



**Causal Factors for Teacher Turnover in Technical and Vocational Education and Training Institutions: The case of Selected Technical and Vocational Education and Training Institutions in Addis Ababa**

**Desta Kebede Mekonnen**

**A Thesis submitted to Graduate Program  
Of Addis Ababa University in partial fulfillment of  
requirement of the Degree of Master of Art in Management  
of Vocational Education**

**Addis Ababa University  
Graduate Program**

**Advisor: Tashome Tola (PhD)**

**June 2016  
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## ACRONYMS

ACT	American College Testing
MOE	Ministry of Education
NGO	Non Government Organization
NSB	National Science Board
NTQF	National Technical Qualification Framework
TSC	Teacher Service Commission
TVET	Technical Vocational Education and Training

## **ABSTRACT**

*The main purpose of this study was to assess current status of teacher turnover and to identify the major causal factors of teachers' turnover. In order to meet this objective of the study, a descriptive survey design employed. 90 trainers were selected by simple random sampling technique out of 459 trainers and out of 12 officers 6 officers were selected by available sampling technique. Questionnaires and interview used for collecting data. The questionnaires piloted and checked for their reliability (Cronbach's alpha 0.892). The data obtained through the questionnaires analyzed using frequency, percentages, mean, and correlation determining the relation of the status and causal factors of teacher turnover. The information obtained through open-ended questions and the interviews were qualitatively analyzed to supplement the quantitative data. The findings revealed that the status of teacher turnover is very high. Teacher's turnover has high correlation with teachers' related factors (.738,  $p > 0.05$ ) than institutional factors (.573,  $P > 0.05$ ). Measures like adequate relative salaries and higher salaries for better-performing teachers (92.6% & 95% respectively) and need highest attention in taking measure. To sum up, teachers' turnover is very high in sample technical and vocational colleges. Therefore, the city government should design and implement retention mechanisms.*

# CHAPTER ONE

## INTRODUCTON

### 1.1 Background of the Study

This chapter deals with the problem under study and the approaches taken to present it. It comprises background of the study, objectives of the study, the significance of the study, delimitation of the study, and definition of terms.

Teachers are key for the effectiveness of Educational Institutions and their role is irreplaceable of any material or technology (Gedefaw, 2012). This idea is also supported by Ayalew (2009). The strength of any Educational System and its excellence largely depends on the quality and commitment of its teachers. Teachers are the most important resource in an Educational System of any society and they play a major role in the delivery of quality education. However, teacher's high commitment towards their profession is not well paid off. One of the major concerns in the teaching profession is teachers' high turnover.

Employee turnover is an act of leaving of employees from one particular organization to the other one. It is well noted that employee turnover is a normal process that organizations face from time to time and they are forced to generate new ideas to prevent this. Depending on the nature of the business and frequency of the turnover, they sometimes take excessive majors. This is because a high turnover rate leads to the inability of an organization to provide quality care and job satisfaction to its employees. It is believed that an annual employee turnover of 25% is considered normal. But a turnover rate of more than 100% is usually considered a major problem

because disproportionate employee turnover in an organization is a sign of the existence of internal problems (Cole, 2002).

There is a consensus among scholars that organizations experiencing employee turnover either benefit or suffer the cost of turnover depending on the various factors having an influence on employee turnover (Koech, 2011; Susu, 2008). In most cases, these factors are very disruptive and can be costly when their effects are not identified and can cause chaos in the organization if it is not really maintained to a minimum. But if well maintained, it helps in retaining the best employees that will in turn improve their performance and subsequently result in enhanced productivity in the organization.

One the other hand, a high turnover in an organization is a sign of a problem in that organization because a high rate of employee turnover brings about negative publicity to the organization and causes dissatisfaction amongst employees resulting to negative production (Armstrong, 2006).

Teachers' turnover is a global problem. Different researches show that, it is a problem of both developed and developing nations (Happy & Okay Kayuni&tambulasic2007). There are numerous reports of high teacher turnover in several developed countries such as the United States, the United Kingdom, Scotland and Portugal. But in developing countries, the problem is comparatively serious. Reports in countries such as South Africa, Zambia, Papua New Guinea, and Malawi indicated that the problem had almost reached at a catastrophic stage.

In recent years, turnover has increasingly become important in debates about the teaching profession. One reason for this is that, turnover has reduced the quantity of teachers available to many schools especially if the most able teachers are the most likely to leave. The above

assertion is supported by Kayuni and Tambulasi (2007) who contend that teacher turnover in Malawi has increased over the years. Xaba (2003) maintains that, organizational factors such as commitment to the organization, long term prospects, and job satisfaction have mainly influenced turnover of teachers.

Teachers' turnover is also a problem in Ethiopia's educational system. A study done on teachers' attrition in different regions shows that, former teachers left their jobs mainly for the reasons which are ranked in order: the low social prestige accorded to teaching by the society at large, low economic and financial benefits, lack of transfer, unfavorable working conditions within schools, administrative problems, lack of professional career development, difficulties of living conditions, overloaded work, limited chance for further education, and lack of instructional support (Befekadu, 2009). These days the Technical and Vocational Education and Training sector in Ethiopia is crucial in producing middle level human resource in the country. To assure this, Technical and Vocational Education and Training institutions must have qualified and committed teachers. However, the problem of teachers' turnover appeared intense especially in the Addis Ababa City Administration and no studies have been undertaken so far. Hence, an investigation is required to understand the various dimensions of the problem and identify possible solutions.

## **1.2 Statement of the Problem**

The overall objective of the National Technical and Vocational Education and Training Strategy is to create a competent, motivated, adaptable, and innovative workforce in Ethiopia that contributes to poverty reduction and social economic development through facilitating the

provision of demand-driven, high quality technical and vocational education, and training relevant to all sectors of the economy at all levels, and to all people in need of skills development (MoE, 2006:10).

Vocational education, as sub-sector of the educational system in Ethiopia has a major role to play in the country's development. Ethiopia, like many other developing countries, cannot achieve economic and social development without a skilled, educated, and productive labor force that can meet the changing requirements of its environment.

However, many Technical and Vocational Education and Training Colleges are suffering from shortage of qualified and experienced teachers. The loss of experienced teachers/trainers is seen as a threat to training quality and a barrier to the nationally set goal to improve high quality technical and vocational education and training. Nevertheless, teachers still leave the profession at a considerable rate for various reasons. In this study, the researcher has an exposure to access information and data regarding supply and demand of trained teachers and this led her to conceptualize the unprecedented problem of exodus from the teaching profession and also help her to understand that this significantly hampered the national policy efforts to improve the supply of quality teachers. For instance, In Entoto Technical and Vocational Education and Training College only from September up to January 2014/15, 28 teachers have left their profession.

**Table 1.1 the rate of turnover in sample colleges in past two years.**

No.	Year	EntotoTVET College		Misrak TVET College		General Wingate TVET College	
		f	%	f	%	f	%
1	2006	21	25	15	15	13	17
2	2007	28	30	23	21	19	21

**Source: Each college human resource office. (2015)**

As shown in the table 1.1 the data collected from the human resource office showed that, the rate of teachers' turnover is increasing.

Both institutional and personal causal factors can influence teachers' turn over in Technical and Vocational Education and Training Institutions; salaries, incentives, general working conditions, loss of teacher's status, retirement benefits, and lack of interest are the major ones among the causes of teachers' turnover. Existing studies on teachers' attrition do not address the case of Technical and Vocational Education and Training Institutions in Addis Ababa City Administration.

It will be, therefore, necessary to assess the causes of teachers turn over and to seek possible and ameliorate strategies to such a daunting problem that has been found to be insolvable today. Accordingly, with respect to the issue of teachers' turnover, this study will attempt to seek answers to the following basic research questions:

1. What are the factors that influence teachers' turnover (Misrak, Entoto and General Wingate) in Addis Ababa Technical and Vocational Education and Training?

2. To what extent do these factors contribute to teachers' turnover in Addis Ababa Technical and Vocational Education and Training Institutions?
3. What measures should be taken to minimize teachers' turnover in Addis Ababa Technical and Vocational Education and Training Colleges?

### **1.3 Objective of the study**

#### **1.3.1 General Objective**

The main objective of this study is to assess the current status of teachers turnover and to identify the major causal factors of their turnover. Beside this, the study has the following specific objectives.

#### **1.3.2 Specific Objectives**

1. To identify the type of factors that affect teachers turnover
2. To relate the magnitude of teachers attrition to various factors
3. To suggest possible recommendation to alleviate the existing problems

### **1.4 Significance of the Study**

These days, Technical and Vocational Education and Training is becoming a global agenda especially in the developing countries. Because skilled manpower play a vital role in poverty reduction, economic recovery and sustainable development. This study will try to design and investigate the causal factors that affect teachers' turnover in Addis Ababa Technical and

Vocational Education and Training Colleges. The findings of the study might have the following significances.

It may help planners, regional Technical and Vocational Education and Training experts, College managements and policy makers to be aware of the causal factors of teachers' turnover and thereby look for solutions based on the findings.

- It may give a chance for sharing experience between institutions.
- It may initiate other interested researchers to carry out profound studies in the future.
- The report may broaden the literature base in the area.

### **1.5 Delimitation of the Study**

This study will be delimited to the Addis Ababa Technical and Vocational Education and Training Colleges located in the Addis Ababa City Administration. The study focuses in Addis Ababa Technical and Vocational Education and Training because of their huge organizational structure and possessing of many years of experience, and also they are suitable in providing adequate and reliable data.

## 1.6 Operational Definition of Terms

- Teacher Turnover: - The movement of teachers into and out of School organizations.
- Teacher Deployment: - The assignment of teachers to different teaching portions.
- Leadership: - The ability to guide, directs, or influence people
- Profession: - An occupation that requires extensive education and specialized training.
- Teachers' attrition: - The gradual reduction of the number of teachers in given School organization

## **CHAPTER TWO**

### **2. Review of Related literature**

This chapter presents review related literatures that help to enrich the study. Under this the topics of historical development of vocational education, concepts of teachers' turnover, the factors of teachers' turnover and measures to minimize teachers' turnover in Technical and Vocational Education and Training were discussed.

#### **2.1 Historical Development of Technical and Vocational Education**

The history of vocational education is as old as the history of human being. It started where people learned essential skills through a trial and error method and advanced when they started to acquire education in its informal form. Generally, it started when man began to live together and started to produce for his basic needs (food, clothing, and shelter). Historically, work was the true site of vocational training. In this regard, the primitive society used the digging sticks, stones, bones, and fire to cultivate the vegetation and hunting and gathering their food. During this period, the process of learning was simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities. (Evans in Haimanot 2011:9).

Traditional skills training existed until the 1400s in the developed world. But it is still continuing to exist in most part of the developing world, especially in Africa, where it is used as a major provider of vocational skill training. Technical training in the modern sense was developed during the industrial revolution period in the 18<sup>th</sup> century. In order to produce the skilled human power required for the newly established factories at that period, Technical and Vocational Education and Training was seen as an opportunity for the people living the peasantry life. In the mid of the 19<sup>th</sup> century, mass production was developed and individual craftsmen became obsolete and the production of goods shifted from the small shops in to huge factories. It was the mass production system that forced the big factories to establish vocational school, in or near their own plants, for the aim of training their own future workers before they actually assume their production duties (Ibid). In the 20<sup>th</sup> century, technical schools were expanded and post-school training were arranged to have a strong link with industries. This period was the period when there was a great pressure to expand Technical and Vocational Education and Training to satisfy the needs for the labor market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Haimanot 2011)

The 21<sup>st</sup> century is the era of information and communication technology; on one hand of knowledge and skill and on the other hand where computer and other recent technologies that do not only provide a myriad of new products for the markets but also the way the work is carried out. Nowadays, the dynamism of technology and the world wide globalization put Technical and Vocational Education and Training on the top of the development agenda of the countries in order to produce well- trained and qualified manpower in the shortest possible period of time

to cope with the changing situation and to compete in the world market (Aleka, in Haimanot 2011).

The introduction of Technical and Vocational Education and Training the Ethiopian Education System dated back to more than 50 years. However, the development of the sub-sector in the past was slow and not up to the desired level and quality owing to failure to give proper place and emphasis where there was no policy support.

After the expulsion of the Italians, the Ethiopian Government paid some attention to the establishment of Vocational and Technical Schools in Ethiopia as a part of its education system. Wanna in Aleka, in Haymanot (2011) identified three periods with regard to the Technical and Vocational Education and Training development in Ethiopia. During the first era, (1940's-1960's) Ethiopia was rebuilding its educational institutions and very few schools served students from all over the country. However, graduates from high schools that could not join tertiary level of education lacked skilled to be employed among secondary school graduates.

In 1962, the government converted the existing high school in to compressive high schools. The second era (1960's-1980's) was mainly characterized by the attempts made to vocational high school education. The mission was of reducing unemployment among young high school graduates. However, because of lack of materials and human resource, shortage of qualified teachers and limited budget, the quality of graduates' was not as expected and the problem of unemployment did not improve much.

It was during the third era (1980's-1994) that the government decided to strengthen a number of selected compressive as well as other vocational technical schools in order to give effective skill

trainings. The new education and training policy give special attention to Technical and Vocational Education and Training by providing broad and multi-level foundations. The new organization of technical and vocational training based itself on analyses of the training needs of the country's economic and social development (MOE, 2003:3). Hence, due attention is given to the organization and management of the sub-sector, curriculum and educational materials development, teachers training, the expansion and building the capacity of institutions, provide quality assurance and accreditation, provision and supply of education facilities, technology, vehicles and materials as well as involving the private sector. Middle Technical and Vocational Education and Training program comprises three certificate levels: certificate I (10 +1) certificate level II (10 +2) and diploma level (10 +3) and these were timely based.

However, the current National Technical and Vocational Education and Training Qualification Framework (NTQF, 2006:16) comprises five levels; level I, level II, level III, level IV, and level V and these are outcome based. Level I and Level II training program is non-formal training programs, prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity, in the range of options to be applied under the supervision of level III or level IV. Level III and level IV training programs are formal training programs, a performance of leadership and guidance are involved when organizing activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature under supervision of level V. Level V Technical and Vocational Education and Training program training, trainees' perform the self-directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others (Ibid).

the teachers: (a) they challenge teachers' existing practices, resulting in periods of temporary destabilization; (b) they result in an increased work load for teachers; and (c) they do not always pay attention to teachers' identities – arguably central to motivation efficacy, commitment, job satisfaction and effectiveness.

The study done on Teacher turnover in Malawi by Happy & Okay I- Kayuni&Tambulasie (2007) indicated that, unfortunately, with the emergence of decentralization, these changes were not always well coordinated. This has serious negative implications on the teachers who are not adequately briefed and the top management is frequently grappled with highly conflicting changes that defy the principles of management of change. Ultimately the basic human resource functions are neglected by top management and attention is directed towards problems emanating from the established changes. “For employees, change can be confusing and distressing”. Frequent and uncoordinated changes can even be more confusing to staff as is the case in the Ministry of Education. Successful change to occur “the provision of solid and comprehensive information on the need for change in an excellent beginning”. Taking into consideration that changes in the Ministry of Education were made without adequate information there was no guarantee of success. Commenting on frequent curriculum changes in Malawi, the Education and Methods Adviser explained that, “As for curriculum changes, it doesn't necessarily motivate the teachers- actually it de motivates the teacher because the changes are forced on them without training or guiding.

#### **2. 4.2 Teacher related factors of Turnover**

These include gender, professional qualifications, teaching experience, social-cultural factors, job satisfaction and career commitment Sharon (2014). Studies have shown that gender is a

strong factor for an employee's job satisfaction. Most teachers teaching in rural areas and especially women face difficult climatic and cultural problems. They prefer staying with their spouses against the policy of a teacher balancing. With respect to professional qualifications, Kimengi's (1983) study proved professional variable to have no influence on attitudes of teachers towards teaching. Okumbe (1998) study showed the variable to have had some influence. The levels of satisfaction among graduate teachers increase with their professional level. Dubin (1978) postulates that job satisfaction increases with the skills required to work. With current retirement age of teachers having been pegged at 60 years, majority of teachers in schools could be approaching the ceiling age. Teacher's turnover could adversely affect education systems in the districts disproportionately: with the worst hit being those districts with majority of young teachers. Researchers have proved that aged people have low turnover intention as they have more family pressures than young people do.

Many studies have examined the demographic and situational characteristics of individual teachers. The information may be most helpful in directing special efforts to design attractive environmental conditions for these groups. It is unrealistic to assume that teacher selection processes will avoid those most likely to leave, and in fact, there may be other reasons to recruit from the populations that will prevail from a policy perspective (e.g. diversity, quality, etc.).

#### **A. Gender**

Many studies have found that women were more likely to leave teaching than men. As described in Anna (2009), Stinebrickner observed that approximately 67% of existing female teachers leave the work force altogether; the presence of a newborn and being single are the most important determinant of leaving for female teachers. In addition, children and child-bearing are

also the cause of the turnover. As the researcher experience shows that most female employees in our country also leave their work to care their children after birth.

### **B. Race and ethnicity**

In our country, so far researchers didn't consider the effect of race and ethnicity on teachers' attrition but in other countries a lot had been done in this area white teachers are more likely to stay in teaching than minorities. However, a recent study revealed in the USA that in the case of one urban school district that had developed, special strategies for recruiting and retaining minority teachers, the trend was reversed and the retention rate for African American teachers was slightly higher. (Anna and Associates: 2009)

### **C. Age and experience**

Age and experience of teachers are another teacher related factors to teachers turnover. Different researches showed that Attrition assumes a U-shaped curve with young and new teachers more likely to leave within the first five years and teachers who near retirement (over 50) also more likely to leave .suggest that one reason for teachers' early retirement may be that the ratio of pension to salary in teaching is quite high. According to the meta-analysis is, teachers who are 51 years of age or older are nearly 2.5 times more likely to quit teaching than teachers who are 50 or younger. (Anna and Associates: 2009).

### **D. Ability and achievement**

Ability and achievement of teachers are also causes for teachers to leave their job. Teachers with high ability and achievement have ample opportunity to leave their job. As described by Anna (2009) A few studies indicate that teachers of high ability are more likely to leave teaching. High

ability was measured in various ways: ACT scores (Podgursky et al., 2004), degrees from highly selective institutions (Podgursky et al. 2004, Lankford, Loeb & Wyckoff, 2002), passing certification exams on the first attempt (Lankford, Loeb & Wyckoff, 2002), college entrance exams in the top quartile (Henke et al. 2001), and advanced degrees at entry to teaching (Kirby et al. 1999; Ingersoll & Alsalam, 1997).

#### **E. Teaching specialty area, specifically mathematics and science**

Teaching specialty area is another cause to turn over. Teachers' with specific area of teaching or specialty have an opportunity to choose urban areas or better work environment. Citations with information specific to mathematics and science teaching reveal differences in research findings related to retention and attrition: Science and math teachers were found more likely to leave than were elementary teachers, in several studies (Henke et al.2001; Ingersoll, 2001; Kirby et al., 1991; Arnold, Choy, & Bobbitt, 1993; Grissmer& Kirby, 1992; Murnane& Olsen, 1991; Dworkin, 1980; HearterShin, 1995; Murnane, Singer, Willett, Kemple, & Olsen, 1991). In Borman and Dowling's meta-analysis (2008) they combined the effects from six studies to determine that math and science undergraduates had odds of attrition that were twice as high as Literature Review on Teacher Retention and Attrition (2009) Page 9the odds for other undergraduate degrees. Research identified in the NSB Science and Engineering 2008 report indicated that attrition from teaching was typically lower than from other professions and attrition rates of mathematics and science teachers were no greater than the overall rate.

salaries and benefits remained a major dissatisfying issue, regardless of the introduction of a new career structure in 2012. This dissatisfaction impacted on quality teaching. This teachers' dissatisfaction of Low and insufficient salaries and benefits causes' teacher's turnover. In fact, based on Fenot in Sung Sang. H& Seungcheon .H (2014) indicate that, the teaching profession had low appeal to young people; teachers were perceived to be demoralized and unmotivated; and the teaching force was characterized by high absenteeism, turnover, and attrition rates. The main reason for teachers' turnover was low salary and compensation. The researcher also found the same results as through personal interviews. There were over 120 statements made by teachers during the interviews that discussed how teachers were "the ignored of society," "the most miserable/ill-treated," had "the poorest job," etc. related to salary compared to other professions. The questionnaire survey results also tell us that Ethiopian teachers think salary is the main factor affecting attrition.

#### **B. Compensation and benefits**

Compensation and benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, compensation and benefits are important as Milkovich & Newman, (2005) say they are one the most visible rewards in the process of recruitment. Vandenberghe & Tremblay, (2008) say they are a means to retain the best employees. Compensation and benefits are therefore used to motivate employees in the development of skills. A negative relationship between pay level and turnover intention has also been reported so frequently by economists that the relationship has been accepted as a fact. Pay is a significant element explaining turnover intent as Imazeki (2005) reported that teacher retention is higher when salaries are higher. He also noted

that a large number of teachers leave the field in order to accept higher paying jobs in other fields. In conclusion, he found that teacher turnover decreased when salary was increased. The existing literature suggests that low salary is considered a main cause for teacher turnover.

As indicated by George (210:42) compensation affected teacher turnover in that a big percentage was dissatisfied with the salary they are paid. In addition, it was established by the study that a high percentage of teachers felt that the salary paid to them was not equitable to the job, therefore triggering their turnover. Moreover, the study found out that a very high percentage, 96%, felt that the salary paid to teachers was low as compared to other professionals with equivalent qualifications hence triggering high teacher turnover.

### **C. Career path development**

Lankford et al. (2002) has suggested that employee development is inversely related to turnover. Research says that with respect to their careers, individuals proceed through several stages of career development these are growth, exploration, establishment, maintenance, and decline. Socialization into this career development process has led us to expect formal training during the growth and exploration stages in preparation for the careers to be started during the establishment stage. Young workers are frequently given additional support through orientation, mentors, and coaches especially at the beginning of their employment and are likely to rate the presence of someone encouraging their development fairly high although they are historically a little more likely to turnover than their older counterparts. Between midcareer and mature workers, who both are less likely to turnover than young workers, it seems plausible that the mature workers are more likely to encourage the development of others and less likely to be encouraged in their personal development due to their position

of influence and leadership in an organization. This may be particularly true in higher education. (George: 2010)

The study done by George (2010) also established that a big percentage of teachers felt there was no clear professional advancement in the teaching career hence triggering teacher turnover. In addition, the study established that most of the teachers were dissatisfied with the training and development programs in the teaching profession further contributing to teacher turnover.

#### **D. School resources, facilities, equipment and supplies**

School resources, facilities, equipment and supplies are main challenges in the school. Affects teachers job satisfaction may cause teachers to leave the school. In an article about a survey of teacher working conditions, the researchers reported that teachers who planned to leave high-risk schools cited non-retirement reasons such as salary, lack of school leadership, class size, lack of supplies and materials, or bad school facilities. In two large urban districts, 40% of teachers who graded their facilities as below average indicated that they had considered changing schools because of poor conditions. In a later study, the effect of dissatisfaction with facilities was found to be larger than the effect of dissatisfaction with pay. One study found that increased spending on instructional needs was associated with lower odds of attrition (Anna and Associates: 2009).

#### **E. Educational reforms and frequent reviews in the Syllabus**

Reforms and frequent reviews in curriculum materials may be cause for teachers' turnover. In recent years, reforms in education have had a negative impact on the efficiency and effectiveness of teachers. This is considered so because in most cases, reforms in education tend to ignore the role of the teachers Day in Koechet.I. (2014) indicates that reform has the following effects on

Like in any other business organization or manufacturing industry, turnover is also applied in the educational system. In Kenya, for instance, TSC (Teacher Service Commission) employees' attrition represents the loss of experienced staff from the system especially where those who are leaving the profession are more successful or more qualified workers. It may have the effect of leaving a less capable pool of staff in the institution. It may also lead to demoralization among the employees remaining. High rates of turnover are expensive in terms of additional recruitment costs, lost production costs, increased cost of training replacement employees, loss of know-how and customer goodwill (Armstrong, 2006) .

In Ethiopia, teacher attrition has been an age-old problem. An exodus of teachers to other professions has a long history in the educational system itself. The major problem at that time was at the primary level since the teachers at the secondary level were expatriates. Recent studies have indicated the seriousness of the problem in the system in general. The reasons for leaving the profession included low salary, low social status of the profession, unfavorable working conditions in the school, difficulties of rural life, isolation factor and the absence of further educational opportunity. Thus, the pushes out factors are the same as in other countries. (Ayalew: 2009).

#### **2.4 Factors of teachers turn over**

According to Jackson & Schuler, (2000) these factors include the teaching job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security,

### **2.4.1 Institutional factors**

Different institutions indicate related factors cause teachers to leave their profession. These factors include workload, motivation, leadership styles.

A number of researches are carried out on teacher attrition in Ethiopia. Befekadu, (2001) showed that, the trend of exodus from teaching seems likely to continue. Annual teacher attrition rate within three years period reached 3% for the four sampled regions (Afar, Addis Ababa, Amhara and Oromia). The highest teachers' attrition rate, about 8%, is recorded by the degree holder teachers, the next about 5% and 1% percent are by diploma and certificate holders respectively. Teachers are leaving at the highest rate from the peripheral region of Afar, while the lowest attrition rate found to be in Addis Ababa.

Another research also conducted in Benishangul-gumuz Region showed that, the main possible reasons why teachers leave the teaching profession are lack of transfer to other regions and the inadequate opportunity to advanced trainings Tesfay (2007). It was also found that 70% primary and 79% of high school teachers seem to be dissatisfied with transfer and deployment procedures of the region. Similarly, 88% of primary and 84% of secondary school teachers asserted that training opportunities that are given every year is insufficient. In addition, inconvenient school location and managing large section size are also among the reasons.

From the study of Koechet.el (2014) indicated that a number of institutional factors are responsible for teacher turnover in Baringo District (Kenya). These include heavy workload, not being paid for working extra hours, and higher qualifications not being recognized by TSC (Teachers service commission). Handling pupils who are not motivated to learn, poor school performance in national examinations as well as extra-curricular activities also

influence teachers' decisions to quit teaching. The fact that senior teachers have given more recognition, instead of merit, is also considered as one of the factors that influences turnover rates among young teachers. Respondents also felt that if teachers' effort is not recognized through rewards teachers can quit. Furthermore, if teachers' personal problems remain poorly handled by the school administration then they could leave their work place. Non-involvement of teachers in education policy decisions in the school could also lead to lack of satisfaction, ultimately it contributes to turnover.

Certain characteristics of schools were reliable predictors of increased attrition like paying, school environment and poverty.

#### **A. Salaries**

The results of the study done by Gedfaw (2012) showed that, salary and benefits had an effect on the job satisfaction of the teachers. Both quantitative and qualitative data clearly showed that the majority of the teachers were not satisfied with their remuneration packages. Of all the factors that were investigated in this study, salary and benefits had the lowest mean satisfaction rating. The teachers as the major sources of their job dissatisfaction reported salary, fringe benefits, and advancement and promotion. Their dissatisfaction with their poor salaries was influenced by the inflation rates in Ethiopia. In addition, no other fringe benefits, such as transport allowances, health insurances and medical care are provided. Moreover, promotion opportunities are limited and, according to the teachers, not free from bias. All these and other unfavorable conditions have a strong negative impact on the job satisfaction of the teachers. Low and insufficient

Generally, Ethiopian Technical and Vocational Education and Training system is more described in NTQF, (2006:2): The Technical and Vocational Education and Training system is to be wage and self-employment-oriented, demand-driven and outcome-based, and thus appropriate to address the development needs of the Ethiopian Economy. It reflects an important paradigm change during recent years that puts quality and relevance of Technical and Vocational Education and Training as its first priority. An outcome-based Technical and Vocational Education and Training system creates ways for the fair recognition of the wide range of formal, non-formal and informal training and learning existing in Ethiopia, hence opening access to qualifications for previously neglected target groups. This will increase their chances of an occupational career and create options for further education and training. Therefore, since vocational education is the medium that safeguards both human and natural resources, planners and Technical and Vocational Education and Training experts should think how well people can be trained to perform useful work.

## **2.2 Teachers**

Teachers are the key to teaching learning process. Teachers play main role in quality education and their role are can't be replaced by anything or any technology. Teachers also taken as role models in the different society and considered as motivators to good deeds. They are the key figures for any changes (e.g., educational reforms) needed in schools.

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation

ahead. Satisfaction with the teaching component has important consequences. It means that the teachers are happy, dedicated and committed, and it helps them to bring their best qualities to their schools, so that students, parents, and the society may benefit from their services. (Gdefaw: 2012) Satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied School managers and administrators. Teachers, specifically, spend a great amount of time with their students in class, and hence they have a significant impact on student achievement. Thus, as outlined above, satisfaction with their teaching career not only plays an important role in the lives of the teachers themselves, but also in the lives of the students and the parents, and for the sustainment of quality education at large. Studies indicated that the quality of education depends on the professionalism and devotion of the teachers. It is impractical to realize positive changes in the schools without the teachers' commitment to and participation in reform. The quality and morale of the teachers are essential to the success of any educational reform. (Ibid) Indeed teachers are the most important elements in the realization of educational goals.

Even though teachers are these much importance for the education system, they may face some challenges. The challenges are may be personal or institutional. These challenges lead to dissatisfaction and cause teachers to leave their profession. Higher institutions are left with young, inexperienced and insufficiently trained staff that lacks the monitors and role models to guide them. The loss of academics plays an important role as catalyts of change in policy mobilizing and public opinion towards common social and economic concerns. Their loss to the community could be immense when they leave the higher institutions "though in many cases, government is glad to see them go". The loss of experienced and senior academic staff have

adverse effect on the quality of the university outputs such as, graduates, research as well as public service(Kefyalew:2012)

Because of this, every educational system should strive to attract qualified people to the profession and to provide them with the best possible working conditions, material and incentives that will satisfy their needs. In Ethiopia, in the past decade and half, significant efforts have been made to expand the access to primary and secondary education. However, the greater push given to increasing enrolment seems to have offset the efforts made to improve the quality of education that it has been found essential in ESPP III to give greater emphasis to quality enhancement, which makes qualification of teachers a focal point, particularly at the secondary level. Effective schooling at all levels depends on a highly qualified and motivated teaching force. The tasks of teachers are today more complex and demanding than in the past. They have to respond to the wishes of the community regarding educational outcomes, the social need for wider access to education, and pressures for more democratic participation within the schools. In order to ensure that teachers are properly equipped professionally to meet the new tasks and challenges posed in the classroom, countries define the minimum qualification required of teachers for the different levels of the system. (Ayalew: 2009).

In Ethiopia, as per policy, a Technical and Vocational Education and Training teacher should at least have a C-level certificate. The system has however been faced with shortage of qualified teachers for each level and most of the serving teachers are below the level.

As indicated in the National Technical and Vocational Education and Training Strategy,(NTVETS) highly competent, qualified, motivated, flexible and creative Technical and Vocational Education and Training teachers and instructors are the backbone of any Technical

and Vocational Education and Training system, capable of adjusting to the changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of Technical, Vocational Education, and Training teacher /instructor trainings. The aim of this process is to create a corps of Technical and Vocational Education and Training teachers/instructors capable of preparing trainees to successfully pass occupational assessment. Systematic training, education and further training will be provided for teachers and instructors in the Technical and Vocational Education and Training system at all levels in the formal programs. (MOE: 2009)

### **2.3 Concept of Turnover**

Turnover is a critical human resource issue in all sectors of the economy. Turnover affects productivity, products, service quality and profitability. According to Fitz-enz (1987, p. 167-168) transfers and promotions are not considered as part of turnover because they do not involve movement across the membership boundary of an organization. Fitz-enz (1987, p.167-168) explained that there were voluntary and involuntary turnover whereby resignations were examples of voluntary turnover and dismissals, layoffs, retirements, and deaths were involuntary. Under normal business conditions, voluntary turnover was greater than involuntary. Grober et al (2002, p. 609-10) added that there was functional and dysfunctional turnover.

They argued that functional turnover was necessary in an organization because, among other things, it brought in new employees who might have good ideas on how to improve organizational productivity. On the other hand, "excessive turnover creates an unstable

workforce and increases human resources costs and organizational ineffectiveness” and this was referred to as dysfunctional turnover (Grobler et al 2002, p. 609-10). Related to the argument raised by Grober et al (2002) on functional turnover, Fitz-enz (1987, p. 168) further explained that zero turnover was not desirable in an organization because employees who had stayed in the organization for many years generally have higher salaries.

Assuming the organization grew at a normal rate and all employees remained, “most employees would soon be at or near the top of their pay ranges and total salary expense would be very high” (Fitz-enz 1987, p. 168). The concept of staff turnover is highly linked to several HRM functions such as motivation, commitment and morale, selection, recruitment, induction and others. If there is high turnover, it is an indication that there may be problems in other HRM related functions in the organization.

Employee turnover sometimes known as “labor turnover,” “wastage” or attrition is the rate at which people leave the organization (Armstrong, 2009). Well-managed firms try to monitor their turnover rate and identify and manage causes for turnover. Transfers are also considered as turnover. Dessler. G, (2009) refers to a transfer as a move from one job to another, usually, with no change in salary or grade.( Chepkemboi J: 2013) Employee turnover sometimes known as “labor turnover,” “wastage” or attrition is the rate at which people leave the organization (Armstrong, 2009). Well-managed firms try to monitor their turnover rate and identify and manage causes for turnover. Transfers are also considered as turnover. Dessler G, (2009) refers to a transfer as a move from one job to another, usually, with no change in salary or grade. (Chepkemboi J: 2013)

## **F. Psychological factors**

Several studies revealed that teachers were more likely to leave if they experienced frustration or a sense of failure, saw their teaching occupation as a temporary goal, or were measurably less effective teachers according to the school's accountability system (Johnson & Birkeland, 2003; Marso & Pigge, 1997; Boyd et al. 2009).

## **G. Loss of Status of Teachers**

Teacher's status is another factor for teacher. Since teachers are role model for the community, they need higher status and prestige. In Ethiopia Teachers status and prestige is decreasing from time to time and teachers urge to change their profession. Tekleselassie in Sung Sang.H& Seungcheon.H (2014); also pointed out that "traditionally, teaching has been among the most respected professions in Ethiopia. The prestige of the profession in the past was attached to several favorable conditions: teachers were chosen from a pool of dedicated and able candidates, the duration of the training was relatively long, and upon graduation, teachers were paid a salary comparable and competitive to that of other civil servants." A dramatic increase in enrollment on the one hand and low government priority for the education system on the other has shifted the status of the teaching profession since the 1980s. Furthermore, the expansion of student enrollment caused increased demand in the employment of teachers who not only had a lower level of training but also saw teaching as the last resort the job market could offer .

The prestige previously bestowed on an African teacher had eroded in society hence insisted that "to restore good quality education, the prestige of the teacher must be increased" (emphasis added). The teaching profession was declining in status. Due to this decline, "the teaching

profession in developing countries is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment". Originally (from 1940s to 1970s), "Teachers were seen as bringers of progress, modernity and development and were rewarded and respected accordingly" but it is no longer the case. (Happy& okay l-kayuni &Tambulasi: 2007)

## **H. Job Satisfaction**

Houtte, (2006) defines job satisfaction as the —feelings that an individual holds toward his or her job. One important issue concerning job satisfaction that is addressed in the existing literature is the variable of job satisfaction which can either be investigated as a global variable or a multifaceted variable. Several studies in the research literature have documented a complex relationship between job satisfaction and turnover intent.

Kirschenbaum Weinberg & Kit (1991) in their study, determined that high and moderate levels of job satisfaction are similar in their impact upon turnover intent; however, a lack of job satisfaction —drastically raises a moving intent (p. 368). Weisberg et al. suggested that it just may not be necessary for employees to obtain high levels of job satisfaction to reduce their intentions to leave an organization. Motivation and satisfaction on the job has been accredited by psychologists to critical psychological states including meaningfulness of work, responsibility, and knowledge of results. Of the five job characteristics, three of them that is: skill variety, task identity, and task significance contribute to meaningful work, on the other hand autonomy contributes toward personal responsibility, while feedback contributes to knowledge of results. Low job satisfaction has been related to stress, burnout, lack of commitment to the

institution, absenteeism, and turnover. Teacher satisfaction can be affected through workplace conditions, school size, administrative control and organizational culture.

According to Darling-Hammond, (2005) job satisfaction was an important factor to teachers and even more important to highly qualified teachers. Job dissatisfaction that led to turnover was caused by a lack of input into professional decision-making, restrictive bureaucratic controls, and inadequate administrative support for teaching. Scafidi e-tal (2005) agreed when they realized that better salaries are nice, but they are not sufficient to attract better teachers. Better respect, status, and working conditions are necessary to provide job satisfaction. They also found that most teachers leave because of a lack of opportunity to teach effectively. Job dissatisfaction is therefore considered by some teachers to be the most important factor affecting teacher turnover.

The study established that a big percentage of teachers were dissatisfied with teaching as a career with regards to heavy workload, poor promotion systems of teachers by TSC (Teachers Service Commission) and lack of involvement in decision making in schools. In contrast, however the study established majority of teachers were satisfied with the recognition they received from their immediate supervisors. (George: 2010).

The study conducted in Kenya by the main reasons for teachers turn over were; job dissatisfaction among teach Mutune & Orodho (2014) indicated that, poor remunerations and inadequate support from school administration bodies. Also in relation to school management policies, the study concluded that professional growth; opportunities for promotion and low salaries were the major cause of teachers turnover. It also emerged that principals leadership styles and interpersonal relationship among them and teachers negatively influenced teachers attitude towards teaching hence quitting their job. This was confirmed by

majority of the teachers indicating that they feel they would wish to change their career and would take up a job not related to teaching. They further reported that they pursued teaching career because they had no other choice.

## **2.5 Researches on teachers turnover**

Various researchers advance theories on employee turnover. Ruhland (2001) cites Chapman's theory, which expands on Holland's theory of vocational choice. The theory posits that vocational satisfaction, stability and achievement depend on the congruence between one's personality and work environment. Ruhland (2001) also cites Krumbolt's social learning theory of career selection, which propounds that factors like genetic endowment and special abilities, environmental conditions and events, learning experiences and task approach skills explain why individuals change occupations throughout their lives. Ruhland (2001) uses these theories to develop a public school teacher retention/attrition model.

According to this model, teacher retention and thus attrition is a function of teachers' personal characteristics, educational preparation, and initial commitment to teaching and quality of first teaching experience, social and professional integration into teaching and external influences. Khatri, Budhwar and Fern's (2001) study of employee turnover employs a model that posits three groups of factors influencing employee turnover, namely: demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, and tenure, and income level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hopping.

Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice. Celep (2003) draws from the organizational commitment theory and posits that teachers' levels of commitment are determined by factors such as their belief and acceptance of the school organization's goals and values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Lower commitment to the school organization affects both the effectiveness of the school and causes teachers to be less successful or to leave the profession. Ingersoll (2001) draws from theories advocating teacher turnover as a function of ageing and increasing student numbers. He postulates that teacher turnover can be understood by examining the school organizational characteristics and conditions.

His exposition asserts that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover. The foregoing theoretical exposition of factors influencing turnover seem to confirm school organizational factors as being critical in teacher turnover.

According to Jackson & Schuler, (2000) these factors include the teaching job itself, supervision, incentives and rewards, which relate to compensation and recognition, career development, advancement and employment security, poor job performance, which relates to lack of skills, low motivation, bad performance and lack of resources. A study by Greher & Tobin (2006) suggests four major factors that influence whether a teacher will move from a particular school or leave the profession entirely.

They conclude that salaries, working conditions, preparation, and mentoring support in the early years relate to teacher turnover. Examination of the relevant literature in the area of teacher turnover suggests that the most frequent reasons given for teacher turnover are in the areas of burnout, finances, administration support, job security and satisfaction, and life cycle events such as pregnancy, retirement, and relocation. Therefore, these areas are suggested as the reasons for teacher turnover in both public and private school. Many theories explored in this study are rooted in two disciplines. The first theoretical underpinning is based on the economic labor market theory of supply and demand as advanced by Strunk & Robinson, (2006). In this case, teachers are treated as rationale actors who make decisions about their career choices whether to become teachers and trajectories whether to exit the current teaching assignment for better opportunities and rewards. This is based on whether teaching represents the most attractive occupation compared to alternatives that are available to them. According to Guarino, Santibanez, & Daley, (2006) under the supply and demand framework, research on teacher retention focuses on identifying factors influencing teacher attrition.

These factors include both monetary e.g., salaries, benefits, bonuses, earning potentials, etc. and non-pecuniary ones for example job satisfaction, working conditions, etc. Apart from considering teachers as individual rationale actors, teachers are grouped in schools of different types and with different organizational characteristics. The researcher will, therefore, draw relevant theoretical perspectives from sociology to guide his empirical analysis of factors influencing teacher turnover as well.

The benefits of a sociological perspective are nicely summarized by Ingersoll (2001) in his organizational analysis of teacher turnover: The theoretical perspective drawn from the sociology

of organizations, occupations, and work, holds that teacher turnover and, in turn, school staffing problems cannot be fully understood without closely examining the characteristics of the organizations that employ teachers and also examining turnover at the level of the organization (Ingersoll). Billingsley (2003) emphasized both external and personal factors for teacher turnover. The relationship between these is complex and involves numerous interactions. Some factors that influence teachers' career choices may include lifecycle, reflecting changing priorities, needs, interests, and options.

First, external factors would be influenced by the career decision of employment. Examples of external factors include institutional, societal, and economic variables that may have an indirect effect on teachers' career decisions by influencing employment and personal factors. Employment factors that may relate to teacher turnover include qualifications, work conditions, rewards, employability, and commitment. In addition, teachers have professional qualifications that influence their career decisions such as knowledge, skills, educational background, entry path and certification status, prior work experience, and initial commitment. Next, Billingsley (2003) emphasizes the personal factors that interact among the demographic and family variables in understanding teacher turnover patterns. Motivation, personality, interest, and expectations may influence teachers' career decisions through cognitive and affective variables. Furthermore, teachers' decisions on leaving are affected by their value system. Attrition rates do not necessarily indicate those teachers who are leaving the profession entirely.

## **2.6. Measures to minimize teachers' turnover**

There are different measures to minimize teachers' turnover such as improving teacher's job satisfaction. Improving the factors leads to less job satisfaction make teachers to retain. These strategies collectively are known as Retentions strategies. Different countries use different strategies to retain teachers in their jobs. In Malawi the government apply different measures like (a) decentralized education management so as to monitor teachers effectively; (b) introduced distance learning for unqualified teachers; (c) increased budget allocation to the education sector; (d) encouraged programs that strengthen the link between teachers and communities around them; (e) pressed for more NGO(Non Governmental Organization) as well as donor community involvement in the provision of teaching facilities and teacher development (Happy Kayuni & Richard Tambulasi;2007).

There should be component of strategies that retain and motivated highly qualified teachers. The turnover of qualified teachers has an impact on quality of teachers. Emiliana and Umansky (2005) identified components of an effective system for attracting, retaining and motivating highly qualified teachers as follow:-

1. Adequate infrastructure and teaching materials; basic resources
2. Clarity in what is expected from teachers
  - What knowledge and skills teachers need to have?
  - What behavior and performance teachers should exhibit?
  - What results, in terms of student learning, teachers are expected to accomplish
3. Clear, transparent rules for teacher selection and purposeful assignment to schools

- How teacher selection and assignment affects teaching and learning.
4. Monitoring and evaluating teaching and learning
    - What knowledge and skills teachers have?
    - What behavior and performance teachers' exhibit
    - What students are learning and at what rate they are making progress
  5. Instructional leadership and professional development for supporting teacher professional communities
    - School administrators as instructional leaders
    - Using information from teacher evaluation to develop professional development opportunities tailored for each teacher and teams of teachers.
    - Built-in time for teacher professional development and teacher collaboration
  6. Professional autonomy and authority
    - Teachers can use their best professional judgment in the classroom
    - School administrators have professional autonomy to provide
    - teachers with support, in both material and technical resources
    - School administrators have authority to reward high-performing teachers and penalize low-performing teachers
  7. Effective teacher incentives
    - Adequate relative salaries
    - Higher salaries for better-performing teachers
    - Higher salaries for teachers working in disadvantaged areas
    - Advancement opportunities throughout the teacher's career
    - Recognition for excellent teachers•

- Real threat of losing one's job for poor-performing teachers

#### 8. Policy Interventions to Increase Retention

A variety of strategies to increase retention has been devised. In Ghana, teachers are required to have a bond signed. If they leave teaching before their initial three-year posting is completed, they are barred from further employment in the state sector and the guarantor must repay the bonded amount.

In practice, however, the value of the bond has been reduced by inflation, and the system is no longer enforced. Lack of enforcement has led to widespread cynicism about the scheme (Hedges in Mulkeen 2007).

In addition Aidan (2000) indicated that, increasing teacher salaries may appear to be the obvious response to attrition problems. However, there is little evidence that increased salary alone has high long-term impact on retention. Improving teachers' physical, social, and professional experience of work increases their commitment, reduces attrition, and is often cheaper than trying to tackle salary or the costs of teacher dissatisfaction, loss, and retraining. Benefits that might compensate or reward teachers, improving retention at some expense—but perhaps less than salary increases—include:

- Improving school buildings and teachers' accommodation;
- increasing teacher responsibility for educational decisions;
- reducing class sizes;
- increasing parental and community support;
- promoting collegial relationships among teachers and administrators;

- providing teacher support and recognition; and
- providing teacher counseling and medical care (Macdonald 1999).

As Kasau (2012) indicated incentives are the importance ways to retain teachers ,There is need to provide incentives that are attractive to teacher with a view of motivating them to remain in the service since teachers always look for jobs whose rates of return are attractive. The study also recommends improvement and continuous review of the scheme of service for teachers to continue motivating them all through so that they can be retained in the service for longer.

## **CHAPTER THREE**

### **3. Research Design and Methodology**

This chapter deals with the research design and methodology of the study work which contains the data sources, the data sampling procedure and the instrument and technique of analysis data.

#### **3.1 Research Design**

This is to identify and analyze the causal factors that affect Technical and Vocational Education and Training teachers' turnover in Addis Ababa. In this study, descriptive survey design was used. It aims at the describing the existing turnover factors in Technical and Vocational Education and Training colleges.

#### **3.2 Source of Data**

The sources of data were both primary and secondary sources. Primary data was gathered from Teachers, Human Resource Managers, and Process owners. Secondary data was gathered from different documents related to teachers' turnover data.

#### **3.3 Sampling procedure**

There are Seven Technical and Vocational Education and Training colleges in Addis Ababa city Administration. Out of these seven colleges three colleges Misrike Technical and Vocational Education and Training colleges , Entoto Technical and Vocational Education and Training colleges and General Wingate Technical and Vocational Education and Training colleges was selected using simple random sampling technique and will be included in the study. Out of 459 total trainers (population) in the selected colleges, 81 trainers were selected by using stratified

random sampling technique. Three Human resource officers and three process owners was selected from the selected colleges by using available sampling from the selected college.

**Table 3. 1: Sampling of Trainers, Process owners and Human resource officers.**

Colleges	Population			Sample		
	Trainers	process owners	Human resource officers	Trainers	process owners	Human resource officers
Misrak	145	1	1	29	1	1
Entoto	151	1	1	30	1	1
General Winget	163	1	1	32	1	1
<b>Total</b>	<b>459</b>	<b>3</b>	<b>3</b>	<b>91</b>	<b>3</b>	<b>3</b>

### 3.4 Instruments of Data Collection

The data gathering instruments were questionnaire and interview that was drafted on the basis of the review of the related literature. Then it was piloted in Technical and Vocational Education and Training Colleges other than those included in the sample. The researcher made clear objective of the study to all respondents to avoid unnecessary confusions and enhance the reliability of the study before getting the questionnaires filled. The experts in the area have also checked the validity of the instrument.

#### A. Questionnaire

A set of questionnaire was prepared in English and then translated to Amharic. The Amharic version was distributed to the respondents to make them more comprehensible. The questionnaire contained both closed-ended and open-ended items and it has four parts. The first

part deals with background information of trainers regarding name of their college, sex, and teaching experience. The second part contains 15 items about factors of teachers' turnover. The third part contains 15 items about contributory factors of teachers' turnover and the fourth part contains 10 items about mechanisms to minimize teacher turnover. Most of the closed-ended items were constructed in the form of multiple choices with five rating scales like 5 = Strongly Agree; 4= Agree; 3= Disagree; 2= Strongly Disagree; 1=Undetermined. The open-ended questions were prepared in such a way that enables the researcher to collect respondents' suggestions, comments, and recommendations.

#### **B. Interview**

The interview was conducted at the time that is convenient to the participants. A tape recorder as well as notepad was used in the interview to collect data about the causal factors for teachers turn over, two sets of interview will be prepared for HR officers and teaching learning process owner (V/dean). Both sets of interview were unstructured. An interview guide will be prepared in Amharic so as to get better detailed information from the Technical and Vocational Education and Training HR officers, and process owners. The interview was conducted on a face-to-face. The purpose of the interview is designed to solicit responses that were not captured basis.

#### **3.5 Techniques of Data Analysis**

To make the collected data ready for analysis, the questionnaire checked for its completeness; the classified data was and tallied carefully. The assembled data were arranged and organized in a tabular format and computed using frequencies and percentages. Finally, the

organized statistics data were interpreted in descriptive analysis. The mean, variance and percentage tool was employed to analyze the data.

## CHAPTER FOUR

### 4. Data Presentation and Analysis

This chapter deals with the sample population, analysis and interpretation of the data gathered from sample trainers and Management bodies of Addis Ababa Technical Vocational Educational and training Colleges and its description. Out of 90 questionnaires distributed to the respondents, 81(90%) were properly filled in and returned. Analysis and interpretations were made using the data obtained through questionnaires and interviews.

#### 4.1 Characteristics of Respondents

The following description of the characteristics of respondents, gives some basic information about the sample population involved in the study.

**Table 4.1A: Respondent Personal Profile**

Items	Trainers		Management bodies		Total	
	No	%	No	%	No	%
Male	57	70.4	6	100	63	72.4
Female	24	29.6	-		24	27.6
Total	81	100	6	100	87	100

Table 4.1 A illustrates the following: a total of 81 teachers were responded to the questionnaire and the interview, the males were the majority (N=57, 70.4%), and females made up the rest (N=24, 29.6%). It is evident that the population is mainly composed of male teachers.

**Table 4.1B: Respondent Personal Profile. (Continued)**

Items	Trainers		Management bodies		Total	
	No	%	No	%	No	%
<b>Age</b>						
20-30	28	34.6	2	33.3	30	34
31-40	25	30.9	2	33.3	27	31
41-50	17	21.0	2	33.3	19	21.8
>51	11	13.6	-	-	11	12.6
<b>Total</b>	<b>81</b>	<b>100</b>	<b>6</b>	<b>100</b>		
<b>Qualification</b>						
• Diploma	34	42	-	-	34	39
• BA,/BSC,/BED	36	44.4	3	50	39	44.8
• MA,/MSC	11	13.5	3	50	14	16.2
<b>Total</b>	<b>81</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>87</b>	

Table 4.1B the frequency distribution of the respondents by age showed that one third of them (N=28, 34.6%) were in the age category 20 to 30 years. This group was the youngest age group. This shows that the group is predominantly young and energetic to carry out assigned task if their working environment is conducive.

The table above also shows that most of them have academic qualification of bachelor's degree (B-level) (N=36, 44.4%). Only 11(13.5%) of the respondents hold masters' degrees (A-level). This result indicated that, on average, the teachers in the selected Technical and Vocational Educational and Training College have a first degree

(B- Level or above). This is consistent with the Ethiopian technical and vocational education training system standard that requires teachers who teach in technical and vocational education and training college must have at least B-level (degree) qualification. Hence, 57% of the trainers are fit to assume teaching/training position in the Technical and Vocational Educational and Training institutions.

**Table 4.1C: Respondent Personal Profile. (Continued)**

Items	Trainers		Management bodies		Total	
	No	%	No	%	No	%
<b>Service</b>						
<b>Years</b>						
1-5	36	44.4	2	33.3	38	43.67
6-10	32	39.5	-	-	32	36.7
11-15	12	14.8	3	50	15	17.24
Above 16	1	1.2	1	17.7	2	2.29
<b>Total</b>	81	100	6	100	87	

Table 4.1C Indicates that more than one-third (N=36, 44.4%) of the respondents had five years or less years of experience as teachers. About 32% of the respondents had six or more years' of teaching experience. This shows that slightly more than  $\frac{3}{4}$  of the teacher respondents (N=68, 76.4%) are relatively less experienced. The study indicates that there is high movement of

teachers transfer or attrition. Loss of experienced teachers due to turn over forces Technical Vocational Educational and training institutions to replace them with..

**Table 4.2- The status of teachers' turnover**

No	Items	Very high		High		Midim		Low		Very Low		Undeter- mined	
		No	%	No	%	No	%	No	%	No	%	No	%
1	What is the status of teachers' turnover in your institution?	35	43.2	32	39.5	4	4.9	2	2.5	1	1.2	7	8.6

As shown in Table 4.2 .82.7 % (43% .2 very high and 39.5% high) of respondents showed that the status of teacher turnover is very high. The study showed that the challenge of teacher turnovers in Technical Vocational Educational and training colleges is very critical.

### 4.3 Casual factors that influence teachers' turnover

Table 4.3 Teachers' related causal factors

No	Teachers leave their job because of the following	Strongly agree		Agree		Disagree		Strongly disagree		Undetermined	
		F	%	F	%	F	%	F	%	F	%
1	Unattractiveness of salary	70	86.4	8	9.9	-	-	-	-	3	3.7
2	Absence of Benefit package	73	90.1	5	6.1	-	-	-	-	3	3.7
3	Availability of best paying job markets in other institutions	57	70.3	20	24.69	-	-	-	-	4	4.9
4	Poor Interpersonal relationships	-	-	-	-	9	11.1	65	80.24	7	8.64
5	Mis -assignment of duties/responsibilities	-	-	6	7.40	42	51.85	-	-	33	40.74

As shown in Table 4.3. above, 86.4% and 90.1% respondents' showed that teachers' leave their jobs because of unattractive salary and absence of benefits package in their profession. This finding is in line with Fenot in Sung Sang and Seungcheon (2014) and Imazeki (2005), showed that the main reason for teachers' turnover was low salary and compensation. In addition, 70.3% respondents' indicated that availability of best-paying job markets in other institutions is another

causal factor for teachers to leave their job. This idea also supported by a human resource staff during the interview:

*“most trainers leave our institution are employed in best paying institutions like Ethiopian airlines, Ethiopian railways construction and Ethiopian telecommunication cooperation.”*

*Alemu, 2015*

**Table 4.3.1 Institution related causal factors**

No	Teachers leave their job because of the following	Strongly agree		Agree		Disagree		Strongly disagree		Undetermined	
		F	%	F	%	F	%	F	%	F	%
1	Rules and regulation of institution.	-	-	19	23.45	41	50.61	-	-	20	24.69
2	Administrative behavior	-	-	12	14.81	48	14.81	21	14.81	-	-
3	Availability of instructional materials	-	-	42	51.8	39	48.14	-	-	-	-
4	High workload	-	-	-	-	18	22.22	43	53	20	24.69
5	Hostile work environment	-	-	-	-	-	-	75	92.5	6	7.4
6	Organizational culture	-	-	-	-	60	70.4	21	26.3	-	-
7	Lack of good governance	-	-	35	43.2	36	44.4	-	-	10	12.35

As shown in the table 4.3.1, among the institutional factors that cause teachers to leave their job, availability of instructional materials and lack of good governance have significant. 51.8% and 43.2% respondents respectively showed that availability of instructional materials and lack of good governance are cause teachers' to leave their job but this idea not supported by human resource staff during the interview. Surprisingly, High workload, Organizational Culture and Hostile work environment were not the casual factors for teachers' turnover. However, this finding is not in line with many studies in other countries (to name a few Anna and Associates: 2009; Sharon et.l. 2014; Koech et.el 2014). This might be because of Addis Ababa Technical and Vocational Educational and Training Colleges are safe and conducive for work and the number of teachers assigned to the institutions is enough, as a result, there is no high workload.

**4.3.2:– The relationship among Personal factors, institutional factors, and teachers' turnover**

**Table 4.4: - Correlation among the three variable Teachers turnover, Personal factors and Institutional factors**

No	Variables	Teachers turnover	Teachers' related factors	Institutional factors
1	Teachers' turnover	1	-	-
2	Teachers' related factors	.738	1	-
3	Institutional factors	.573	-	1

(P > 0.05)

As illustrated in table 4.4 teachers turnover has high correlation with teachers' related factors (.738, p > 0.05) then institutional factors (.573, P > 0.05). This shows teacher related factors have more influence on teacher turnover than the institutional factors. The interviews of the management body also support this finding.

*The trainers in our college leave their job because of the personal factors related to them, like getting relatively high salary pay than our college. Currently, technical vocational education training is becoming crucial sector and trainers are highly demanded in various governmental and non-governmental organizations. Therefore, trainers left the organizations with low payment (like government technical vocational education and training colleges) and went to those organizations that pay attractive salary. Our trainers went to different non-governmental organizations and high pay governmental organizations like Ethiopian airlines.*

**Table 4.5: Measures should be taken to minimize teachers' turnover in technical vocational education training College (Teacher related measures)**

No	Measures	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Adequate relative salary	75	92.6	6	7.4	-	-	-	-	-	-
2	Higher salaries for better performing teachers	77	95	4	5	-	-	-	-	-	-

3	Advancement opportunities throughout the teacher's career	68	83.9	9	11.1	4	4.9	-	-	-	-
4	Recognition for excellent teachers	74	91.3	4	4.9	3	3.7	-	-	-	-

As shown in the Table 4.5 most respondents strongly agree and agree on the measures like adequate relative salaries and higher salaries for better-performing teachers (92.6% & 95% respectively) and need high priority in taking measure. Recognition for excellent teachers (91.3%), advancement opportunities throughout the teacher's career (83.9%) also other measures that needs to be taken to reduce Teachers turnover.

*In order to reduce teacher turnover in technical vocational education training colleges, the Government should improve teachers' salary. Since the market demand for technical vocational education training trainers is very high, trainers leave their job to get high payment in other government and non-government organizations. In addition, the City Government should prepare and carry out different incentives like higher salaries for better-performing teachers, enough house allowance, low-interest loans for housing etc.*

**Table 4.6: Measures should be taken to minimize teachers' turnover in technical vocational education training College (Institution related measures)**

No	Measures	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%	F	%
1	Adequate infrastructure and teaching materials; basic resources	12	14.8	19	23.5	2	2.5	26	32.1	22	27.2
2	Clarity in what is expected from teachers	12	14.8	62	76.5	7	8.6	-	-	-	-
3	Promoting collegial relationships among teachers and administrators;	13	16.0	57	70.3	11	13.6	-	-	-	-
4	Monitoring and evaluating teaching and learning	6	7.4	69	85.2	6	7.4	-	-	-	-

As shown in Table 4.6, Monitoring and evaluating teaching and learning activity (85.2%) and Clarity in what is expected from teachers (76.5%) are the two factors that scored the highest. Thus, this shows that the Technical and Vocational Educational and Training colleges needs to prioritized and improve the Monitoring and Evaluation process besides Technical and Vocational Education College which enable them should find a clear and better system and communicate with the teachers about what is expected from them and what the colleges itself needs to do in order to meet their expectation as well..

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusion and recommendation of the research work.

#### 5.1 Summary

The purpose of this study was to assess the current status of teacher turnover and to show the major causal factors of teachers' turnover in the selected Technical and Vocational Educational and Training Colleges of Addis Ababa. In order to achieve the purpose of this study, basic questions were raised regarding the causal factors related to teachers' turnover and the effect of personal and institutional related factors on teachers' turnover.

Under the review related literature, Concept of Turnover, teacher-related factors, Institutional factors and measures taken to minimize teacher turnover the major topics that have been reviewed from relevant books, journals, thesis, and other documents to provide firm theoretical ground to the study and in support of the findings.

The descriptive survey method was chosen and used for its appropriateness to the research topics. The Sample populations were Technical and Vocational Educational and Training trainers, Management bodies found in the Three Technical and Vocational Educational and Training Colleges in the Addis Ababa city administration. Simple random sampling method and Available sampling were employed for trainers and management bodies respectively. Frequency,

percentage, and correlation were used as methods of data analysis. Accordingly, the data were tabulated and presented in nine tables, analyzed and interpreted.

Regarding the profile of the respondents, most of them were in the age category of 20 to 30 years. This group was also the youngest age group. The result indicates that teachers' turnover is mostly on the experienced professionals and thus, the challenge is Technical and Vocational Educational and Training colleges are operated with less experienced staff.

**The major findings of the study were the following:-**

1. 43.2 % of respondents showed that the status of teacher turnover is very high.
2. Teachers turnover has high correlation with teachers' related factors (.738, $p > 0.05$ ) than institutional factors (.573, $P > 0.05$ ).This shows teacher related factors have more influence on teacher turnover than the institutional factors.
3. Most respondents strongly agree and agree on the measures like adequate relative salaries and higher salaries for better-performing teachers (92.6% & 95% respectively) and need high attention in taking measure. Recognition for excellent teachers (91.3%) advancement opportunities throughout the teacher's career (83.9%), increasing parental and community support (87.6 %) are the second sets of measures that need higher attention.

## **5.2 Conclusion**

Based on the findings of the study the teachers' turnover is very high in Technical and vocational Educational and Training colleges of Addis Ababa city administration. Teacher-related factors have more influence on teachers' turnover. Adequate relative salaries and higher salaries and benefit packages for better-performing teachers are the main measures to reduce teacher turnover.

## **5.3 Recommendation**

Based on the findings and conclusion reached, the following recommendations are forwarded:

1. Teachers' turnover is very high in Technical and Vocational Educational and Training colleges of Addis Ababa city administration; therefore, the government of the city administration should design and implement different teachers' incentive schemes for retention of trainers in the city and should give great concern for retention of trainers.
2. Teacher related factors have more effect on teachers' turnover. The government of Ethiopia should work to revise the trainers pay based on the country's GDP and should put some incentive package like improved housing allowance, transport allowance, telephone allowance, etc.
3. The city government should take different measures like higher salaries for better-performing teachers, recognition for excellent teachers, advancement opportunities throughout the teacher's career, enough house allowance, low interest loans for housing etc by preparing and implementing full incentive package for Technical and Vocational Educational and Training teachers.

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# APPENDIX

**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education and Behavioral Sciences**  
**Department of Management of Vocational**  
**Education**

**“Causal Factors for teacher turnover in TVET  
Institutions. The case of selected TVET Institutions  
in Addis Ababa.”**

**Research Data Collection Questionnaire for MA  
Study Prepared and Distributed by  
Desta Kebede  
June 2015  
Addis Ababa**

## **Questionnaire to be filled by the trainers of Technical and Vocational Education and Training institutions.**

The purpose of this questionnaire is to collect relevant data on academic staffs' turnover for the Study of Master of Arts degree in management of Vocational Education. The title of the Research is:

### **“Causal Factors for teacher turnover in TVET Institutions. The case of selected TVET Institutions in Addis Ababa.”**

Your kind cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible.

#### **Instruction:**

- No need of writing your name.
- Where alternative answers are given, answer either by circling the letter of your choice or put a tick mark (√) in the space provided.
- For the open-ended questions, try to give precise answers.

The survey is voluntary and any information that you give will be confidential. The information will be used only for the study purpose and will never be given to the third party. There will be no way to identify that you gave this information.

Thank you in advance for your cooperation

## Part One-General background

1. Name of the TVET institution \_\_\_\_\_
2. Personal Data:
  - 2.1. Sex a. Male  b. Female
  - 2.2. Age of the respondent \_\_\_\_\_
  - 2.3. Field of study \_\_\_\_\_
  - 2.4. Educational Status
    - First degree
    - Second degree
    - PhD
    - Other, Specify \_\_\_\_\_
3. How long have you been here \_\_\_\_\_ years
4. Do you agree that the school leadership is transparent Yes  No
5. Are you happy to work in this institution Yes  No
6. Are you interested by the course you are teaching Yes  No
7. Do you agree there is strong relationship among coworkers Yes  No
8. How do you evaluate the teaching-learning condition in the Institution
  - a. Excellent b. Very good c. good d. Bad e. very bad e. none
9. How is the relationship between academic staffs and the leadership
  - a. Excellent b. Very good c. good d. Bad e. very bad e. none
10. Academic staff turnover in this institution
  - a. very high b. high c. low d. very low e. none

**Part Two- Institutional factors (factors of teachers of turnover)**

Roll no	Teachers leave their Profession because of	1	2	3	4	5
		Strongly disagree	Disagree	Undetermined	agree	Strongly agree
1	Low salary of the profession.					
2	No promotion to academic staff					
3	Lack of different fringe benefits (transport allowances, health insurances and medical care...).					
4	Absence of Career path development (long term training)					
5	Lack of resources, facilities, equipment and supplies					
6	Challenges of Educational reforms					
7	Frequent reviews in the standards.					
8	Challenges of uncoordinated curriculum change.					
9	Lack of short term trainings.					
10	Lack of institutional continuous professional development.					
11	Lack of in-service long term trainings.					

Any other related causal factors not mentioned above

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### Part Three – Teachers related factors

Roll no	Teachers leave the institution and/or profession because of	1	2	3	4	5
		Strongly disagree	disagree	undetermined	agree	Strongly agree
1	Children and child-bearing for female teacher.					
2	Race and ethnicity.					
3	Teachers are young and low experience					
4	The retirement warning					
5	high ability of the teachers					
6	high achievement of teachers					
7	Teachers' with specific area of teaching or specialty					
8	Frustration or a sense of failure.					
9	Teachers' saw their teaching occupation as a temporary goal.					
10	Low performance or ineffectiveness					
11	Unable to be role model for the community					
12	No promotion or leadership role					
13	Absence of prestige					
14	lack of job satisfaction					

Roll no	Teachers leave the institution and/or profession because of	1	2	3	4	5
15	Commitment to the institution					
16	Lack of opportunity to teach effectively					
17	Heavy workload					
18	Lack of recognition from immediate supervisors					
19	inadequate support from school administration bodies					
20	Principals' leadership styles					
21	Bad interpersonal relationship					
22	Teacher's attitude towards the teaching profession.					

Any other institution related causal factors not mentioned above

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**IV. Measures taken/to be taken to minimize teacher's turnover**

Roll no	Measure to minimize teacher's s turnover	1	2	3	4	5
		Strongly disagree	disagree	undetermined	agree	Strongly agree
1	Adequate infrastructure and teaching materials; basic resources					
2	Clarity in what is expected from teachers					
3	Clear, transparent rules for teacher selection and purposeful assignment to schools					
4	Monitoring and evaluating teaching and learning					
5	Instructional leadership and professional development for supporting teacher professional communities					
6	adequate relative salaries					
7	higher salaries for better-performing teachers					
8	higher salaries for teachers working in disadvantaged areas					
9	Advancement opportunities throughout the teacher's career					
10	recognition for excellent teachers					
11	real threat of losing one's job for poor-performing teachers					
12	higher salaries for better-performing teachers					
13	advancement opportunities throughout the teacher's career					
14	increasing parental and community support;					
15	providing teacher support and recognition					

Roll no	Measure to minimize teacher's s turnover	1	2	3	4	5
		Strongly disagree	disagree	undetermined	agree	Strongly agree
16	providing teacher counseling and medical care					
17	promoting collegial relationships among teachers and administrators					

**Any other mechanisms to decrease teachers' turnover**

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*Thank you for completing the questionnaire!*