggest that school staffing problems are neither due to shortages of qualified teacher nor due to teacher retirement. Rather it is due to excess demand, resulting from a “revolving door” where large numbers of teachers depart from their jobs for reasons other than retirement. In addition Hanushek et al. (2005), as cited in Waititu (2013), posits that the primary reasons for teacher turnover are administrative problems, student discipline, classroom control, extracurricular duties, uncooperative parents and a stressful atmosphere. Smither and Robinson (2003), as cited in Dereje (2014), also state that workload, new challenge, school situation, salary and personal circumstances as the causes of teacher turnover.

Furthermore results from teacher attrition studies indicate that both intrinsic and extrinsic factors influence the decision to stay or leave the profession. In most cases, the extrinsic motivators have contributed to teachers leaving education; while the intrinsic motivators allow teachers to endure. The U.S. national research has revealed a vast array of reasons for teachers' attrition (Ingersoll, 2001; Futernick, 2007; Kelly, 2004; Quartz, 2003) as cited in Locklear (2010).

Likewise Ingersoll (2001), has found out that two reasons directly related to the organizational conditions of teaching are ,together, the most prominent source of turnover. Forty-two percent of all departing teachers report as a reason either job satisfaction or the desire to pursue a better job, another career, or to improve career opportunities in or out of education. Teachers who migrate to other schools list low salaries, lack of support from the school administration, student discipline problems, and lack of teacher influence over decision as the primary reasons underlying their move. Likewise, lack of student motivation was also reported as the cause for teacher turnover.

Furthermore lack of sufficient training contributes to employee turnover (Chiang, Back & D, 2005) as cited in Ahmed et al. (2016) have said that training of employees is associated with employee decisions to remain in the organization. This is due to the fact that the training provided to organize the employee has a direct relation with job satisfaction. In addition Kwadwo (2012) states that employee turnover is affected by the organizations internal and external environmental factors. Increase in demand and better working conditions for a particular skilled labor in the organization, the social and cultural factors of the environment within which the organization operates are all external factors that influence employee turnover. Internal factors such as the organization's structure, reward packages and policies also affect employee turnover.

For this study, the following five causes were reviewed from different related literature. These are administrative problems, working conditions, lack of opportunities for advancement and promotion, students' disciplinary problem and inadequate salary. The consequences that teacher turnover brings on the students' academic performance, on the existing teachers, on administrators and on the schools were reviewed too.

2.4.1. Administrative Problem

Administrators play an important role in retaining good teachers. This can happen if the administrator is efficient, competent and has the ability how to lead. The role of an administrator is supporting his/ her subordinates in areas where they need help. Thurston (1994), as cited in Hilina (2011), confirms this idea by saying that the general purpose of educational administration is to ensure that the school system functions properly according to the preconceived purpose and plan of action. If employees are supported well, they will not be overwhelmed with what is going on so they will probably stay on the job. Portner (2005), as cited in Oster (2007), affirms that teachers who receive support from administration are more likely to stay in the field regardless of the conflicts or stress they may incur in the school. Ingresoll (2001), as cited in Adam (2017), also states that teachers are less likely to quit schools when they feel supported by their administrators.

On the contrary quite a good number of employees leave the job because of inefficient administrators. Billingsley (1992), as cited in Oster (2007), confirms that lack of administrative support encourages more teachers to quit the job because unqualified administrators do not always strive to find qualified teachers. Getachew (1999), as cited in Hilina (2011), added that a teacher is more likely to leave teaching or indicate intent to leave in the absence of adequate support from administrators. Unfair and incompetent educational matters create teachers job dissatisfaction and great psychological stress which facilitates teacher turnover. Furthermore the teachers interviewed thought that their principals were not competent, supportive or fair. They also believed that poor quality of education is related to poor leadership. For example:

The managers do not listen to others' suggestions. They do not act as mentors. They do not understand teachers' problems. They simply rush to write warning letters to deduct money from teachers' salaries. This is because they are not skilled, experienced and visionaries..... There is a knowledge gap between administrators and teachers. I believe they are not competent enough to support and evaluate teachers with regard to academic matters Gedefaw (2012, p.135).

With regard to inefficient administrators, the research conducted by Hilina (2011), reveals that 60.8 percent of currently working private teachers and 56.3 percent of currently working government teachers expressed that insufficient school management support could be the factor for teacher turnover.

The other administrative related factor for teachers to turnover is excluding teachers from decision making process. According to Gedefaw (2012), teachers expressed the view that they were excluded

from decision making in the school and in decisions with regard to promotions. One teacher's comment was, "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" (p.135).

Lack of respect by administrators was also mentioned as another cause for employees to quit their job. It is obvious that employees are the decisive factors for the success of an organization so they should be treated with dignity and respect at all levels of the job. However certain businesses have been criticized for not giving employees the respect they deserve. If managers do not realize that employees are the most important assets and do not treat them the same way they want to be treated, organizations will continue to have substantial turnover, mediocre productivity and inadequate customer relations (Clifford, 2012).

Absence of proper communication is also seen as a contributor for employees' desire to stay or leave their job. If employees are expected to know what is going on in the organization, they should be communicated thoroughly. This can be done through meetings, newsletters, memos and other means. According to Das and Baruah (2013) as cited in Jagun (2015) at a reasonable level of communication, employees feel involved in organizational decisions and are clear about the organization's strategic direction. Noah (2008) as cited in Jagun (2015) also suggested that employees' involvement in decision making helps in creating a sense of belongingness amongst employees which in turn creates a good working environment and contributes towards building a good employee-employer relationship. Lack of communication leaves employees feeling disconnected from the organization.

Moreover a lot of well experienced and competent employees turnover because of inflexible and inconsiderate supervisors. Leadership is a process of motivating and initiating employees towards achieving the goals of the organization. This will happen if an administrator is able to lead according to the needs of the employees and the situation, if not the outcome will be bad. Agbeh (1983), states that supervisors with inflexible work style have a high turnover rate. These supervisors turn away employees because they fail to adopt their leadership style to the needs of subordinates they are supervising and the demand of the situation. They either overload or under load and by this they frustrate subordinates.

Surprisingly there are organizations that support administrators who drive away employees thinking that they are doing a good job but they do not know the damage that these supervisors are bringing to the organization. Roseman as cited in Agbeh (1983) states "No organization can afford supervisors

who drive away valuable employees. To accept them is dangerous. To ignore them is fool hardy, and to support them does not make any sense at all” (p. 11).

Haldar (2010), as cited in Jeston (2013) states:

Coercive type of supervision or control may give an employee a feeling that he/she is not trusted. When this feeling persists for a long time, it is quite likely to cause demotivation and erode the employee’s interest in the work. If supervision is too coercive, the morale of the worker may be affected hence mistrust crops up. Consideration supervision tends to improve job satisfaction of a worker. A considerate supervisor takes interest in his subordinates and allows them to participate in the decision making process (pp. 24-25).

2.4.2. Working Conditions

A favorable work environment plays a significant role in retaining competent employees. The better the work environment, the longer employees stay in the organization. According to Noel et al. (1994), as cited in Mchia (2013), the environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Handelsmans (2009), as cited in Hissom (2009), has also reported that if employees find an appropriate work environment which is suitable for them in a specific company, they might work in that organization for several years. Waititu (2013), confirms this by saying that even though salaries are important, working condition has been seen extremely important in teacher turnover.

Similarly, Martin (2005), as cited in Nyaga (2015), states that providing a stimulating workplace environment which fosters happy, motivated and empowered individuals, lowers employee turnover and absentee rates. Promoting a work environment that fosters personal and professional growth promotes harmony and encouragement in all levels of organization.

On the contrary, unhealthy working condition drives away employees from their job. Hissom (2009), affirms that some employees jump from company to company looking for a suitable work environment. Furthermore, the findings of Henderson and Schlesingers (1988), as cited in Oster (2007), depicts that 53 percent of teachers agreed poor working conditions as the cause of teacher turnover. Plus to this Holzer and Wissoker (2001), as cited in Rehman (2012,.) state that employees leave their job because of work place problems rather than looking for opportunities for advancement into better jobs.

One of the factors which makes working condition unhealthy is stress. If the work environment is stressful, there will most probably be high teacher turnover. Stew (1980) as cited in Clifford (2012) identified three role stressors which contribute to employee turnover. These role stressors are role ambiguity, role conflict and role overload. Role stress is a result of work environment perception and thus influences affective responses such as organizational commitment. Role ambiguity results when an employee is uncertain how to perform the job. This could occur when there are undefined management positions within an organization. Role conflict is experienced when an employee receives two or more sets of expectations or demands that are incompatible and cannot be simultaneously satisfied. William and Robertson (1990), as cited in Kayuni and Tambulasi (2007), agreed that the teaching profession was losing staff because of heightened stress. Different factors make the work condition stressful. For example William and Robertson (1990) as cited in Kayuni and Tambulasi (2007), mention meeting deadlines, workload, limited time, continuous change, records of achievement and organizational restructuring as sources of stress. Lack of trust on the employees makes the working condition worse and stressful. There are companies which assume that employees work hard when they are highly supervised but it is wrong. Agbeh (1983) states that:

... Another value that can create unhealthy work climate and thus leads to turnover is “do not trust employees. If you do not watch them carefully, they will take advantage of you.” This creates a closed work environment, characterized by suspicion, coldness, and guardedness. Employees start feeling they are under surveillance and become outer concerned about what they say or do (p. 22).

The other factors which make the working condition unfavorable are lack of security and demotivating environment. Lack of security and safe school compounds is a wider concern especially in urban schools in Africa (Lock, 1976), as cited in Jeston (2013). Haldar (2010), as cited in Jeston (2013), states that the indications of demotivation at work place includes low output and productivity, frustration and unrest in the work place, deviant and violent behavior at or outside the work place, frequent confrontation or arguments within supervisors and managers, noncooperation, strike, abusive and violent demonstrations and finally increasing of absenteeism among workers. Frustration is the most common manifestation of demotivation. Whenever it develops, a worker will either seek for a better job elsewhere if he/she can or will develop a sense of apathy towards the organization and his/her work so that he/she could do as little as possible.

Dissatisfaction can also make the working condition unhealthy. One of the main reasons of high employee turnover is work dissatisfaction which can be further combined with escaping from work,

and interpersonal clashes. These issues help in provoking the employees to withdraw from the organization and search for a new job. Employees also leave their organization due to extra workload and effect on work life balance. In the workload scenario, employees are exposed to irreconcilable work demands which are difficult for them to achieve. The same is true with work life balance, as the employees do excessive work they lack providing quality time to their family which influences them to leave the job (Hom & Kinick, 2001), as cited in Tiwari (2015). According to Hilina (2011), 53 percent of government teachers and 64 percent of existing private teachers indicated that high workload could be the reason for teachers to leave their job.

Furthermore lack of infrastructure and facilities can be mentioned as work place problems as well. According to the finding of Mchia (2013), the most dominated employer factors was poor and difficult working condition which is not attractive since there are no good offices and other working facilities. The teachers use students' classrooms as their offices. From the observation, there are no well-established administration blocks. Hageman (1993), as cited in Mchia (2013), elaborates that job attitude and job performance of employees are negatively affected by poor working conditions such as lack of supporting infrastructures like water, electricity, banking services, and roads. Lack of these infrastructures negatively affect the individuals' living conditions and hence loses his or her job.

Moreover lack of balance between work and non-work activities is mentioned as a triggering factor for teacher turnover. According to Gibson (2018) many teachers expressed that workload levels negatively impacted to maintain an appropriate work-life balance. Examples of this include marking, planning, duties beyond their teaching role, excessive number of hours spent working. Many primary and secondary teachers felt there was too much emphasis on marking and that the volume was too great. In addition the teachers reported that they had spent a significant amount of time, within and outside school, on their teaching roles and for most of them this infringed on their work-life balance. Teachers also described that issues such as working full-time hours on a part-time contract, working at home during the evening or at weekends limited their ability to spend time with their family and children.

According to Marvel et al. (2006) as cited in Locklear (2010) the survey conducted in the United States about teachers who left their school in order to better determine the factors that contributed to their decisions to leave revealed that they left schools because of too much workload. From the total number of teachers who answered the survey questions, 25.7% had moved to another school and 35.7% had left the teaching profession entirely. 55% of the teachers who transferred to other schools witnessed that they had more control over their work in their new location. 65% of the teachers who

left the teaching profession totally stated that their workload was more manageable and they were better able to balance their personal life in their new job.

2.4.3. Lack of Opportunities for Advancement and Promotion

In different organizations, hardworking and dedicated teachers need recognition for their effort. One way to give credit for a job well-done is promotion and giving opportunities for advancement. The finding of Gedefaw (2012), reveals that teachers had a strong desire for promotion opportunities. The desire is related to the fact that promotion would lead to an improved salary, to more employment opportunities and to progression on the career ladder. However the teachers interviewed explained that the opportunities for promotion and advancement were limited and constrained by the unreasonable bureaucracy that manages promotion. Different researchers mention lack of promotion and advancement as the cause of employee turnover. For instance Hissom (2009), states that lack of opportunity for advancement or growth can cause a high turnover rate for an organization. Agbeh (1983), confirms this by saying that lack of promotion, advancement, recognition and curtailed authority and responsibility produces turnover. Gedefaw (2012), has found out that the inability to recognize teachers' contribution drove away some good teachers and the remaining teachers were not happy. A comment from a teacher was, "A hardworking and outstanding teacher will perhaps not be promoted. What is disappointing is that a hardworking teacher and an irresponsible teacher are treated equally and this seriously demotivates teachers" (p. 134).

If organizations want to motivate their employees, promotion must be done based on performance. Rampur (2009,) as cited in Hissom (2009), suggests that companies need to evaluate and modify their promotion policies in a fair way which would enable them to do the promotion of candidates on the basis of performance. Whenever promotion is not done on the basis of performance, it disappoints hardworking employees. So these employees lose interest on the job and will be ready to leave. Agbeh (1983), states "Employees who feel concerned that their personal growth is blocked are candidates for voluntary turnover. Employees who are unconcerned about their growth may become candidates for involuntary turnover" (p. 27). The findings of Hilina (2011), shows that 60.2 percent of respondents working in government schools and 60 percent of private teachers responded that unfair promotion opportunity among teachers is an administrative problem which frustrates teachers.

2.4.4. Inadequate Salary

Different research findings indicate that the presence of attractive salary and fringe benefits is crucial to retain employees. To mention a survey conducted by Seyfarth and Bost (1986), as cited in Oster

(2007), has revealed that school districts with higher pay experienced lower level of teacher turnover. On the contrary, absence of fringe benefits and inadequate salary were mentioned by various scholars as some of the factors for teacher turnover. For example a survey conducted by Bame (1991), as cited in Hilina (2011), reveals that out of eight most important reasons mentioned as the causes of teacher turnover, inadequate salary ranked first. The findings of Dereje (2014), also depicts that 89.28 percent of respondents agreed that they are dissatisfied with their salary. Plus to this the survey conducted by Betru (2014), shows that 85 percent of former teachers agreed on the fact that teacher's salary has been inadequate. According to Harris (1985), as cited in Oster (2007), 60 percent of former teachers stated that inadequate salary was the reason for them to leave the profession. Additionally, the findings of Mchia (2013), reveals that poor, insufficient and low wages are among employer related factors of teacher turnover. Though the issue of low wages is a nationwide problem, the most affected people are people in the rural areas because they do not have other income generating activities. This is the reason why some of the teachers decide to shift from rural areas to urban areas seeking for a better life hoping that they will succeed.

Furthermore the insufficient salary which teachers get may not enough to cover teachers' monthly expense. According to Gedefaw (2012), teachers indicated that only 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. So to overcome this problem, teachers were forced to do other income generating activities which in turn affect their commitment to the educational reform and values. The other problem in relation to teachers' salary is that the salary increment does not go along with the service. Schlechty and Vance (1983), as cited in Oster (2007), indicate that the longer one teaches, the lesser rewarding it becomes financially. This is due to the fact that most salary increases come within the first few years of teaching.

Moreover, teachers' salary is less compared to other professions with the same qualification. According to Gedefaw (2012), the teachers have indicated that their salaries compared unfavorably with those of other professions. This created a feeling of inferiority to other professions and forced more qualified teachers to quit the profession. Plus to this Gupta (2010), as cited in Jeston (2013) states that;

Teachers' salaries in low incoming countries have declined in both absolute and relative terms. In many countries the teaching force has been expanded, yet teachers' salaries have been eroded. This decline in wages often affects the attendance, motivation and performance of teachers which leads to poor quality of education.

Wages and salaries in the organization should be in line with wages and salaries for comparable jobs in other organizations, otherwise the Ministry of Education and Vocational Training will not be able to attract and retain competent personnel (p. 20).

2.4.5. Students' Disciplinary Problem

According to Imaguezor (1997), as cited in Temitayo, Nyaya and Lukman (2013), school discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined. It is seen as a process of training and learning that fosters growth and development. The aim of discipline is therefore to help the individual to be well adjusted, happy and useful to the society.

One of the most commonly mentioned problem for teacher turnover is students' misconduct. Cockburn and Hyden (2004), as cited in Tewedaj (2014), declare that the most commonly stated school factor cited by teachers is the difficulty and frustration of dealing with disruptive students. According to Teaching Interrupted (2004), students' behavior took a toll on teachers. More than 1 in 3 teachers has seriously considered quitting the profession or knew a colleague who left because students' discipline and behavior became so intolerable. According to Adam (2017), the majority of the teachers reported that students have no respect for their teachers. They do not have the motivation to learn. Plus to this the measure taken on students is not satisfactory. These create a feeling unhappiness on the teachers and finally lead them to quit the job.

Students' disciplinary problems are of different types. According to Dunham (1981), as cited in Dereje (2014), students' character and disciplinary problems include students who refuse to cooperate, who do little or no work in class and who openly are aggressive towards other children and teachers. The survey conducted by Hilina (2011), shows that students' disciplinary problems like talking in the class without permission, cheating during exams, violence against students or teachers are factors that increase teachers' frustration which eventually lead to turnover of teachers.

Likewise Rosen (1997), as cited in Temitayo, Nyaya and Lukman (2013), distinguishes the following ten types of disciplinary problems which lead to a learner's suspension, namely; defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft and leaving campus without permission. Dereje (2014), has found out that 58.7 percent of practicing teachers and 78.57 percent of former teachers responded that verbal attack and physical violence of some students forced teachers to leave secondary schools.

Teaching Interrupted (2004), reports that students' misbehavior appears to be more acute in urban schools and schools with high concentration. Furthermore, Bennell (2007), as cited in Tewedaj (2014), has said that urban high schools are nine times vulnerable to violence than any other group.

2.5. Consequences of Teacher Turnover

High teacher turnover has a lot of consequences on students' academic performance, existing teachers, administrators, and on the school. Xaba (2003), reports that the consequence of teacher turnover and attrition are too ghastly to contemplate.

2.5.1. Consequences of Teacher Turnover on Students' Academic Performance

Several research findings indicate that high teacher turnover negatively influences students' performance. Whenever teacher turnover is high, schools will be forced to hire less or under qualified teachers. This in turn affects the quality of education. According to Kraft, Marinell and Yee (2016), "There is an increasing consensus among research and policy cycles that teacher turnover affects students' academic achievement more than any other school related factors" (p. 2). Ronfeldt, Leob and Wyckoff (2012), also confirm that teacher turnover has a negative effect on students' achievement beyond what can be explained. Students' results consistently indicate that students' achievement is lower when teacher turnover is high. Moreover Jeston (2013), states that one of the challenges facing government schools is to achieve academic excellence. He has added that academic excellence is associated with many factors, however teacher turnover has been considered as the main factor. "A major perception of developed countries on school effectiveness is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school level determinants of school performance" (Jeston, 2013 p. 25). Ingersoll (2001), as cited in Adam (2017), also states that teacher turnover can negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve students' learning.

On top of this the interview conducted by Dereje (2014), with school principals and vice principals depicts that the students' academic performance is directly related to the quality, experience and ability of teachers. They replied that school programs are smoothly carried out when teachers are available in the school. But when experienced teachers leave, students claimed for teachers where as the remaining teachers complain of holding additional periods. Therefore from the respondents' point

of view, loss of experienced and qualified teachers might affect the teaching and learning system in general and students' academic performance in particular.

When teachers leave in the middle of the academic year, it is sometimes difficult to get a replacement on time so students will be forced to sit for exams without learning, which in turn affects students' result. A study conducted by Ronfeldt, Leob and Wyckoff (2012), on the same grade level students in the same school shows that students did worse in years where there was high rate of teacher turnover compared to years with less teacher turnover. Besides this Mulkeen and Crowe-Taft (2010), explain that teacher attrition tends to create opportunities for inter-school mobility often resulting in empty classrooms at the least desirable postings. They have added that the resulting vacancies in less desired remote schools are less easily filled and many remain vacant for an extended period or be filled by unqualified teachers. According to the National Center for Education Statistics (1998), as cited in Guin (2004), schools with 50 percent or more minority students experience turnover rate at twice the rate of schools with lower minority populations. Similarly, Freeman and Colleagues (2002), as cited in Guin (2004), found that teachers who switched schools were more likely to have served a greater proportion of minority, low-income and low-achieving students at their previous schools. In relation to income, Ingersoll (2001) found that schools with poverty levels greater than 50 percent have significantly higher rate of turnover than schools with less than 15 percent poverty level.

Furthermore, Mulkeen (2010), as cited in Mulkeen and Crowe-Taft (2010), elaborates that whenever teacher turnover and mobility is high, the most remote schools tend to experience a high turnover of qualified staff as these teachers seek for a transfer as soon as possible. Because of this the most remote schools are more likely to have more inexperienced and unqualified teachers and spend longer periods with vacant positions which in turn has a big impact on students' performance. In addition to this the finding of Derje (2014), reveals that 79.29 percent of the total respondents agreed that students left unlearned until a new teacher is employed or replaced by another. In the same manner 72.86 percent of respondents agreed that students lose interest to learn because of continuous exit of experienced teachers from secondary schools.

Chapman (1994) states that:

Two issues are seen as a particular threat to sustained improvements to educational quality- high teacher absenteeism and high teacher turnover. High rates of teacher absenteeism cut the heart of students learning by denying pupils instructional time.

The loss of experienced teachers is seen as a threat to instructional quality. Even more importantly, attrition is seen as a waste of scarce resources as replacement teachers have to be recruited and trained. Teacher training is expensive. The investment is lost when teachers once trained leave teaching (p.1).

2.5.2. Consequences of Teacher Turnover on Administrators

High teacher turnover brings a burden on administrators. When a teacher leaves, the class should be covered until a replacement is found so the concerned administrator is expected to share the job to the existing teachers. This additional load creates a conflict between the teachers and administration. Oster (2007), states that some teachers get stressed because of the additional responsibilities placed upon them. Meyer (1995), as cited in Oster (2007), states that when teachers leave administrators must look for other qualified teachers, interview them, go through the induction process, train and mentor them. When teacher turnover rate is high, the administration should go the same process which in turn takes away the administration time who must prepare the academic program for the upcoming year. Dereje (2014), has found out that 50 percent of the total respondents agreed that teaching staff turnover is a source of conflict between school administrators and supervisors. As some of the respondents indicated in the open-ended question, when teachers leave the school, there is a disagreement between teachers and department heads, teachers and school administrators, as well as between students and school administrators when administrators attempt to take tentative solution for the gap created. Some school principals also addressed in their interview that it is more preferable to be a teacher than a principal in a school where there is a shortage of teachers.

In addition, when talented teachers leave, it will be difficult for the administration to get a replacement with a similar competency. The National Commission Teaching and America's Future (2002), as cited in Oster (2007), has reported that teacher turnover causes administrators to scramble yearly to find replacements. Adam (2017), states that whenever there is teacher turnover, administrators will spend valuable energy and time to find a replacement and to bring the new teacher on track. The time spent during recruitment, and training the new teachers made school principals busy not to focus on the teaching and learning activities. Moreover based on Dereje (2014), 76.19 percent of existing teachers and 64.28 percent of former teachers agreed that teaching staff turnover makes school administrators inefficient. Besides this 52.86 percent of the total respondents agreed that teacher turnover decreases principals' commitment.

2.5.3. Consequences of Teacher Turnover on Existing Teachers

High teacher turnover affects the existing teachers in several ways. When teachers leave, the remaining teachers are expected to cover the vacant place until a replacement is found. According to Dereje (2014), 69.84 percent of currently practicing teachers and 78.57 percent of former teachers agreed that they were forced to take additional workload whenever teachers leave the school. Besides this, 66.43 percent of both practicing and former teachers indicated that they were tired of handling endless paperwork of teaching in addition to the heavy workload and normally assigned periods.

Not only covering vacant places but also helping newly hired teachers affects the day-to-day activities of the existing teachers. With regard to this the finding of Guni (2004) reveals teachers at Stone Elementary said that having a constant stream of new colleagues had prevented them from establishing any kind of order within their daily activities. One teacher expressed her frustration:

Every time we lose a teacher, nine times out of ten it was a first year teacher we had brought in. Well, the first year is always sheer chaos and you feel like you are not doing anything appropriately. So we would constantly be getting a set of new teachers. Having perpetual chaos. The stream of new teachers impaired my ability to do my job effectively. The time normally I spend with my students is spent helping new colleagues acclimate to their new school environment. Such help includes aiding in the organization of classrooms and the control of disruptive students (Guni 2004, p. 10).

These place additional burden and stress on them. As a result job satisfaction and happiness will be lost. Ruskin as cited in Kayuni and Tambulasi (2007), suggests that for employees to be happy in their work place, three conditions should be fulfilled. These are first; the employees must fit for the job. Second, they must not do too much of it. Third, they must get a sense of success in it.

In a school where there are teachers who work together for a number of years, the social interaction and morale will be high. According to Stinnent (1970), as cited in Dereje (2014), “If morale is high, commitment, enthusiasm and teamwork is likely to be high” (p.25). Conversely, in a school where there is teacher turnover, the remaining teachers will lose their co-workers. As a result their morale and the culture of the school will be affected. Plus to this they may be stimulated to leave too. Therefore expecting these teachers to perform like the previous will most probably be difficult. Stinnent (1970) as cited in Dereje (2014), states that poor morale is evidenced by conflict, absenteeism, lateness, grievance, uncooperativeness, dispute and failure to provide a good service.

Likewise Martin (2005), as cited in Nyaga (2015), states that staff turnover affects other employees by disrupting the group socialization process and increasing internal conflict which can lead to

triggering absenteeism. In addition the interpersonal bond that is developed between is central to the communication patterns that are characteristics and unique to any organization. People grow professionally and personally, and good employers are able to accommodate these changes in the circumstance. A highly satisfied workforce is far more capable of meeting organizational goals and customer needs than an apathetic and uninspired one.

Furthermore excessive turnover affects the professional development of existing teachers. Guni (2004), states that the impact of teacher turnover on professional development was a concern among the teachers and principal in Stone Elementary school. Most agreed that the previous high turnover rate at the school made professional development an ineffective tool for improvement. One teacher said that they had to repeat the same professional development because of constant churning of the teaching staff. He continued that if there had not been high rate of turnover, they would have been given the opportunity to participate in new professional development.

2.5.4. Consequences of Teacher Turnover on the Organization

High employee turnover affects the organization in a number of ways. According to Rehman (2012), high employee turnover exposes an organization both to tangible and intangible costs. The tangible costs include money spent on recruitment, selection, advertising, training and low productivity. The intangible costs can be described as moral impact, stimulation for further turnover, impact of workload, disruption of team and distraction of job performance.. Plus to this Beem (2009), as cited in Mchia (2013), divides the impact of teacher turnover into direct and indirect. The direct impact of turnover includes separation costs, severance costs, unemployment insurance premiums, outplacement fees, replacement costs and advertising costs, training costs, interview time, re-employee assessment and reallocation costs. The indirect impact includes immeasurable variables such as the loss of organizational knowledge and skill, reduced growth, lower productivity and negative impact among employees who stay at the organization. Whenever turnover increases, it reduces the productivity of the organization which leads to perform dismal in comparison with other companies. Fidalgo and Gouveia (2012) have added that the knowledge lost from a departing employee is not a short-term problem; it is a long-term problem which breeds other problems as the departing employee takes the experience needed for the operational and ongoing activities of the organization with him/her. Guin (2004) has also expressed the impact of teacher turnover that brings on the organization as follows:

Broad policies aimed at improving teacher quality are not likely to be successful if they ignore the reality of teacher turnover. If teachers continue to use low- performing

schools as point of entry into a district, but leave them as soon as they gain even a little seniority, the schools and the students in them will continue to suffer. School districts that try to fix low performing schools through professional development alone may be disappointed since teachers leave these schools soon after acquiring new skills (p. 21).

Moreover the study conducted by Abbasi and Hollman (2000), as cited in Rehman (2012), indicates that American industries incurred 11 billion dollars annually as a result of voluntary and involuntary turnover. In addition, Portner (2005), as cited in Oster (2007), reports that turnover costs a district 50,000 dollars for each teacher that is lost after the recruitment, hiring and training process of a new teacher. Additionally, Hay Group (2014), as cited in Liu (2016), states that finding an employee who can replace the one left can cost more than 12 month's salary. This means if companies want to save money, they need to be able to retain the members of their workforce.

Turnover also affects the performance of the organization. Mobley (1982), as cited in Rehman (2012), says that turnover may interrupt the job performance when an employee who had intended to leave becomes less efficient and ineffective. Employee turnover causes a high number of unemployment and reduces the economic growth of the country all around the world (Vasquez, 2014), as cited in Tiwari (2015).

Moreover, Denvir and McMahon (1992), as cited in Hammerberg (2002), indicate that high level of turnover can become detrimental to organizations by inhibiting the relationship between employees and employers, by inhibiting growth of mutual responsibilities. It also involves a substantial loss of productivity through the breaking up of teams who are used to working together.

In addition to this Vasquez (2014), as cited in Tiwari (2015), sees the impact of employee turnover into two- negative and positive. He states that employee turnover is expensive for any organizations as they invest so much on the employees by giving them training and developing their skills. It gives a negative impact on the company's image and thus the company is in loss by losing their talented and qualified employees. On the other hand, the company which hires the experienced and qualified staff does not have to invest much on these employees because these employees already know the job and have the required skills. Therefore companies have a positive impact in the market.

2.6. Mechanisms to Reduce Turnover

For organizations to achieve their goals and objectives and to remain competitive in the business world, it is unquestionable to retain their talented and experienced employees. Beadles et al. (2000),

as cited in Rehman (2012), has found a positive and significant correlation between employee retention and organizational performance. Chitsaz-Isfahani and Boustani (2004), as cited in Tiwari (2015), also state that in any sector, the success of the business depends on the retention of employees which reduces the rate of staff turnover and also benefits the organization.

According to Hissom (2009), retention can be improved in many ways. Some of these are offering competitive salary along with good benefits, good working condition and providing opportunities for advancement. Most employees want a job that they can advance in. Giving credit for a job well done by offering monetary and nonmonetary awards is also a plus for employers to retain their competent and talented employees. Mulkeen and Crowe-Taft (2010), have also added that there have been a variety of strategies used in sub-Saharan African countries to retain teachers. This includes offering rewards for excellence in teaching. A scheme in Kenya offered incentive prizes ranging from 21-43 percent of monthly salary of teachers whose students achieve high performance in examinations. In Ghana, an annual award for the best teacher in each region has been reported to have a positive impact on the morale of teachers. The Gambian teachers were reported to be motivated by a Best Teacher Award organized by the Gambian Teachers Union (GTU).

Moreover, Pires(2009), as cited in Hissom (2009), states that describing the job and the work environment as clearly as possible will help to retain employees. This is because it enables employees to know all the exceptions of the job and avoids misconceptions. Mchia (2013), has added that companies should be sure of describing the job as clearly as possible. This removes the confusion that arises later about the responsibilities to be carried out. Misconception regarding the job responsibilities and work environment is one of the major causes for employee turnover.

Communication is also one of the ways to reduce staff turnover. Miguel (2008), as cited in Nyaga (2015), states that employers who communicate regularly with employees lessen the risk of creating a workforce that feel undervalued and unappreciated, Keeping employees informed about organizational change, staffing plans and fluctuating business demands is one to ensure employees remain with the company. Neglecting employee concerns about job security through lack of communication or excluding employees from discussion that can affect their job performance, such as policy or procedural changes, negatively impacts the way employees view their employer. Their views transform to dissatisfaction and finally to low productivity due to low morale and disengagement.

Furthermore creating a collegial relationship between administrators and employees is cited by many researchers as one of the most critical mechanisms for retaining well talented and experienced workforce. Taylor (2002) as cited in Jagun (2015), states that to a very large extent a friendly superior-subordinate relationship determines how happy and satisfied the employees are with their jobs and work environment, how good their prospects of career development are within the organization and the quality of their day-to-day experiences in the workplace. Paille, Grima and Bernardeau (2013) as cited in Jagun (2015) added that trust in a superior and perceived support from superiors increases the possibility of employees to stay within an organization whereas, a poor and non-existent relationship, increases the chance of voluntary resignation by employees.

Pires (2009), as cited in Hissom (2009), has added that hiring old candidates who are seeking for stability is also another alternative to retain employees. The probability of older employees to look for advancement is lesser compared to their younger counter parts. In addition, Mobley (1982), as cited in Rehman (2012), suggests different mechanisms to retain teachers such as effort should be made during recruitment; selecting the right person for the right job; Employing a continuous review of job description and job specification; creating a working team; using flexible working hours; improving employees' participation and counseling leavers. Hiring teachers with higher initial commitment to teaching is also suggested as another mechanism to retain teachers. Research in the USA indicate that recruiting teachers with initial commitment to teaching as a career is one of the most important predicator of retention (Chapman 1994).

In addition to this, according to Dereje (2014) creating awareness on the social status of teaching on the community as well as government officials can be taken as another mechanism to alleviate the problem of teacher turnover. He has also added that due attention should be given while placing or sending trainees to the different teaching training colleges and universities. That is most of the time students with low national exam results are sent to the teaching profession without their interest. After graduation, these teachers will not stay in the profession. They will be teaching until they get another job. If the placement is done according to the candidate's interest, the problem will be solved. This can be done by making the profession economically and socially attractive and hence by inculcating the love of the teaching profession in the mind of the new generation at lower grade levels.

Chapter Three

3. Research Design and Methodology

This section presents the research design employed, the sources of data, sampling techniques, data gathering tools, procedures of data collection and data analysis techniques.

3.1. Research Design

In this research a descriptive survey method was used because the purpose of the study was to investigate the major causes of teacher turnover and its impact on the academic performance of students, on existing teachers and on management's effectiveness and the aim of a descriptive survey is to understand what is going on. It is the most commonly used research method in social science research. It is also an appropriate method to investigate the current situation (Creswell, 1964), as cited in Dereje (2014). A descriptive research spans both quantitative and qualitative methodologies. Therefore it brings the ability to describe events in a greater or lesser depth as needed to focus on various elements of different research techniques. Moreover Creswell (2003), as cited in Adam (2017), states that employing both quantitative and qualitative methods together is preferable because using both enable researchers to validate and confirm the data and discover something that would have been missed in using either of the approaches alone.

3.2. Sources of Data

In order to gather sufficient data about the causes of teacher turnover and its impact on students' academic performance, on existing teachers and on the effectiveness of the school management, both primary and secondary sources were used. The primary data were collected from 4 private primary schools of Nefas Silk Lafto Sub City using questionnaire and interview. The questionnaires were distributed to existing teachers in their respective schools by principals and teachers assigned by the researcher. Furthermore, questionnaires were also distributed to former teachers so as to get in depth information about the issue. Snowball and availability sampling techniques were employed to get the former teachers. In addition; interview was conducted with school principals, assistant principals, former teachers, central office supervisor and Woreda education office supervisor. The secondary data were gathered from records and reports.

3.3. Sample Size and Sampling Techniques

Before selecting the sample population for the study, 4 Woredas were selected purposively from Nifas Silk Lafto Sub City. The reason why purposive sampling technique used was because the researcher has been working in these Woredas for many years and knows that there is teacher turnover.

Plus to this teachers and education experts who were asked about the issue also informed me that these woredas are highly affected by private teacher turnover. There were 35 private primary schools in the selected Woredas. Before the researcher decides the number of schools to be included in the research, he went from school to school and asked teachers and principals how severe teacher turnover is. While doing this the researcher found out that the problem is serious in 18 schools. Among these, 4 private primary schools were selected using random sampling technique. The number of schools was limited to 4 because some schools were unwilling to allow the researcher to collect data about the causes of teacher and its impact on students' academic performance, existing teachers and school administrators. The 4 schools which were used for this study have served for at least 10 years.

There were 114 teachers in the 4 schools. Out of these, 75 percent, that is 86 teachers were selected as the sample of the population. These 86 teachers were selected using simple random sampling technique. This is because simple random sampling technique gives an equal chance for the participants to be selected. Likewise, 36 teachers who had been teaching in the 4 schools participated in the study. Availability and snowball sampling was used to include former teachers. In addition, 12 respondents were selected purposively from the four schools for interview. These were 4 principals, 2 assistant principals, 1 central office supervisor, 4 former teachers, and 1 woreda education office supervisor. Purposive sampling was used due to the fact that the one who knows the school situation well will most probably give more information about the issue.

Trends of Teacher Turnover

So as to get the information about the trends of teacher turnover, data were gathered from the 4 schools. Since all the selected schools do not have a well organized document which shows the exact number of teacher turnover, the above data were taken from attendance. As it can be seen from Table 1, the number of turnover is increasing year after year for each school. This implies that the problem of teacher turnover is getting worse in private primary schools. If the number of turnover had been documented, the figure would have been raised.

Table 1. Trends of Teacher Turnover

No	Sample Schools	2008 E.C	2009 E.C	2010 E.C

		Present	Left	%	Present	Left	%	Present	Left	%
1	Future Generation Hope	28	12	42.9	31	16	51.6	31	16	51.1
2	Kid Vision Academy	15	4	26.7	14	4	28.6	16	5	31.3
3	Modern Academy	11	4	36.3	12	5	41.7	13	6	46.2
4	Spring of Knowledge	50	12	24	54	17	31.5	54	21	38.9

Table 2. Population Sample Size of Participants by School and Woreda

No	Sample Schools	Sample Woredas	Respondents					
			Existing Teachers			Former Teachers		
			Total	Sample	%	Total	Sample	%
1	Future Generation Hope	Woredas 2	31	23	75	16	12	75
2	Kid Vision Academy	Woreda 1	16	12	75	5	4	75
3	Modern Academy	Woreda 4	13	10	75	6	4	75
4	Spring of Knowledge	Woreda 3	54	41	75	21	16	75
Total			114	86	75	48	36	75

3.4. Data Gathering Tools

Questionnaire and semi-structured interview that were prepared by the researcher were used to gather primary data. The questionnaire had 55 closed-ended and 11 open-ended items and copies were administered to the existing and former teachers by teachers and principals assigned by the researcher. Questionnaire was used as data gathering instrument because it is an appropriate tool to gather information from a large number of respondents. It is also time saving, inexpensive and gives greater anonymity to the respondents (Kumar, 2011). The questionnaire had four parts. The first part asked personal information of respondents. The second part was about the different causes of teacher turnover. The third part consisted of items about the consequences of teacher turnover on students' academic performance, existing teachers, and on the effectiveness of administrators and the school. And the fourth part dealt with items that ask respondents how to reduce turnover. The questionnaire had been pilot tested on 6 teachers that do not take part in the study and corrections were made on items which were ambiguous. Furthermore the reliability of the items was calculated using split-half technique or method. The figure for the reliability ranges from minimum 0.80 to maximum 0.99. From this we can say that almost all the items have very high correlation. Documents were also be analyzed to get more information about the issue.

The other primary data gathering instrument was interview. The purpose of using the interview was to get in-depth information about the issue. The interview was conducted with the principals, vice principals, central office supervisor, former teachers of the selected schools and Woreda education expert.

3.5. Procedures for Data Collection

An official letter of cooperation request which was written by the College of Education and behavior Studies of Addis Ababa University was given to the principals of the four schools and permission was obtained to collect data. This was done after explaining the purpose of the study. The next step was to give orientation to the participants about the purpose of the study and this was done too. How to fill the questionnaire; when to fill it and how to contact the researcher for clarification was also explained.

Copies of the questionnaire were distributed and collected by principals and teachers assigned by the researcher. This was done so as not to bias the respondents. The interview was conducted face-to- and the result was recorded using note taking technique. Since the aim of selecting mixed methods approach was for triangulation, both the quantitative and qualitative data were collected simultaneously.

3.6. Methods of Data Analysis

The data which were collected about the causes of teacher turnover and its influence on the students' academic performance, existing teachers and on the effectiveness of the management and the school were analyzed using quantitative and qualitative data analysis techniques. The quantitative data which were obtained from the questionnaire were encoded into Microsoft Excel and descriptive statistical tools such as group frequency and percentage were used to summarize the data. Mean value was also used to rank the major causes of teacher turnover and its impact on the academic performance of students, on existing teachers and on the effectiveness of the management and the schools. Spreadsheet or Excel was used to do this. The data that were collected from interview and open-ended questions were thematically narrated. This is one of the qualitative data analysis techniques. The data analyzed were displayed using a table and text.

3.7. Ethical Consideration

An official letter was presented to the principal of each school to get permission to enter the research sites. Before moving on to gathering data, the purpose of the research was explained to the participants. They were also told that the information would be used for academic purpose and would be kept confidential. Since the principal of one of the selected schools told me not to expose the name, letters instead of the name of the schools was used. Furthermore the participants were not asked to write their names. No other unethical methods was used to gather data.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section discusses about the presentation, analysis and interpretation data gathered from the sample respondents. The main purpose of the study was to find out the major causes of private primary schools teacher turnover and its impact on the academic performance of students, on existing teachers, on the effectiveness of administrators and schools and to forward possible strategies on how to retain well experienced and excellent teachers in Nifas Silk Lafto Sub City.

In order to achieve the objective of the study, two groups of respondents were selected from 4 sample schools. These were existing teachers and former teachers. So a total of 122 copies of questionnaire were distributed to both categories of respondents that is 86 to existing teachers and 36 to former teachers. Out of the 86 copies of questionnaire distributed to existing, 81 that is 94.2% were filled and returned. Similarly out of the 36 copies of questionnaires distributed to former teachers, 29 that is 80.5% were filled and returned. Besides this, interview was conducted with 4 principals, 2 assistant principals, 1 central office supervisor, 4 former teachers and 1 Woreda education office supervisor. Concerning the secondary sources, reports and documents were reviewed.

Finally, the data which were collected using the different tools were organized, tabulated, analyzed and interpreted in relation to the major triggering factors of private primary schools teacher turnover and its impact on the academic performance of students, on existing teachers, and on the effectiveness of administrators and schools in Nifas Silk Lafto Sub City.

4.1. Demographic Characteristics of Respondents

Table 3: Respondents by Sex and Age

	Existing Teachers				Total		Former Teachers				Total	
	Male		Female				Male		Female			
	F	%	F	%	F	%	F	%	F	%	F	%
Sex	44	54.3	37	45.5	81	100	22	75.9	7	24.1	29	100
Age												
Below 26	5	6.2	14	17.3	19	23.5	3	10.3	4	13.8	7	24.1
26-30	24	29.6	17	21	41	50.7	8	27.6	2	6.9	10	34.5
31-35	10	12.3	5	6.2	15	18.5	7	24.1	1	3.45	8	27.6
36-40	0	0	1	1.2	1	1.2	4	13.8	0	0	4	13.8
41-45	0	0	0	0	0	0	0	0	0	0	0	0
46-50	1	1.2	0	0	1	1.2	0	0	0	0	0	0
Above 50	4	5	0	0	4	5	0	0	0	0	0	0
Total	44	54.3	37	45.5	81	100	22	75.9	7	24.1	29	100

As it can be observed from Table 3, 54.3% of existing teachers are male and 45% of them are females. This implies that the male and female teacher proportion of private primary school teachers is good. However when we see the data about the gender of former teachers who took part in the study, 79% of them are male while 24.1% of them are female teachers. From this one can infer that male teachers are more likely to turnover than female teachers of private primary schools in Nifas Silk Lafto sub city.

Regarding the sex of the 12 respondents who participated in the interview, 3(25%) are females but 9 (75%) are males.

Regarding the age of the teachers who participated in the study, 23.5% of existing teachers are below 26 years and 50.7% of the teachers fall in the range of 26- 30 years. Plus to this 18.5 % of existing teachers are in the range 31- 35 years. When we sum up the teachers who are under 35 years, the percentage will be 92.7%. From this we can conclude that a big number of the existing teachers are young so if all the necessary care is given to these teachers, there is a high probability of retaining them in the teaching profession. However, only 7.4% of existing teachers are above 36 years old.

This implies that the number of matured teachers in private primary schools of Nifas Silk Lafto sub city is minimal.

With respect to the age of former teachers, 24.1% of them are below 26 years old, 34.5% of them range from 26-30 years and 26.7% of them are from 31-35 years old. When we add up the teachers whose age is below 36 years old, it will be 86.2%. On the contrary, only 13.8% of them are in the range 36-40 years old. The percentage of the former teachers whose age is above 40 years is a zero. This implies that a great number of young primary school teachers turnover in the Sub City.

Table 4: Respondents by Years of Service

Items	Existing Teachers				Total		Former Teachers				Total	
	Male		Female				Male		Female			
	F	%	F	%	F	%	F	%	F	%	F	%
Service in Current School												
Below 5	36	44.4	29	36	65	80.2	20	69	7	24.1	27	93.1
5-10Years	8	9.9	7	8.6	15	18.5	2	6.9	0	0	2	6.9
11-15	0	0	1	1.2	1	1.2	0	0	0	0	0	0
Above 15	0	0	0	0	0	0	0	0	0	0	0	0
Total	44	54.3	37	45.7	81	100	22	75.9	7	24.1	29	100
Total Service												
Below 5	16	19.8	20	24.7	36	44.4	5	17.2	4	13.8	9	31
5-10	22	27.2	14	17.3	36	44.4	11	37.9	3	10.3	14	48.3
11-15	2	2.5	3	3.7	5	6.2	6	21	0	0	6	21
16-20	0	0	0	0	0	0	0	0	0	0	0	0
Above 20	4	5	0	0	4	4.9	0	0	0	0	0	0
Total	44	54.3	37	45.7	81	100	22	75.9	7	24.1	29	100

Concerning the years of service of the respondents in the current school, the findings in Table 4, shows that, 80.2% of existing teachers have less than 5 years experience in their current school. Moreover, 18.5% of existing teachers have 5-10 years of experience. Only 1 teacher that is 1.2% has

11-15 years of service. From this we can interpret that the majority of private primary school teachers stay in one school for less than 5 years. After 5 years, either they move to another school or quit the teaching profession totally.

Regarding the former teachers, 93.1% of them have less than 5 years experience in their current working place. Whereas 6.9% of the former teachers have experience in current working place ranging 5-10 years. Totally all of the former teachers have less than 10 years of experience in their current working place. This implies that a big number of teachers move to another school or quit the teaching profession totally within the first 5 years.

When we move on to the data about the total years of service of existing teachers, 44.4% have less than 5 years of service. Equal number of them that is 44.4% has 5-10 years experience. However 6.2% have experience ranging 11-15 years. The percentage for 16- 20 years service is a zero. 4.9% of them have above 20 years service. This implies that private primary schools in Nifas Silk Lafto sub city are dominated by less matured and less experienced teachers. With respect to the total years of service of former teachers, 31% of them have less than 5 years experience. Likewise 48.3% has work experience ranging 5-10 years. Whereas, only 21% of them have 11-15 years of service. This shows that the majority of private primary school teachers in Nifas Silk Lafto Sub city do not seem to stay in one school for a long period of time.

Table 5: Respondents by Academic Qualification

	Existing Teachers						Former Teachers					
	Male		Female		Total		Male		Female		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Educational Qualification												
DIPLOMA	7	8.6	11	13.6	18	22.2	1	3.5	2	6.9	3	10.3
BA/BSC/Bed	35	43.2	25	30.9	60	74.1	20	69	5	17.2	25	86.2
MA/MSC/Med	2	2.5	1	1.2	3	3.7	1	3.4	0	0	1	3.5
PhD	0	0	0	0	0	0	0	0	0	0	0	0
Total	44	54.3	37	45.7	81	100	22	75.9	7	24.1	29	100

According to the data in Table 5, out of 81 existing teachers, 22% of them are diploma holders. However 74.1% and 3.7% are degree and masters holders respectively. This shows that there are 3.7% over qualified teachers. Concerning the former teachers, 10.3% of them are diploma holders.

On the contrary, 86.2% has first degree and 3.5% has second degree. From this one can conclude that the majority of well qualified teachers leave private primary schools of Nifas Silk Lafto Sub City.

With respect to the qualification of the 12 respondents who participated in the interview, all of them have first degree. Among the 6 principals and the central office supervisor, only 1(14.2%) was qualified in educational planning and management. This implies that there is shortage of administrators who are qualified in educational leadership and management.

4.2. Major Triggering Factors of Teacher Turnover

In order to find out and analyze the major causes of teacher turnover in Nifas Silk Lafto Sub City private primary schools, both existing and former teachers from the sampled schools were asked to rate their level of agreement and disagreement on variables related to the problem using a five continuum likert-scale that ranges from Strongly Agree to Strongly Disagree (Strongly Agree= 5, Agree= 4, Undecided= 3, Disagree= 2 and Strongly Disagree=1).

4.2.1. Administrative Problems as a Cause of Teacher Turnover

As it can be observed in Table 6, respondents were asked to rate 6 items to assess if administrative problems are the causes of teacher turnover. According to the finding 91.4% of existing teachers and 65.5% of former teachers agreed that lack of management skills can be taken as the cause of teacher turnover. 90.1% of existing teachers and 75.9% of former teachers also expressed that unfair treatment by administrators can determine teachers' decision to leave the profession. Furthermore 79% of existing teachers and 86.2% of former teachers responded that focusing on fault finding instead of helping can cause teacher turnover. Not only these factors but also lack of support from administrators, lack of training and poor communication between teachers and administrators can play a great role in teacher turnover. When we see the data for lack of support from administrators, 69.1% of existing teachers and 65.5% of former teachers indicated that it is a factor which results in teacher turnover. Similarly, 64.2% of existing teachers and 37.9% of former teachers replied that lack of training increases primary school teacher turnover. Moreover, 74% of existing teachers and 58.6% of former teachers assured that poor communication between teachers and administrators is another factor of private primary school teacher turnover. In general, we can interpret that all the items listed under administrative problems except one that is lack of training for former teachers, the other factors accelerate private primary schools teacher turnover because the rating score percentage of these items was very high.

Table 6: Administrative Problem

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank		
			F	%	F	%	F	%	F	%	F	%				
1	Poor of management skills	EX	40	49.4	34	42	3	3.7	2	2.5	2	2.5	4.3			
		FT	13	44.8	6	20.7	6	20.7	0	0	4	13.8	3.83			
		T	53	48.2	40	36.4	9	8.2	2	1.8	6	5.5	4.2	2		
2	Unfair treatment by administrators	EX	41	50.6	32	39.5	4	4.9	1	1.2	3	3.7	4.32			
		FT	9	31	13	44.8	5	17.2	0	0	2	6.90	3.93			
		T	50	45.5	45	41	9	11.1	1	0.9	5	4.5	4.22	1		
3	Focusing on fault finding instead of helping teachers	EX	37	45	27	33.3	13	16	1	1.2	3	3.7	4.16			
		FT	15	51.7	10	34.5	3	10.3	0	0	1	3.5	4.31			
		T	52	47.3	37	33.6	16	14.6	1	0.9	4	3.6	4.2	2		
4	Insufficient support by administrators	EX	20	24.7	36	44.4	19	23.5	4	4.9	2	2.5	3.84			
		FT	3	10.3	16	55.2	6	20.7	1	3.5	3	10.3	3.52			
		T	23	21	52	47.3	25	22.7	5	4.6	5	4.6	3.75	5		
5	Inadequate training for new teachers	EX	22	27.2	30	37	21	25.9	4	4.9	4	4.9	3.77			
		FT	6	20.7	5	17.2	5	17.2	9	31	4	13.8	3			
		T	28	25.5	35	31.8	26	23.6	13	11.8	8	7.3	3.56	6		
6	Insufficient communication	EX	25	30.9	35	43.2	12	14.8	8	9.9	1	0	3.93			
		FT	7	24.1	10	34.5	2	6.9	6	20.7	4	13.8	3.35			
		T	32	29.1	45	40.9	14	12.7	14	12.7	5	4.6	3.77	4		
Aggregate Mean															3.95	

As it can be seen in Table 6, all administrative related factors do not equally affect teacher turnover so to find out the most serious factor, the mean value was calculated for each of them. According to the calculated mean value, unfair treatment by administrators, focusing on fault finding instead of helping and lack of management skills were found to be the most top 3 prominent factors of primary schools teacher turnover. Where unfair treatment by administrators ranked 1st and focusing on fault finding instead of helping and lack of management skills ranked 2nd. Whereas lack of communication

between teachers and administrators, lack of support by administrators and lack training for new teachers ranked 4th, 5th and 6th respectively.

The findings of previous researchers also revealed that administrative problems as one of the causes of teacher turnover. For example in the survey conducted by Hilina (2011), 60.8 percent of currently working private teachers and 56.3 percent of currently working government teachers expressed that insufficient school management support could be the factor for teacher turnover. When we compare the findings in my research with the previous ones, there is a big difference in percentage. That is 90% is the highest and 64% is the least. From this we can deduce that administrative problems is getting worse in private primary schools of Nifas Silk Lafto Sub City

4.2.2. Poor Working Condition as a Cause of Teacher Turnover

With regard to working condition, 7 items were asked to measure if they can be the cause of teacher turnover. As it can be seen from Table 7, 88.9% of existing teachers and 72.4% of former teachers replied that workload is one of the factors for teachers to leave private primary schools. In the same Table, 81.5% of existing teachers and 89.7% of former teachers agreed that lack of freedom or autonomy is another factor which increases teacher turnover. Likewise 80.2% and 65.5% of existing and former teachers respectively said that lack of appreciation for the job well-done speeds up primary school teachers in Nifas Silk Lafto Sub City. Moreover 58% of existing teachers and 37% of former teachers mentioned lack of facilities as another pushing factor for primary school teachers. In addition to this the majority of respondents from both categories that is 80.2% and 86.2% of existing and former teachers respectively reported that absence of promotion based on performance increases primary school teacher turnover. Regarding item 6, stress was reported as a source of private primary school teacher turnover by 72.8% and 69% of existing and former teachers respectively. Furthermore, lack of opportunity for professional development was mentioned as a contributor of primary school teacher turnover by 74.1% of existing teachers and 89.7% of former teachers.

In general based on the above data, we can conclude that all of the 7 items except lack of facilities for former teachers contribute for primary school teacher turnover because each of them was rated high and the rating score percentage was more than average.

Table 7: Working Condition

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%	F	%	F	%		
1	Too much workload	EX	47	58	25	30.9	4	4.9	3	3.7	2	2.5	4.38	
		FT	14	48.3	7	24.1	2	6.9	3	10.3	3	10.3	3.90	
		T	61	55.5	32	29.1	6	5.5	6	5.5	5	4.6	4.25	1
2	Lack of autonomy (freedom) for teachers	EX	42	51.9	24	29.6	7	8.6	5	6.2	3	3.7	4.20	
		FT	16	55.1	10	34.5	1	3.5	0	0	2	6.9	4.31	
		T	58	52.7	34	30.9	8	7.3	5	4.6	5	4.6	4.23	2
3	Lack of appreciation for the job well done	EX	28	34.6	37	45.7	11	13.6	2	2.5	3	3.7	4.05	
		FT	8	27.6	11	37.9	5	17.2	0	0	5	17.2	3.59	
		T	36	32.7	48	43.6	16	14.6	2	1.8	8	7.3	4.0	5
4	Lack of facilities	EX	13	16.1	34	42	18	22.2	9	11.1	7	8.6	3.46	
		FT	6	20.7	5	17.2	8	27.6	1	3.5	9	31	2.93	
		T	19	17.3	39	35.5	26	23.6	10	9.1	16	14.6	3.32	7
5	Lack of promotion based on performance	EX	28	34.6	37	45.7	9	11.1	5	6.2	2	2.5	4.04	
		FT	9	31	16	55.2	2	6.9	0	0	2	6.9	4.03	
		T	37	33.6	53	48.2	11	10	5	4.6	4	3.6	4.04	3
6	Stress	EX	27	33.3	32	39.5	11	13.6	6	7.4	5	6.2	3.86	
		FT	11	37.9	9	31	5	17.2	2	6.9	2	6.9	3.86	
		T	38	34.6	41	37.3	16	14.6	8	7.3	7	6.4	3.86	6
7	Lack of opportunity for professional development	EX	25	30.9	35	43.2	16	19.8	4	4.9	1	1.2	3.98	
		FT	13	44.8	13	44.8	1	3.5	0	0	2	6.9	4.21	
		T	38	34.6	48	43.6	17	15.5	4	3.6	3	2.7	4.04	3
Aggregate Mean			3.96											

All the 7 items listed in Table 7, cannot equally influence primary school teachers to leave the profession. Therefore to know the most serious factor the mean value for each item was calculated and each item was ranked. According to the mean value workload, lack of freedom or autonomy, lack of promotion opportunity according to performance and lack of opportunity for professional development were found to be the top 3 most prominent factors of teacher turnover. Among these, workload ranked 1st, lack of freedom or autonomy for teachers ranked 2nd and lack of promotion

according to performance and lack of opportunity for professional development ranked 3rd. The other causes such as lack of appreciation for the job well done, stress and lack of facilities ranked 5th, 6th and 7th respectively.

In previous research findings poor working condition was mentioned as the cause of teacher turnover. For instance, according to Adam (2017) workload was found to be the most serious factor for teachers to leave the profession compared to other environmental factors. Furthermore the finding of Marvel et al. (2006) as cited in Locklear (2010) indicated that, 25.7% had moved to another school and 35.7% had left the teaching profession entirely because of too much workload. In addition, Gibson (2018) stated that many teachers expressed that workload levels negatively impacted to maintain an appropriate work-life balance.

In this research the rating score percentage is very high compared to the above ones. It ranges from maximum 89% to minimum 38%. This shows how serious working condition is in driving out teachers in private primary schools of Nifas Silk Lafto Subcity

Additionally the interview conducted with the Woreda education supervisor revealed that government teachers are given the opportunity to upgrade their qualification based on their evaluation results but this is not done for private teachers. Plus to this the period allotment for private teachers is more than government school teachers. These and other things may be the causes for private teachers to leave the teaching profession.

4.2.3. Students' Disciplinary Problem as a Cause of Teacher Turnover

In Table 8 below, 5 items were listed to measure if students' disciplinary problems influence private primary school teachers in Nifas Silk Lafto Sub City to quit teaching. The result shows that 52% of respondents from both categories replied that students disrespect their teachers. However the data for item 2 revealed that the minority of respondents from both categories that is 45.5% said students disobey their teachers. In addition 45.7% and 41.4% of existing and former teachers respectively indicated that insulting could be the cause of teacher turnover. Similarly in the same Table only 40.9% of respondents from both categories expressed that students try to attack their teachers. Moreover only 30.9% of respondents from both categories reported that students not doing their assignment initiates private primary school teachers to quit teaching.

Table 8: Students' Disciplinary Problems

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%	F	%	F	%		
1	Teachers leave the job because students disrespect them.	EX	23	28.4	20	24.7	13	16	14	17.3	11	13.6	3.37	
		FT	4	13.8	11	37.9	5	17.2	4	13.8	5	17.2	3.17	
		T	27	24.6	31	28.2	18	16.4	18	16.4	16	14.6	3.3	1
2	Teachers leave the job because students do not obey them.	EX	16	19.8	22	27.2	18	22.2	16	19.8	9	11.1	3.25	
		FT	3	10.3	9	31	7	24.1	3	10.3	7	24.1	2.93	
		T	19	17.3	31	28.2	25	22.7	19	17.3	16	14.6	3.1	3
3	Students insult them.	EX	18	22.2	19	23.5	17	21	14	17.3	13	16	3.19	
		FT	4	13.8	8	27.6	8	27.6	3	10.3	6	20.7	3.03	
		T	22	20	27	24.6	25	22.7	17	15.5	19	17.3	3.15	2
4	Teachers leave the job because students try to attack them.	EX	13	16	20	24.7	19	23.5	19	23.5	10	12.4	3.09	
		FT	3	10.3	9	31	8	27.6	3	10.3	6	20.7	3	
		T	16	14.5	29	26.4	27	24.5	22	20	16	14.5	3.06	4
5	Teachers leave the job because students do not do their assignment on time.	EX	7	8.6	15	18.5	16	19.8	26	32.1	17	21	2.62	
		FT	4	13.8	8	27.6	2	6.9	6	20.7	9	31	2.72	
		T	11	10	23	20.9	18	16.4	32	29.1	26	23.6	2.65	5
Aggregate Mean			3.05											

Likewise according to the interview conducted with principals, assistant principals, former teachers and central office supervisor, none of them mentioned students' disciplinary problem as a cause of private primary school teacher turnover in Nifas Silk Lafto Sub City.

To sum up, according to the data in Table 8 and the interview results of all participants, we can conclude that almost all the items listed under students' disciplinary problem cannot be taken as the causes of teacher turnover in the sub city because they were rated low and the rating score percentage of almost all items is below average.

There is dissimilarity between this research finding and the previous once. In the surveys of previous researchers, students' disciplinary problem was mentioned as one of the causes of teacher turnover. For example Dereje (2014), has found out that 58.7 percent of practicing teachers and 78.57 percent of former teachers responded that verbal attack and physical violence of some students forced teachers to leave secondary schools.

4.2.4. Inadequate Salary as a Cause of Teacher Turnover

With respect to salary, Table 9 depicts that 87.7% of existing teachers and 89.7% of former teachers assured that the salary paid to teachers is less compared to other professionals. In the same Table regarding item 2, a very high number of existing teachers that is 92.6% and nearly all former teachers that is 96.6% expressed that the workload and the salary paid to private primary school teachers do not match. This in turn highly accelerates primary school teacher turnover in the Sub City. Moreover nearly all respondents from both categories that is 97.3% replied that teachers leave the profession for a better salary. Similarly 77.3% of respondents from both categories indicated that absence of incentive increases teacher turnover in the Sub City. This implies that lack of incentives and unattractive salary are some of the most serious causes of teacher turnover

Regarding item 5, 86.4% of existing teachers and 93% of former teachers indicated that the salary paid to teachers is not enough to lead their lives properly. Besides this, 90% of respondents from both categories said that teachers are not paid according to their experience. From this one can infer that the longer one stays in the profession the less likely to be paid more. Therefore teachers may rush to leave teaching before reaching the age of retirement.

According to the interview conducted with principals, assistant principals, former teachers and central office supervisor, all of them accorded that salary is one of the most serious factors which speeds up primary school teacher turnover. One of the teachers replied, "Many teachers have been attending class in different colleges and universities but to your surprise, none of them want to upgrade their qualification in teaching. The majority of them are learning to be qualified in accounting, management and other fields because since the salary paid to teachers is less, they want to change

their field of study before retirement.” Furthermore one of the school principals said, “Frankly speaking I am not happy to be a principal. It is not because I dislike the teaching profession. It is because when I compare my salary with my friends having the same qualification in other professions, mine is less. Plus to this the perception that students and the society have for the teaching profession is less”.

Table 9: Inadequate Salary

No	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank	
			F	%	F	%	F	%	F	%	F	%			
1.	Teachers’ salary is less compared to other professionals.	EX	53	65.4	18	22.2	5	6.2	4	4.9	1	1.2	4.46		
		FT	20	69	6	20.7	0	0	1	3.5	2	6.9	4.41		
		T	73	66.4	24	21.8	5	4.6	5	4.6	3	2.7	4.47	4	
2.	Workload and salary paid do not match.	EX	53	65.4	22	27.2	2	2.5	4	4.9	0	0	4.53		
		FT	20	69	8	27.6	1	3.5	0	0	0	0	4.66		
		T	73	66.4	30	27.2	3	2.7	4	3.6	0	0	4.56	2	
3.	Teachers leave schools for a better salary.	EX	63	77.8	16	19.8	2	2.5	0	0	0	0	4.75		
		FT	23	79.3	5	17.2	0	0	0	0	1	3.5	4.69		
		T	86	78.2	21	19.1	2	1.8	0	0	1	0.9	4.74	1	
4.	There are no additional incentives such as free transport and house allowance for teachers.	EX	38	46.9	26	32.1	9	11.1	5	6.2	3	3.7	4.12		
		FT	16	55.2	5	17.2	2	6.9	2	6.9	4	8	13.3	3.93	
		T	54	49.1	31	28.2	11	10	7	6.4	7	6.4	4.07	6	
5.	The salary paid to teachers is not enough to lead their life.	EX	45	55.6	25	30.9	6	7.4	3	3.7	2	2.5	4.33		
		FT	19	65.5	8	27.6	2	6.9	0	0	0	0	4.59		
		T	64	58.2	33	30	8	7.3	3	2.7	2	1.8	4.4	5	
6.	Teachers with many years experience are not paid according to their service.	EX	53	65.4	21	25.9	5	6.2	1	1.2	1	1.2	4.53		
		FT	21	72.4	5	17.2	2	6.9	0	0	1	3.5	4.55		
		T	74	67.3	26	23.6	7	6.4	1	0.9	2	1.8	4.54	3	
Aggregate Mean			4.46												

The central office supervisor of one of the sampled schools also responded that she was not happy with the salary she is getting working in a school. She said, "I and my husband obtained our diploma from Kotebe College of Teacher Education. I was qualified as an Amharic teacher and he was qualified as a math teacher. After that I obtained my first degree as an Amharic teacher but my husband obtained a B.A. degree in accounting. Now he is working in a bank. With 4 years of experience his salary has been raised to 11,000 birr. Plus to this at the end of the year, he was given 15000 birr bonus based on his performance. Not only this he borrowed birr without interest and bought a condominium house and sold it with 200,000 birr profit. And again he bought another condominium house and we are on the way to sell it with a good profit. But when it comes to me with more than 15 years experience, I am getting 8000 birr gross salary as a supervisor. I do not have other incentives. I regret upgrading my qualification as a teacher. Now I am planning to study accounting next year".

From this one can deduce that salary is one of the most serious factors which accelerates private primary school teacher turnover. All the items listed in Table 9 can be taken as causes of teacher turnover because they were rated high and the rating score percentage of all items is very high but all of them do not equally influence teachers to quit so to know the most prominent factor calculated mean value was used and rank was given to each item. According to the calculated mean value, the items which say teachers leave schools for a better salary, workload and salary do not match and teachers with many years of experience are not paid according to their experience were found to be the most prominent causes of primary school teacher turnover. Among these causes, teachers leave for a better salary ranked 1st, workload and salary do not match ranked 2nd and teachers with many years of experience are not paid according to their experience ranked 3rd. The other factors such as teachers' salary is less compared to other professionals, the salary paid to teachers is not enough to lead their lives, and there are no incentives ranked 4th, 5th and 6th respectively.

The survey conducted by other researchers also revealed that inadequate salary is one of the most serious factors which drives away teachers from the profession. For instance, the survey conducted by Betru (2014), shows that 85 percent of former teachers agreed on the fact that teacher's salary has been inadequate. In this research the rating score percentage ranges from maximum 97.5% to minimum 72.4% . This shows how severe the problem is.

In conclusion at the beginning the researcher was planning to assess if working condition, salary, administrative problems and students' disciplinary problems were the causes of private primary school teacher turnover in Nifas Silk Lafto Sub City. According to the data poor salary, poor working

condition and administrative problems were found to be the most prominent factors of private primary school teacher turnover. Among these factors, unattractive salary with calculated mean value 4.46 ranked 1st and inconducive working condition with calculated mean value 3.96 and administrative problems with calculated mean value 3.95 ranked 2nd and 3rd respectively with a very minor difference. We can say that both poor working conditions and administrative problems more or less equally influence teacher turnover. But students' disciplinary problem with calculated mean value 3.05 was found to be less likely to influence private primary school teacher turnover in Nifas Silk Lafto Sub City.

4.3. Impacts of Teacher Turnover

Besides the causes of teacher turnover, respondents were asked the impact it brings on students' academic performance, on the existing teachers, on the effectiveness of school administrators and schools. In order to get the required information about this from both existing and former teachers, a five point Likert-scale which ranges from Strongly Agree to Strongly Disagree was used.

4.3.1. Impact on Students Performance

As it can be seen from Table 10, 77% of existing teachers and 79.3% of former teachers indicated that frequent teacher turnover leads to students' result deterioration. Likewise 91.4% of existing teachers and all former teachers expressed that when experienced teachers leave and new ones are hired, students will have difficulties to get along with the new teachers. In the same Table a high majority of respondents from both categories that is 94.5% accorded that high teacher turnover affects the teaching-learning process negatively. Moreover 82.7% and 93% of existing and former teachers respectively agreed that regular teacher turnover influences students' interest for learning negatively. Furthermore 90.1% of existing teachers and 86.2% of former teachers indicated that whenever there is high teacher turnover, the portion remains uncovered. Additionally a large number of respondents from both categories that is 85.5% affirmed that students sit for tests without learning due to frequent teacher turnover.

Table 10: Impact on Students Performance

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%	F	%	F	%		
1	Students' result will decrease.	EX	35	43.2	28	34.6	10	12.4	5	6.2	3	3.7	4.07	
		FT	15	51.7	8	27.6	0	0	3	10.	3	10.3	4	
		T	50	45.5	36	32.7	10	9.1	8	7.3	6	5.5	4.05	6
2	Students will not get along with new teachers easily	EX	41	50.6	33	40.7	2	2.5	2	2.5	3	3.7	4.32	
		FT	24	82.8	5	17.2	0	0	0	0	0	0	4.83	
		T	65	59.1	38	34.5	2	1.8	2	1.8	3	2.7	4.45	2
3	Affects the teaching learning process negatively.	EX	52	64.2	24	29.6	1	1.2	1	1.2	3	3.7	4.49	
		FT	24	82.8	4	13.8	1	3.5	0	0	0	0	4.79	
		T	76	69.1	28	25.5	2	1.8	1	0.9	3	2.7	4.57	1
4	Students will lose interest for learning.	EX	37	45.7	30	37	9	11.1	3	3.7	2	2.5	4.20	
		FT	24	82.8	3	10.3	1	3.5	1	3.5	0	0	4.72	
		T	61	55.5	33	30	10	9.1	4	3.6	2	1.8	4.34	4
5	The portion may not be covered.	EX	48	59.3	25	30.9	3	3.7	2	2.5	3	3.7	4.40	
		FT	21	72.4	4	13.8	3	3	1	3.5	0	0	4.55	
		T	69	62.7	29	26.4	6	5.5	3	2.7	3	2.7	4.44	3
6	Students may sit for a test without learning	EX	38	46.9	30	37	7	8.6	3	3.7	3	3.7	4.20	
		FT	20	69	6	20.7	1	3.5	2	6.9	0	0	4.52	
		T	58	52.7	36	32.7	8	7.2	5	4.5	3	2.7	4.28	5
Aggregate Mean			4.36											

Furthermore, the interview conducted with principals and former teachers indicated that frequent teacher turnover has lots of impacts on the teaching - learning process. One of the problems is whenever teachers leave, finding a replacement is very difficult. One of the principals said that sometimes it took them one and a half month to get a new teacher. Until a new teacher is found, the lesson may not be covered as expected. After a lot suffering when a replacement is found, for one thing the new teacher may not be from the teaching field. The other problem is students spend their time by challenging the new teacher in terms of his or her knowledge of the subject matter and the school's situation. So this and other things make it difficult for new teachers to adapt the situation. Therefore the instructional process will not be carried out smoothly.

In general all the items in Table 10 were rated high and the rating score percentage for all of them is more than average. From this one can infer that whenever there is regular teacher turnover, students' result decreases, students will have difficulties to get along with the new teachers hence the proper teaching-learning process will not take place, students will lose interest for learning, the portion may not be covered as required and students may sit for tests without learning. Therefore all these factors lead to poor students' performance.

The findings of previous researchers also indicated that high teacher has a negative impact on students performance to mention, the interview conducted by Dereje (2014), with school principals and vice principals depicts that the students' academic performance is directly related to the quality, experience and ability of teachers. When teacher turnover is high, schools will be forced to hire less and under qualified teachers. This in turn affects the quality of education

4.3.2. Impact on Existing Teachers Performance

The findings in Table 11 shows that a large number of respondents from both categories that is 93.8% and 89.7% of existing and former teachers respectively indicated that frequent teacher turnover in private primary schools brings additional burden on existing teachers.

The interview conducted with the principals, vice principals and former teachers also affirmed that teacher turnover in private primary schools adds up a burden on existing teachers. One of the principals said that the workload given to private primary school teachers is a lot. Each teacher is given up to 25 periods per week. Whenever teachers dropout, additional periods are given to the remaining teachers since the class must be covered. These teachers are also expected to mark on the worksheets, class work and homework assignments and the lesson notes as well. This creates a feeling of inconvenience on the existing teachers and speeds up teacher turnover.

Regarding item 2, 83.9% of existing teachers and 89.7% of former teachers agreed that frequent teacher turnover affects the social interaction of the remaining teachers. In addition 76.5% and 90% of existing and former teachers respectively responded that regular teacher turnover affects the moral of the existing teachers as well. Moreover 77.8% of existing teachers and all former teachers expressed that regular teacher turnover creates a feeling of job insecurity on the remaining teachers. Not only this, 80% of the respondents from both categories replied that excessive teacher turnover initiates the remaining teachers to quit the profession as well.

Table 11: Impact on Teachers' Performance

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%	F	%	F	%		
1	Brings additional burden on the existing teachers.	EX	39	48.2	37	45.7	2	2.5	1	1.2	2	2.5	4.36	
		FT	22	76	4	14	2	7	0	0	1	3	4.59	
		T	61	55.5	41	37.2	4	3.6	1	0.9	3	2.7	4.42	2
2	Affects the social interaction of the existing teachers.	EX	32	39.5	36	44.4	8	9.9	4	4.9	1	1.2	4.16	
		FT	19	66	7	24	2	7	1	3	0	0	4.52	
		T	51	46.4	43	39.1	10	9.1	5	4.5	1	0.9	4.25	3
3	Affects the morale of the existing teachers	EX	31	38.3	31	38.3	14	17.3	5	6.2	0	0	4.09	
		FT	11	38	15	52	3	10	0	0	0	0	4.28	
		T	42	38.2	46	41.8	17	15.5	5	4.5	0	0	4.14	4
4	May create a feeling of job insecurity on the existing teachers	EX	28	34.6	35	43.2	13	16.1	4	4.9	1	1.2	4.05	
		FT	18	62	11	38	0	0	0	0	0	0	4.62	
		T	46	41.8	46	41.8	13	11.8	4	3.6	1	0.9	4.62	1
5	May initiate the existing teachers to leave.	EX	32	39.5	30	37	9	11.1	6	7.4	4	4.9	3.99	
		FT	19	66	7	24	1	3.4	1	3.4	1	3.4	4.45	
		T	51	46.4	37	33.6	10	9.1	7	6.4	5	4.5	4.11	5
Aggregate Mean		4.31												

In general according to the findings in Table 11 and the interview conducted with all principals, vice principals, former teachers and the central office supervisor, one can conclude that excessive teacher turnover affects the existing teachers in a number of ways.

The findings of previous researchers also revealed that, turnover affects the remaining teachers in several ways. For example, the survey conducted by Dereje (2014), indicated that 66.43 % of both practicing and former teachers were tired of handling endless paperwork in addition to the heavy workload which was normally assigned to them.

To find out the most serious impact that teacher turnover brings on the existing teachers, the mean value of each item was calculated and rank was given to each of them. According to the mean value the statements which say teacher turnover creates a feeling of job insecurity, brings additional burden on the existing teachers and affects the morale of the existing teachers were found to be the most top 3 prominent impacts that teacher turnover brings on the existing teachers. among these the statement which say teacher turnover creates a feeling of job insecurity ranked 1st, the one which says teacher turnover brings additional burden on the existing teachers ranked 2nd and the one which says teacher turnover affects the social interaction on existing teachers ranked 3rd. The statements which say teacher turnover affects the morale of the existing teachers and may initiate others ranked 4th and 5th respectively.

4.3.3. Impact on Administrators' Performance

The findings in Table 12 show that a large number of respondents from both categories that is 86.4% of existing teachers and 93.1% of former teachers replied that teaching staff turnover makes school administrators ineffective. In addition 85.2% of existing teachers and nearly all former teachers that is 96.6% indicated that private primary school administrators suffer because of teacher turnover. Moreover 77.8% and 79.3% of existing and former teachers respectively witnessed that administrators spend too much of their time on training new teachers due to excessive teacher turnover. Similarly 81.8% of respondents from both categories replied that high teacher turnover discourages school administrators as well. Regarding item 5, 90% of respondents from both categories indicated that excessive teacher turnover makes getting of experienced and well qualified teachers for replacement difficult. Because of this school administrators were forced to hire less qualified and less experienced teachers. This was confirmed by 76.5% of existing teachers and 82.8% of former teachers.

Table 12: Impact on Administrators' Performance

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank	
			F	%	F	%	F	%	F	%	F	%			
1	Makes administrators ineffective.	EX	43	53.1	27	33.3	4	4.9	5	6.2	2	2.5	4.28		
		FT	21	72.4	6	20.7	1	3.5	1	3.5	0	0%	4.62		
		T	64	58.2	33	30	5	4.5	6	5.5	2	1.8	4.37	1	
2	Administrators will suffer until a new teacher is found.	EX	37	45.7	32	39.5	6	7.4	3	3.7	3	3.7	4.20		
		FT	19	65.5	9	31	0	0	0	0	1	3.5	4.55		
		T	56	50.9	41	37.3	6	5.5	3	2.7	4	3.6	4.29	2	
3	Much time will be spent on training of new teachers.	EX	32										4.04		
		FT		39.5	31	38.3	10	12.4	5	6.2	3	3.7			
		T	14	48.3	9	31	3	10.3	3	10.3	0	0	4.17		
4	Discourages administrators	EX	35	43.2	31	38.3	11	13.6	3	3.7	1	1.2	4.19		
		FT	12	41.4	12	41.4	3	10.3	1	3.5	1	3.5	4.14		
		T	47	42.7	43	39.1	14	12.7	4	3.6	2	1.8	4.17	5	
5	Hard for administrators to get a replacement	EX	29	35.8	44	54.3	7	8.6	0	0	1	1.2	4.23		
		FT	19	65.5	7	24.1	0	0	1	3.5	2	6.9	4.38		
		T	48	43.6	51	46.4	7	6.4	1	0.9	3	2.7	4.27	3	
6	Administrators will be forced to hire less qualified teachers	EX	39	48.2	23	28.4	12	14.8	4	4.9	3	3.7	4.12		
		FT	16	55.2	8	27.6	3	10.3	1	3.5	1	3.5	4.28		
		T	55	50	31	28.2	15	13.6	5	4.5	4	3.6	4.16	4	
Aggregate Mean														4.22	

Furthermore, the interview conducted with principals revealed different impacts of teaching staff turnover on administrators. To mention, all principals of the four schools said that it was difficult for them to achieve their objectives in the absence of experienced teachers. One of the principals said that their job was to make teachers do their job effectively through mentoring, coaching, guiding,

communicating the different expectations of the school and others.” To do this the teachers should have at least the knowledge about the culture of the school,” said the principal. Whenever there is high teacher turnover continued the principal many new teachers are hired and it makes difficult for school administrators to bring all the new teachers on track very easily. This therefore affects the attainment of the school’s objectives.

All the principals also said that the biggest challenge for them was, to get a replacement. This is due to the fact that many teachers dropout after taking their salary without informing administrators. According to the principals private primary schools teacher turnover is very high at the beginning of the academic year, especially in September, October and November. Whenever teachers leave administrators should cover the vacant place according to their qualifications because the lesson should be covered before students sit for a test. This made the school administrators not to do their administrative job properly. They added that since all the vacant places could not be covered by the school administrators, the existing teachers are told to share the burden. This makes the existing teachers unhappy and becomes the source of conflict between teachers and administrators. Even though the existing teachers share the load, they do not do it as if it was their regular job. When the job is not done according to the expectation, parents come for complain. Upper level administrators also blame the campus administrators for the problem. One of the principals said that it was better for him to be a teacher rather than being an administrator in the absence of teachers who know the school system very well. He continued that if he were a teacher, he would be responsible only for the classes he teaches. But as an administrator there are a number of things he is responsible for.

Finally based on the data from both groups of respondents and the interview results, it can be inferred that excessive teacher turnover brings a lot of influences on private primary school administrators of Nifas Silk Lafto Sub City. The findings of previous researchers also indicated the impacts of turnover that brings on administrators. For instance, Adam (2017), states that whenever there is teacher turnover, administrators spend valuable energy and time to find a replacement and to bring the new teachers on track. The findings of previous researchers also indicated that high teacher turnover affects administrators’ performance in a number of ways. For instance, the interview conducted with school principals and the data obtained from the focus group discussion with department heads and unit leaders shows that when there is frequent teacher turnover, students will be left without teachers. Because of this students become disruptive; they run out of class instead of sitting in class and reading. Therefore administrators are forced to move around to send students back to class and control their behavior rather than carrying out their administrative job (Dereje, 2014).

To assess the most critical influence, the mean value was calculated and rank was given to each of them. According to the calculated mean statements which say teacher turnover makes school administrators ineffective, administrators suffer until a replacement is found and getting a replacement becomes difficult were found to be the top 3 most critical impacts that private primary school teacher turnover brings on school administrators. The statements which say high teacher turnover makes administrators hire less qualified and less experienced teachers, administrators are discouraged and much time would be spent by administrators to train new teachers ranked 4th, 5th and 6th respectively.

4.3.4. Impact Teacher Turnover on school Performance

In Table 13, 5 items were listed to measure the impact that private primary school teacher turnover brings on schools. The findings depict that 87.7% of existing teachers and 90% of former teachers witnessed that teacher turnover affects the culture of schools. A big number of respondents from both categories that is 93.6% added that private primary school teacher turnover makes the goals and objectives of schools unattainable. Not only this but also 86.4% of existing teachers and 93% of former teachers indicated that excessive teacher turnover can spoil the reputation of the school. Similarly 77.8% and 75.9% existing and former teachers respectively accorded that primary schools teacher turnover leads schools to additional costs. Moreover, if there is frequent and excessive teacher turnover, parents may change school. This was supported by 89.1% of respondents from both categories.

In addition to this, according to the interview conducted with the principals, one of the biggest complaints of parents was why teachers are changed now and then. According to the principals some of the parents were saying they could add money on the school fee if teachers were leaving because of salary problems.

Finally, we can summarize that all the items listed in Table13 can be taken as big impacts that private primary teacher turnover brings on schools. According to the calculated mean value, items which say teacher turnover makes school goals and objectives unattainable, spoils the reputation the school, and parents may change school were found to be the most top 3 critical impacts that teacher turnover brings on schools. Out of the 3, the statements which say teacher turnover makes school goals and objectives unattainable, spoils the reputation of the school and initiates parents to change school ranked 1st, 2nd and 3rd respectively. The ones which say teacher turnover affect the culture of the school and bring additional costs on the school ranked 4th and 5th respectively.

Table 13: Impact on school's Performance

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%		%	F	%		
1	Affects the culture of the school.	EX	39	48.2	32	39.5	7	8.6	2	2.5	1	1.2	4.31	
		FT	20	69	6	20.7	1	3.5	2	6.9	0	0	4.52	
		T	59	53.6	38	34.6	8	7.3	4	3.6	1	0.9	4.36	4
2	Makes the attainment of goals and objectives difficult.	EX	51	63	25	30.9	3	3.7	1	1.2	1	1.2	4.53	
		FT	19	65.5	8	27.6	0	0	2	6.9	0	0	4.52	
		T	70	63.6	33	30	3	2.7	3	2.7	1	0.9	4.69	1
3	Spoils the reputation (the name) of the school.	EX	42	51.9	28	34.6	10	12.4	1	1.2	0	0	4.37	
		FT	19	65.5	8	27.6	1	3.5	1	3.5	0	0	4.55	
		T	61	55.5	36	32.7	11	10	2	1.8	0	0	4.42	2
4	Brings additional cost on schools.	EX	32	39.5	31	38.3	15	18.5	1	1.2	2	2.5	4.11	
		FT	14	48.3	8	27.6	4	13.8	2	6.9	1	3.5	4.10	
		T	46	41.8	39	35.5	19	17.3	3	2.7	3	2.7	4.11	5
5	Parents may change school.	EX	41	50.6	32	39.5	6	7.4	1	1.2	1	1.2	4.37	
		FT	21	72.4	4	13.8	3	10.3	0	0	1	3.5	4.52	
		T	62	56.4	36	32.3	9	8.2	1	0.9	2	1.8	4.41	3
Aggregate Mean			4.40											

4.4. Strategies to Mitigate Teacher Turnover

Table 14: Mechanisms to Reduce Turnover

	Items	Respondents	SA		A		U		D		SD		Mean Value	Rank
			F	%	F	%	F	%	F	%	F	%		
			1	Improving the salary	EX	60	74.1	17	21	2	2.5	1		
		FT	24	82.8	5	17.2	0	0	0	0	0	0	4.83	
		T	84	76.4	22	20	2	1.8	1	0.9	1	0.9	4.7	2
2	Creating a suitable work environment	EX	61	75.3	16	19.8	2	2.5	1	1.2	1	1.2	4.67	
		FT	27	93.1	2	6.9	0	0	0	0	0	0	4.93	
		T	88	80	18	16.4	2	1.8	1	0.9	1	0.9	4.74	1
3	Appreciating teachers who work hard	EX	51	63	25	30.9	3	3.7	0	0	2	2.5	4.52	
		FT	21	72.4	7	24.1	1	3.4	0	0	0	0	4.69	
		T	72	65.5	32	29.1	4	3.6	0	0	2	1.8	4.56	3
4	promoting based on performance	EX	48	59.3	31	38.3	1	1.2	0	0	1	1.2	4.54	
		FT	19	65.5	9	31.0	1	3.4	0	0	0	0	4.62	
		T	67	60.9	40	36.4	2	1.8	0	0	1	0.9	4.56	3
5	Minimizing the workload	EX	49	60.5	27	33.3	5	6.2	0	0	0	0	4.54	
		FT	18	62.1	9	31.0	0	0.	2	7	0	0.	4.48	
		T	67	60.9	36	32.7	5	4.5	2	1.8	0	0	4.53	5
6	Creating a friendly relationship between teachers and administrators	EX	46	56.8	24	29.6	7	8.6	2	2.5	2	2.5	4.36	
		FT	16	55.2	8	27.6	0	0	0	0	5	2	4.03	
		T	62	56.4	32	29.1	7	6.4	2	1.8	7	6.4	4.27	6
Aggregate Mean			4.56											

For schools to achieve their goals and objectives effectively, it is undeniable to have well qualified and experienced teachers. To find out the possible solutions that will help private primary school teachers to retain their qualified and well experienced teachers, both existing and former teachers were asked to forward their suggestions using a five point Likert-scale which ranges from Strongly Agree to Strongly Disagree. The values which the parameters hold are as follows.

Table 14 portrays that equal and very high number of respondents that is all former teachers and 95% of existing teachers suggested that improving teachers' salary and creating a suitable work environment as the most important strategies to retain primary school teachers.

Likewise appreciating teachers who work hard and giving credit for the job well done were forwarded as the other mechanisms to mitigate primary teacher turnover by 94.5% of respondents from both categories.

Similarly, nearly all respondents from both categories that is 97% indicated that promotion which is done based on performance increases the chance of retaining experienced teachers. The other strategy which was suggested to minimize primary teacher turnover was reducing the workload. This was supported by 93.6% of respondents from both categories. Moreover, 86.4% of existing teachers and 82.8% of former teachers said that creating a friendly relationship between teachers and administrators help in retaining hardworking teachers.

As it can be seen in Table 14, only the rating scores percentage of item 6 is 85.5% for both groups of respondents. The rating scores percentage of the other 5 items is 93% and above. From this we can conclude that all the strategies suggested can be used to retain private primary school teachers in Nifas Silk Lafto Sub City.

According to the calculated mean value of each item, creating a suitable work environment, improving teachers' salary, appreciating teachers who work hard, and promoting based on performance were found to be the top 3 most important strategies to reduce private primary school teacher turnover. Among these creating a suitable work environment with mean value 4.74 ranked 1st. Improving teachers' salary (mean value 4.70) ranked 2nd with a very minor difference. Appreciating teachers who work hard and promoting based on performance ranked 3rd. the remaining two strategies that is minimizing workload and creating a friendly relationship between teachers and administrators ranked 5th and 6th respectively.

Besides this when all the principals were asked what they did to reduce teaching staff turnover, they replied that there was salary increment but since the increment was not that much teachers still keep on leaving. Improving salary of teachers and creating conducive environment were suggested as the most notable strategies for retaining outstanding and well experienced private primary school teachers. The biggest challenge for all principals in relation to salary was the decision about salary increment is in the hands of the owners. It is up to the owners. Likewise according to the principals, the majority of private school owners are not from the education field and do not understand the impact that excessive teacher turnover brings on the overall teaching-learning process.

In addition to know the problem in detail and design a strategy, conducting exit interview is advisable. When the school administrators were asked if they conducted exit interview, they said that

they had not done yet. Furthermore when the Woreda education supervisor was asked what was done to solve private school teacher turnover, he replied that nothing has been done.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Major Findings

This chapter deals with the summary, conclusion and recommendation of the study. The main purpose of this study was to find out the main causes of private primary school teachers turnover and its influence on the academic performance of students, on the existing teachers and on the effectiveness of school administrators and schools in Nifas Silk Lafto Sub City. Forwarding possible strategies on how to mitigate teacher turnover was part of the purpose as well.

In order to extract the required information which will help to achieve the purpose of the study, the following 5 basic questions were formulated.

1. What are the causes of teacher turnover in private primary schools of Nifas Silk Lafto Sub City?
2. How significant are the effects of teacher turnover on the academic performance of students?
3. To what extent has teacher turnover influenced management's performance in private primary schools of Nifas Silk Lafto Sub City?
4. How does teacher turnover affect the performance of existing teachers in private primary schools of Nifas Silk Lafto Sub City?
5. What measures should be taken to reduce private primary school teacher turnover in Nifas Silk Lafto Sub City?

So as to give answers to the basic questions, 4 Woredas were selected purposively from Nifas Silk Lafto Sub City. These were Woreda 1, 2, 3, and 4. This was because the researcher has been working in these areas for many years and observed that there was teacher turnover. Moreover teachers and education supervisors who were asked about the issue informed the researcher that these Woredas were affected by private schools teacher turnover. 4 private primary schools were selected purposively from these Woredas and data were gathered using questionnaire, interview and document analysis. Related literatures were reviewed as well.

With regard to the subject of the study, 81 existing teachers, 29 former teachers, 4 principals, 2 assistant principals, 1 central office supervisor of one of the schools, 4 former teachers and 1 Woreda education office expert participated in the study. Simple random sampling technique was employed to select existing teachers. Former teachers were selected using availability and snowball sampling

technique. Purposive sampling technique was used to select the principals, assistant principals, the former teachers, the central office supervisor and the Woreda education office expert.

A total of 122 copies of questionnaire were distributed to both groups of respondents. Out of these, 86 copies were delivered to existing teachers. Whereas, the remaining 36 copies were distributed to former teachers. Among the 86 copies of questionnaires distributed to existing teachers, 81 (94.2%) were filled and returned. Out of the 36 copies of questionnaire distributed to former teachers, 29 (80.5%) were filled and returned.

Percentage, frequency and calculated mean value were used to analyze and interpret the data collected from former and existing teachers using questionnaire.

Finally the following major findings were obtained from the study

1. Out of 81 existing teachers 44 (54.3%) were male and 37(45.7%) were female teachers. concerning the former teachers 22 (75.9%) were male whereas 7(24.1%) were female teachers. When we see the age of respondents, 75 (92.6%) and 25 (86.2%) existing teachers and former teachers respectively were under 36 years old. Regarding the qualification 18 (22%), 60 (74%) and 3(3.7%) of the existing teachers were diploma, first degree and second degree holders respectively. Similarly, 3(10%) of the former teachers have diploma, 25(86.2%) of them obtained first degree and 1(3.5%) teacher has a second degree.

2. The study revealed that, poor working conditions, poor salary and non-salary benefits and administrative problems as the major triggering factors for private primary school teacher turnover. With regard to working condition, too much workload, lack of freedom or autonomy, lack of promotion opportunity according to performance and lack of opportunity for professional development were found to be the top 3 most prominent factors of teacher turnover. Among these, workload ranked 1st, lack of freedom or autonomy for teachers ranked 2nd and lack of promotion according to performance and lack of opportunity for professional development ranked 3rd. The other causes such as lack of appreciation for the job well done, stress and lack of facilities ranked 5th, 6th and 7th respectively.

Moreover with regard to poor salary as a cause of teacher turnover, teachers leave for a better salary ranked 1st, workload and salary do not match ranked 2nd and teachers with many years experience are not paid according to their experience ranked 3rd. The other factor such as teachers' salary is less

compared to other professionals, the salary paid to teachers is not enough, and teachers with many years of experience are not paid according to their service ranked 4th, 5th and 6th respectively.

When it comes to administrative problems as a cause of teaching staff turnover, unfair treatment by administrators ranked 1st and focusing on fault finding instead of helping and lack of management skills ranked 2nd. Whereas lack of communication between teachers and administrators, lack of support by administrators and lack training for new teachers ranked 4th, 5th and 6th respectively

3. with respect to the dominant factors which forced private primary school teachers to leave the profession, unattractive salary with calculated mean value 4.46 ranked 1st and unfavorable working condition with calculated mean value 3.96 and administrative problems with calculated mean value 3.95 ranked 2nd and 3rd respectively with a very minor difference. We can say that they more or less equally influence teacher turnover. But students' disciplinary problem with calculated mean value was found to be less likely to influence private primary schools teacher turnover in Nifas Silk Lafto Sub City.

4. Regarding the impacts of teaching staff turnover, making the attainment of school goals and objectives difficult ranked 1st, affecting the academic performance of students ranked 2nd, creating a feeling of job insecurity and overburdening of existing teachers ranked 3rd and making school administrators ineffective and inefficient ranked 4th.

5, At last the study has revealed the strategies to be used to resolve teaching staff turnover of private primary school teachers. According to the finding, creating a suitable work environment with mean value 4.74 ranked 1st. Improving teachers' salary (mean value 4.70) ranked 2nd with a very minor difference. With regard to improving teachers' salary all the interviewees witnessed that it is one the most important strategies to retain hardworking teachers. Appreciating teachers who work hard and promoting based on performance ranked 3rd. The remaining two strategies that is minimizing workload and creating a friendly relationship between teachers and administrators ranked 5th and 6th respectively.

5.2. Conclusion

Based on the facts of the data analysis and summary made the following conclusions were drawn.

According to the findings of the study poor working conditions, inadequate salary and non-salary benefits and administrative problems were mentioned as the major factors which accelerate private primary school teacher turnover. With respect to working conditions workload, lack of freedom or

autonomy, lack of promotion opportunity according to performance and lack of opportunity for professional development were found to be the top 3 most prominent factors. When it comes to administrative problems, unfair treatment by administrators, focusing on fault finding instead of helping and lack of management skills were found to be the most top 3 prominent factors. On the contrary students' disciplinary problem was found to be less likely to influence private primary schools teacher turnover in Nifas Silk Lafto Sub City.

As it was indicated in the findings of the study, due to frequent teacher turnover, it was not easy for students to get along with the newly hired teachers, students were sitting for tests without getting the required knowledge, they were observed losing interest for learning too. This in turn leads to poor students' academic performance. Moreover it was inferred that regular teacher turnover affects the remaining teachers by overburdening them and creating a feeling of job insecurity. Not only this it was expressed that teacher turnover makes school administrators ineffective and inefficient. Furthermore the finding has disclosed that teacher turnover affects schools by making goals and objectives unattainable and spoiling their reputation as well.

5.3. Recommendations

Based on the summary of the findings and conclusions made, the following suggestions are forwarded in order to tackle the problems.

According to the finding of the study, inadequate salary was one of the most critical factors of private primary school teacher turnover.

- So it is suggested if the owners of private schools offer attractive salary and non-salary benefits to their teachers.
- According to the study all the principals except one do not have a qualification in educational leadership and management. As much as possible it is advisable if schools are led by personnel who are qualified in educational leadership and management. In addition to this, it is better if the sub city and Woreda education office provide training on leadership for private school principals.

Administrative problems are also the other serious factors which drive private school teachers from the profession.

- It is recommended if private school administrators focus on helping teachers according to the objectives and principles of supervision.

- If promotion is done based on performance, there will be a high probability of retaining hardworking teachers.
- Creating conducive work environment can help reducing private school teacher turnover
- Minimizing the workload according to the standard can also be taken as a strategy to solve the problem.
- It is also suggested if private school administrators conduct exist interview so as to know the real problem of teacher turnover.

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Appendix A

Reliability of the Questionnaire

I Administrative Problem

Step 1

Questionnaire Code	Questionnaire Response Code							
	1	3	5	T1(X)	2	4	6	T2(Y)
1	5	5	3	13	4	3	4	11
2	5	4	3	12	5	4	2	11
3	5	4	5	14	5	5	5	15
4	5	5	5	15	5	5	5	15
5	4	4	3	11	4	3	2	9
6	4	4	3	11	3	5	4	12
Total				76				73
Mean				Mean=12.7				Mean=12.2

Step 2

Questionnaire Code	T1(X)	T2(Y)	(x-x̄)	(y-ȳ)	E(x-x̄)(y-ȳ)	E(x-x̄) ²	E(y-ȳ) ²
1	13	11	0.3	-1.2	-0.36	0.09	1.44
2	12	11	-0.7	-1.2	0.84	0.49	1.44
3	14	15	1.3	2.8	3.64	1.69	7.84
4	15	15	2.3	2.8	6.44	5.29	7.84
5	11	9	-1.7	-3.2	5.44	2.89	10.24
6	11	12	-1.7	-0.2	0.34	2.89	0.04
Total	76	73			Sum=16.34	Sum=13.34	Sum=28.84
Mean	12.7	12.2					

$$r \text{ of half} = \frac{\sum(x-x̄)(y-ȳ)}{\sqrt{[\sum(x-x̄)^2][\sum(y-ȳ)^2]}}$$

$$r = 0.833$$

$$R \text{ (of full)} = 2r/1+r$$

$$R \text{ (of full)} = 2*0.833/1+0.833 \quad R = 0.91$$

Working Condition Reliability

Step 1

Questionnaire Code	Questionnaire Response Code								
	1	3	5	7	T1(X)	2	4	6	T2(Y)
1	5	4	5	4	18	4	5	5	14
2	5	3	4	3	15	4	4	3	11
3	5	5	4	5	19	5	5	5	15
4	5	5	5	5	20	5	5	5	15
5	5	5	4	30.	17	5	4	4	13
6	4	4	4	4	16	5	4	4	13
Total					105				81
Mean					17.5				13.5

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x - \bar{x})$	$(y - \bar{y})$	$E(x - \bar{x})(y - \bar{y})$	$E(x - \bar{x})^2$	$E(y - \bar{y})^2$
1	18	14	0.5	0.5	0.25	0.25	0.25
2	15	11	-2.5	-2.5	6.25	6.25	6.25
3	19	15	1.5	1.5	2.25	2.25	2.25
4	20	15	2.5	1.5	3.75	6.25	2.25
5	17	13	-0.5	-0.5	0.25	0.25	0.25
6	16	13	-1.5	-0.5	0.75	2.25	0.25
Total							
Mean	17.5	13.5			Sum 13.5	Sum =17.5	Sum =11.5

$$r = 13.5 / 14.186 = 0.95$$

$$R = 2r / 1 + r = 2 * 0.95 / 1 + 0.95 \quad R = 1.9 / 1.95 \quad R = 0.97 \text{ very high correlation}$$

II. DISCIPLINARY PROBLEMS

Step 1

Questionnaire Code	Questionnaire Response Code						
	1	3	5	T1(X)	2	4	T2(Y)
1	5	5	1	11	5	5	10
2	2	3	2	7	2	2	4
3	2	1	2	5	1	3	4
4	5	5	5	15	5	5	10
5	4	4	3	11	4	3	7
6	4	3	2	9	4	2	6
Total				58			41
Mean				9.7			6.8

Step 2

Questionnaire Code	T1(X)	T2(Y)	(x-x̄)	(y-ȳ)	E(x-x̄)(y-ȳ)	E(x-x̄) ²	E(y-ȳ) ²
1	11	10	1.3	3.2	4.16	1.69	10.24
2	7	4	-2.7	-2.8	7.56	7.29	7.84
3	5	4	-4.7	-2.8	13.16	22.09	7.84
4	15	10	5.3	3.2	16.96	28.09	10.24
5	11	7	1.3	0.2	0.26	1.69	0.04
6	9	6	-0.7	-0.8	0.56	0.49	0.64
Total	58	41					
Mean	9.7	6.8			Sum=42.66	Sum=61.34	Sum=36.84

$$r = 0.897$$

$$R = 2 * 0.897 / 1 + 0.897$$

$$R = 1.795 / 1.897$$

$$R = 0.95$$

III INADEQUATE SALARY

Step 1

Questionnaire Code	Questionnaire Response Code							
	1	3	5	T1(X)	2	4	6	T2(Y)
1	4	4	4	12	5	4	5	14
2	4	5	5	14	5	4	5	14
3	5	3	1	9	4	4	2	10
4	5	5	5	15	5	5	5	15
5	5	5	5	15	5	4	5	14
6	5	5	4	14	5	2	5	12
Total				79				79
Mean				13.2				13.2

Step 2

Questionnaire Code	T1(X)	T2(Y)	(x-x̄)	(y-ȳ)	E(x-x̄)(y-ȳ)	E(x-x̄) ²	E(y-ȳ) ²
1	12	14	-1.2	0.8	-0.96	1.44	0.64
2	14	14	0.8	0.8	0.64	0.64	0.64
3	9	10	-4.2	-3.2	13.44	17.64	10.24
4	15	15	1.8	1.8	3.24	3.24	3.24
5	15	14	1.8	0.8	1.44	3.24	0.64
6	14	12	0.8	-1.2	-0.96	0.64	1.44
Total		79					
Mean	13.2	13.2			Sum=16.84	Sum=26.84	Sum=16.84

$r = 0.833$

$R \text{ (of full)} = 2r/1+r$ $R \text{ (of full)} = 2*0.79/1+0.79$ $R = 0.89$

IV IMPACT ON STUDENTS ACADEMIC PERFORMANCE

Step 1

Questionnaire Code	Questionnaire Response Code							
	1	3	5	T1(X)	2	4	6	T2(Y)
1	4	5	5	14	5	4	4	13
2	5	5	5	15	5	5	5	15
3	2	5	3	12	1	5	5	11
4	5	5	5	15	5	5	5	15
5	3	3	4	10	4	3	4	11
6	5	4	5	14	4	5	4	13
Total				80				78
Mean				13.3				13

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x - \bar{x})$	$(y - \bar{y})$	$E(x - \bar{x}) / (y - \bar{y})$	$E(x - \bar{x})^2$	$E(y - \bar{y})^2$
1	14	13	0.7	0	0	0.49	0
2	15	15	1.7	2	3.4	2.89	4
3	12	11	-1.3	-2	2.6	1.69	4
4	15	15	1.7	2	3.4	2.89	4
5	10	11	-3.3	-2	6.6	10.89	4
6	14	13	0.7	0	0	0.49	0
Total							
Mean	13.3	13			Sum=16	Sum=19.34	Sum=16

$r=0.91$

$R=0.95$ very high correlate

V IMPACT ON EXISTING TEACHERS

STEP1

Questionnaire Code	Questionnaire Response Code						
	1	3	5	T1(X)	2	4	T2(Y)
1	5	4	4	13	4	4	8
2	4	4	5	13	4	4	8
3	4	5	5	14	5	4	9
4	5	5	5	15	5	5	10
5	4	4	4	12	4	4	8
6	4	4	2	10	3	3	6
Total				77			49
Mean				12.8			8.2

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x-x\bar{)}$	$(y-y\bar{)}$	$E(x-x\bar{})(y-y\bar{})$	$E(x-x\bar{})^2$	$E(y-y\bar{})^2$
1	13	8	0.2	-0.2	-0.04	0.04	0.04
2	13	8	0.2	-0.2	-0.04	0.04	0.04
3	14	9	1.2	0.8	0.96	1.44	0.64
4	15	10	2.2	1.8	3.96	4.84	3.24
5	12	8	-0.8	-0.2	0.16	0.64	0.04
6	10	6	-2.8	-2.2	6.16	7.84	4.84
Total							
Mean	12.8	8.2			Sum=11.16	Sum=14.84	Sum=8.84

$$r=0.97 \quad R=0.99$$

V IMPACT ON ADMINISTRATORS

STEP1

Questionnaire Code	Questionnaire Response Code							
	1	3	5	T1(X)	2	4	6	T2(Y)
1	5	4	4	13	5	4	5	14
2	5	4	4	13	5	5	5	15
3	5	5	4	14	4	5	5	14
4	5	5	5	15	5	5	5	15
5	4	4	4	12	4	4	4	12
6	5	4	4	13	5	4	4	13
Total				80				83
Mean				13.3				13.8

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x-\bar{x})$	$(y-\bar{y})$	$E(x-\bar{x})(y-\bar{y})$	$E(x-\bar{x})^2$	$E(y-\bar{y})^2$
1	13	14	-0.3	0.2	-0.06	0.09	0.04
2	13	15	-0.3	1.2	-0.36	0.09	1.44
3	14	14	0.7	0.2	0.14	0.49	0.04
4	15	15	1.7	1.2	2.04	2.89	1.44
5	12	12	-1.3	-1.8	2.34	1.69	3.24
6	13	13	-0.3	-0.8	0.24	0.09	0.64
Total							
Mean	13.3	13.8			Sum=4.34	Sum=5.34	Sum=6.84

$r=0.723$ half R of full test= $2*0.723/1+0.723$ $R = 1.446/1.723 = R = 0.84$ very high reliability

VI IMPACT ON THE SCHOOL

STEP1

Questionnaire Code	Questionnaire Response Code						
	1	3	5	T1(X)	2	4	T2(Y)
1	4	4	4	12	4	4	8
2	3	5	5	13	5	5	10
3	4	4	5	13	5	5	10
4	5	5	5	15	5	5	10
5	4	5	5	14	5	5	10
6	4	3	4	11	5	3	8
Total				78			56
Mean				13			9.3

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x - \bar{x})$	$(y - \bar{y})$	$E(x - \bar{x})(y - \bar{y})$	$E(x - \bar{x})^2$	$E(y - \bar{y})^2$
1	12	8	-1	-1.3	1.3	1	1.69
2	13	10	0	0.7	0	0	0.49
3	13	10	0	0.7	0	0	0.49
4	15	10	2	0.7	1.4	4	0.49
5	14	10	1	0.7	0.7	1	0.49
6	11	8	-2	-1.3	2.6	4	1.69
Total							
Mean	13	9.3			Sum=6	Sum=10	Sum=5.34

$r = 0.82$

$R = 0.90$

VII RETENTION

Questionnaire Code	Questionnaire Response Code-							
	1	3	5	T1(X)	2	4	6	T2(Y)
1	4	5	5	15	5	5	3	13
2	4	4	5	13	5	4	4	13
3	5	5	4	14	4	5	5	14
4	5	5	5	15	5	5	5	15
5	5	4	4	13	4	3	3	10
6	5	5	4	14	5	4	4	13
Total				84				78
Mean				14				13

Step 2

Questionnaire Code	T1(X)	T2(Y)	$(x - \bar{x})$	$(y - \bar{y})$	$E(x - \bar{x})(y - \bar{y})$	$E(x - \bar{x})^2$	$E(y - \bar{y})^2$
1	15	13	1	0	0	1	0
2	13	13	-1	0	0	1	0
3	14	14	0	1	0	0	1
4	15	15	1	2	2	1	4
5	13	10	-1	-3	3	1	9
6	14	13	0	0	0	0	0
Total							
Mean	14	13			Sum=5	Sum=4	Sum=14

$r=0.67$

R= 0.8 very good reliability

Appendix B

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

Questionnaire for Existing and Former teachers

Dear respondents, the purpose of this questionnaire is to gather information about the causes of teacher turnover, its consequences, and how to reduce the problem. The success of the study depends on the accuracy of the information you provide. Therefore I am politely asking you to give genuine response for each item. The questionnaire is filled voluntarily and the information obtained will be used only for academic purpose. I can assure you that the responses you provide will be kept confidential.

I really would like to thank you in advance for your precious time and cooperation.

Section One. Demographic Characteristics of Respondents

The following items are about your personal information, Please give your response by putting a (✓) mark.

1. Gender

- A. Male B. Female

2. Age

- A. Below 26 B. 26- 30 C. 31- 35 D. 36 – 40 E. 41-45

- F. 46-50 G. 51 and above

3. Years of experience in this current school

- A. Below 5 years B. 5-10 years C. 11- 15 years D. Above 15 years

4. Total years of experience in teaching

- A. Below 5 years B. 5-10 years C. 11- 15 years D. 16-20 years E. above 20 years

5. Qualification

- A. Diploma B. BA/BSC/BED C. MA/ MSC/MEd D. PhD

Section Two. School related factors

Direction: This section consists of two kinds of items. One is close ended but the other is open ended. For the close ended items five alternatives which range from strongly agree to strongly disagree are given. For these items please show your level of agreement or disagreement by putting (✓) mark for each item. For the open ended items write your response on the spaces provided. The value given to each level is as follows:

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

A. Causes of Teacher Turnover

I. The following statements are about administrative problems that could be the causes for teachers to leave the job. Please show your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Lack of management skills					
2	Unfair treatment by administrators					
3	Focusing on fault finding instead of helping teachers					
4	Lack of support by administrators on different aspects of the job					
5	Lack of training for new teachers					
6	Lack of communication between teachers and administrators					

If you have any others, please write them down in brief.

II. The following statements are about the working condition that could be the causes for teachers to leave the job. Please show your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Too much workload					
2	Lack of autonomy (freedom) for teachers					
3	Lack of appreciation for the job well done					
4	Lack of facilities such as teaching materials, library and others					
5	Lack of promotion based on performance					
6	Stress					
7	Lack of opportunity for professional development					

If you have any others, please write them down in brief.

III. The following statements are about students' disciplinary problems that could be the causes for teachers to leave the job. Please show your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	disagree	Strongly Disagree
		5	4	3	2	1
1	Teachers leave the job because students disrespect them.					
2	Teachers leave the job because students do not obey them.					
3	Teachers leave the job because students insult them.					
4	Teachers leave the job because students try to attack them.					
5	Teachers leave the job because students do not do their assignment on time.					

If you have any others, please write them down in brief.

IV. The following statements are about salary that could be the causes for teachers to leave the job.

Please show your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly agree	Agree	Undecided	disagree	Strongly Disagree
		5	4	3	2	1
1	Teachers' salary is less compared to other professionals.					
2	Workload and salary paid do not match.					
3	Teachers leave schools for a better salary.					
4	There are no additional incentives such as free transport and house allowance for teachers.					
5	The salary paid to teachers is not enough to lead their life.					
6	Teachers with many years experience are not paid according to their service.					

If you have others, please write them down in brief.

B. Consequences of Teacher Turnover

I. The following statements are about the impact of teacher turnover on students' academic performance. Please indicate your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Students' result will decrease.					
2	When teachers leave frequently, students will get along with the new teacher					
3	Frequent teacher turnover affects the teaching learning process negatively.					
4	Students will lose interest for learning.					
5	If there is frequent teacher turnover, the portion may not be covered.					

If you have anything in relation to the above, please write them down in brief.

II. The following statements are about the impact of teacher turnover on the existing teachers. Please indicate your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Turnover brings additional burden on the existing teachers. For example covering the vacant place until a replacement is found.					
2	Frequent turnover affects the social interaction of the existing teachers. For example it takes time to get along with the new teachers					
3	Frequent turnover may affect the morale of the existing teachers because of missing an intimate friend.					
4	Frequent turnover may create a feeling of job insecurity on the existing teachers					
5	Frequent turnover may initiate the existing teachers to leave.					

If you have any others, please write them down in brief.

III. The following statements are about the impact of teacher turnover on administrators. Please indicate your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	disagree	Strongly Disagree
		5	4	3	2	1
1	High teacher turnover makes administrators ineffective.					
2	Administrators will suffer until a new teacher is found.					
3	Administrators spend too much of their time on training of new teachers.					
4	High teacher turnover discourages administrators.					
5	Whenever there is high teacher turnover, sometime it will be difficult for administrators to get a new teacher.					
6	Whenever there is high teacher turnover, administrators will be forced to hire less qualified teachers					

If you have any others, please write them down in brief.

IV. The following statements are about the impact of teacher turnover on the organization (school).

Please indicate your degree of agreement/disagreement by putting (✓) mark against each item.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Frequent turnover affects the culture of the school.					
2	If there is high teacher turnover, the school will not achieve its goals and objectives successfully.					
3	Frequent turnover spoils the reputation (the name) of the school.					
4	Frequent turnover brings additional cost on the school.					
5	If there is high teacher turnover, parents may change school.					

If you have any others, please write them down in brief.

C. Mechanisms to Reduce Teacher Turnover

IX. The following statements are about the mechanisms to be used to reduce teacher turnover. Please indicate your degree of agreement/disagreement by putting (✓) against each item.

No	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	Improving the salary of teacher reduces turnover.					
2	Creating a suitable work environment helps to retain teachers.					
3	Appreciating teachers who work hard minimizes turnover.					
4	If promotion is done based on performance, turnover can reduce.					
5	Minimizing the workload can be used to retain teachers.					
6	If there is a friendly relationship between teachers and administrators, teachers will not leave.					

If you have any other ideas, please write them down in brief.

Appendix C

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

X. Semi structured interview for principals, experienced teachers, and school leaders.

1. What do you think are the causes of teacher turnover? Is it administrative problem, working condition, salary or other problems?
2. What are the impacts of teacher turnover on the students, administrators, existing teachers, and on the school?
3. How is the vacant place covered when teachers leave?
4. What do students feel when teachers leave?
5. When a well experienced teacher leaves, how long does it take to get a replacement?
6. Does the school conduct exit interview when teachers leave?
7. What do parents say when well experienced teachers leave?
8. What should be done to reduce teacher turnover?
9. Do you have any other ideas regarding teacher turnover?

Appendix D

Addis Ababa University

School of Graduate Studies

Department of Educational Leadership and Management

XI. Semi structured interview for Woreda education supervisor.

- 1 .What are the causes of private schools teacher turnover in Nifas Silk Lafto Sub city in general and in your Woreda in particular?
2. Do you have any data or report about the extent of private schools teacher turnover?
3. What do you think are the consequences of private school teacher turnover on the quality of education?
4. Is there anything that the sub city has done to reduce the problem?
5. What do you think should be done to tackle the problem?
6. Do you have any other ideas regarding private schools teacher turnover?

DECLARATION

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

Signature

Date

(MEKONNEN WAKUMA)

Place: Addis Ababa University

Date of Submission: -----

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

Name: -----

Signature: -----

Date: -----