



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**INTENTIONS OF TEACHERS' TURNOVER IN
ALPHA KERANYO PRIMARY AND SECONDARY SCHOOL**

**BY
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JUNE, 2017

ADDIS ABABA, ETHIOPIA

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BY

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**ST MARY'S UNIVERSITY
SCHOOL OF GRAGUATE STUDIES
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DEDICATION

Dedicated to my mother Mrs. Tsehay Megersa, my father Mr. Wondimneh Alemu and my husband Mr. Mulugeta Ashebir , love and care they accorded to me during the course of my studies.

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of professor Shoa Jemal. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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JUNE, 2017

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduates Studies for examination with my approval as university advisor.

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ABBREVIATIONS

ILO	International Labour Organization
MoE	Ministry of Education
SPSS	Statistical Package for Social Science
UNESCO	United Nations Education, Scientific and Cultural Organization

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ABSTRACT

Voluntary employee turnovers incur significant cost for an organization. It is important to identify turnover intents as early as possible in order to implement courses of action. This study aimed at assessing the triggering issues of teaching staff turnover in Alpha Keranyo Primary and Secondary Schools. In order to conduct the study, a descriptive survey method was employed. All permanent employed teachers work for the school selected for the study. From the total of 70 teachers 66(94.3%) respondents filled the questionnaire and returned to the researcher. Research data collected through questionnaire were analyzed and interpreted by using descriptive Statistics percentage, mean, and standard deviation. The study revealed that the significant conditions for the intention of turnover were Lack of carrier advancement, teachers interest in teaching profession, dissatisfaction with current salary, rules and regulations are not applied equally, teachers' positive attitude towards school leaders, school supervisors are not qualified in supervising and teachers have low salary compared to non-teaching profession. Teacher's future intention to stay in the profession is frustrating. Therefore, salary increment should be made; the salary gap between teachers' and nonteaching profession need to be narrowed and incentives must be provided for teachers. To improve the school management, the solution is to assign professionally trained committed competent school supervisors.

Keywords: Turnover intention, Turnover, Voluntary turnover. Teachers.

CHAPTER ONE

INTRODUCTION

This part of paper presents the background and rational of the study that initiated the researcher. It also discusses the statement of the problem along with the research questions that are to be answered by the study. In addition, the general and specific objectives are stated in brief. The general scopes and limitations of the study are also highlighted in this unit. It also included the definitions of key words to be used in all the rest units.

1.1. Background of the Study

The term turnover is defined differently by different researchers and Scholars. Basically, it refers to the movement of employees in and out of an organization. Turnover can also be defined as loss of employee by the organization. It represents those employees who depart the organization for a variety of reasons. Armstrong (2001) turnover is a term used to describe the departure of people from their organization.

Voluntary turnovers create significant cost, both in terms of direct cost, such as replacement, or in terms of indirect cost, such as the pressure on remaining staff or the loss of social capital (Staw, 1980). Explanation of voluntary turnover has relevant implications for organizational manpower planning. It is important to identify turnover intent as early as possible in order to enable planners to help implement courses of action.

Turnover is one of the most researched phenomena in organizational behaviour. A topic strongly related to voluntary job mobility is “turnover intention”. In this study “turnover intention” rather than “turnover” was used. The importance of analysing turner intention draws upon a number of research papers (e.g. Mobley, 1977/ Hom & Griffeth, 1991) that have assessed its role in forecasting and understanding actual quits. Turnover intention was reported to be highly correlated with actual turnover.

The problem of high teacher’s turnover has its roots in recent history of the development of Education system in both developed and developing countries. According to a study conducted by Ingersoll (2003), in United States, almost one out of every two new teachers leaves the classroom by the end of five years of teaching. Similarly, African countries are

victims of teachers' turnover. In many Sub-Saharan African countries teachers trained in teaching profession tend to leave teaching. A study conducted by the World Bank revealed that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan African (World Bank, 2007). For instance, a research conducted in Malawi indicated that government secondary schools do not have enough teachers as most of them have left to join the private sector or picked up other job (Livingston, 2003). There are different factors that cause voluntary teachers turnover inadequate induction, socio-economic related factors, weak administrative support, poor supervision, and teachers' attitude regarding teaching profession or job satisfaction.

Consequently, Ethiopia, as part of the Sub-Saharan African countries, shares the problem of teacher turnover. Researchers conducted in different parts of the country for example (Mulugeta, 2010; Motuma, (2006) indicated that teachers either leave the teaching profession or move from one school to another and join other occupation every year.

These days the problem of teacher turnover, are not limited only to government schools only. Private schools also experience similar problems. The factors that cause teacher turnover at government and private schools might not be identical. However, the problem persists. One of the reasons for the shortage of qualified teachers is teachers' turnover.

The retention of qualified teachers is a serious problem in Ethiopia; high level of teachers' turnover creates significant decreases in students' performance and disrupts the effectiveness of school. Turnover reduces the quantity of teachers available to schools. The quality of teachers is also affected, especially if the most able teachers are the most likely to leave (Douglas, 2005). Accordingly, it is necessary to make safe that in every school there are well experienced, Dedicated, qualified teachers and those stay long period of time in the teaching profession in every school throughout the country. Therefore, to create awareness and seek solution in advance, this study is intended to identify the intentions of teachers to leave the school or their profession and its major impacts on the quality of education and will come up with recommendations to retain them in their teaching profession in Alpha Keranyo primary and Secondary School.

1.2 Statement of the Problem

In Ethiopia, there is a high rate expansion of schools and rapid growth of students' enrollment since the last decades of twenty century. For instance secondary schools enrollment eighteen has grown at annual average percent of twenty, while secondary schools increased (MOE 2006|07:13). This demands high number of qualified and experienced teachers.

Never the less, there is a great gap between high rate expansion of school as well as rapid growth of students enrollment, and the availability of well qualified and experienced teachers. This means, there is shortage of qualified and experienced teachers in the education system. One of the reasons for the shortage of qualified teachers is teachers' turnover. For example, the research conducted by Motuma (2006) indicates that means within the year of (2001-2004) the average rate of teacher turn over in the Oromia government was seventeen percent. Many local researchers like Menna (2000) and Tesfaye (2003) express their concern about the major factors for teachers turn over and its significance of the problems of teachers' departure from their jobs in our country. Their major finding showed that inadequate salary, low social status, low commitment for teaching professional and students' characteristics were the dominant causes for teachers' turn over.

It is evident that a sufficient number of competent, experienced and well qualified teachers are required in order to improve the quality of education process. An education system that aims to offer quality education for all young people should be able to count on teachers who are well trained and adequately skilful. Education for sustainability development with specific reference to young generation will success if qualified and competent teachers there in the schools. However, many countries are suffering from serious shortage of teachers, and there are numerous obstacles that frequently challenges the presence of well trained, competent teachers in schools, one of those is teachers' turnover in the education system (UNESCO, 2008).

Teachers' turnover disrupts the instructional and organizational cohesion, which are the foundation of excellent schools; as experienced teachers leave teaching profession, the quality of education is deteriorated and the country's hopes of development will be darkening

when teaching learning processes become weakened and the quality of education will be reduced. (Johnson, 2012). Higher teachers turnover lowers the morale of new and experienced teachers because of this, new teachers miss opportunities for mentorship; the biggest impacts of turnover is student achievement.

Quality education is not just a feature of a finished product or service, but involves on internal processes and outputs, the improvement of productivity. This view of quality of education implies that quality cannot be measured by looking only at the outputs, are examination results. Rather it should take into account the analysis of the internal efficiency of the school system, which enables control for wastages, teachers’ turnover, national examination performances, portion coverage, teacher student ratio (McMahon, 2004).

What emerges from this view is that quality education can be more effectively assessed, by looking at what happening in the school, rather than broad policy parameters. The delivery of inputs to the schools will ensure quality of education. The existence of qualified teachers in the schools also the most influential factors of quality education. The central goal of education is achieved by qualified teachers, who have a loan share in ensuring quality of education; teachers are the most important resource in the school The purpose of the study is to identify the intentions of teachers' turnover and its impacts on quality of education in Alpha Keranyo primary and government secondary schools, and suggest some possible solution to sustain teachers in teaching retention.

In the school teachers turnover within the years 20012/13- 2013/14 the average rate in each year was increasing and 20014/2015 was 17.2% (HR department, 2015). This shows that the prevalence of teachers’ turnover is increasing.

Table 1 Rate of teachers’ turnover in Alpha keranyo Primary and secondary school

2012/2013			2013/2014			2014/2015		
Teachers at work	Teachers left	%	Teachers at work	Teachers left	%	Teachers at work	Teachers left	%
90	15	16.6	86	18	20.9	87	15	17.2

Source- HR department

1.3 Research Questions

This study attempt to answer the following basic research questions:-

- What is the future aim of teachers; would they stay or leave the school?
- What are the major factors that contribute to teachers' turnover in Alpha Keranyo Primary and Secondary School?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this research is to identify the conditions that initiate teachers to leave teaching profession in Alpha Keranyo primary and secondary school.

1.4.2 Specific Objectives.

- Identify the future plan of teachers to know their intentions to leave the school.
- Identify the major factors that contribute to intentions of teachers' turnover in Alpha Keranyo secondary school.

1.5 Definition of Key Terms

Turnover intention- the individual's intention to voluntary quit the organization or profession (Mobley 1979).

Voluntary turnover- when employees decides to leave the organization their own choice, is while, when an organization removes an employee is called involuntary turnover (Price & Mueller, 1981).

Teachers' turnover- process in which teachers leave the organization and have to be replaced (Mathis and Jackson1997)

Job satisfaction- refers to the attitude and feelings people have about their Work. Positive and favourable attitudes towards the job indicate job satisfaction, whereas negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

1.6 Significance of the study

Retaining experienced and qualified teaching staff is a major concern to educational planners and realizes the educational objectives of the country. Therefore this study has the following significance:

- It intends to bring attention on number of factors that contribute to the teacher's turnover for private school.
- Provide suggestions of the solution on what is to be done to minimize the factors contributing to teacher's turnover.
- This study can be a literature to other researchers intending to work in this area of study.
- Indicate and propose possible solutions to minimize teacher turnover and increase teachers' retention.

1.7 Scope of the study

The study was limited to voluntary turnover and the factors of intention of turnover which include: Job Satisfaction, Working condition, Supervisory support, Pay, External opportunity and training. Quantitative method of data analysis was used. The quantitative data were analyzed by employing descriptive statistics .Thus, frequency percentage, mean value, standard deviation were used in the study.

1.8 Limitation of the study

The researcher face while on conducting the study was collecting responds from teachers, they are very busy at covering class, HR department has not organized document concerning those teachers who left the school. As a result the researcher attempted to use the data available at department heads and supervisors.

1.9 Organization of the paper

This paper is organized in to five chapters. Chapter one consists of the Background, Definition of Terms , Research Questions ,Statement of the problem, Objectives of the study, Significance of the study, Scope of the study, Limitation of the study and Organization of the study. Chapter two is a review of related literature that is relevant to the problem under study. Chapter three concerned with the Methodology of the study, Chapter four introduced the analysis and interpretation of the data and the ending chapter, Chapter five concerned with the summary of findings, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature review enables the researcher to critically understand the research topic under consideration. In this chapter related to the research objective has been reviewed. Accordingly theoretical literature, empirical review and conceptual model have been discussed as follows.

2.1 Theoretical literature

The review of the literature revealed the body of knowledge generated about teacher turnover, focusing on the studies that sought to identify factors associated with turnover and theories that have driven the literature. This study mainly employed theories generally associated human capital theory, social learning theory. This chapter also reviewed the major literature related to factors affecting teacher turnover.

Turnover is a term used to describe the departure of people from their organization Armstrong (2001). Turnover is defined as the “individual movement across the membership boundary of an organization” (Price, 2001). The concept “individual” refers to the employees within an organization and the notion of movement can be interpreted either as an accession or a separation of the company. In turnover literature, authors also used other labels for turnover, such as quits, attrition, exits, mobility, migration or succession. A crude measurement of turnover would be (Morrell et. al, 2001)

$$\frac{\text{Leavers in year}}{\text{Average number of employees during year}} \times 100$$

Unlike actual turnover, turnover intent is not explicit. Intentions are a statement about a specific behaviour of interest (Berndt, 1981). Turnover intent is defined as the reflection of “the (subjective) probability that an individual will change his or her job within a certain time period” (Sousa-Poza&Henneberger, 2002) and is an immediate precursor to actual turnover. Actual turnover and turnover intention have been measured separately. However, actual turnover is expected to increase as the intention increases. The results of the different studies

provide support for the high significance of turnover intention in investigating the individual's turnover behaviour. Turnover intention captures the individual's perception and evaluation of job alternatives (Mobley et al., 1979).

2.1.1 Reference Theories Explaining Turnover Intention Behaviour.

2.1.1.1 Social Exchange Theory

Social exchange theory is based on the idea that social behaviour is the result of an exchange process, whose purpose it is to maximize benefits and minimize costs. The exchange can be understood in terms of material and non-material goods, such as the symbols of approval or prestige (Homans, 1961). According to this theory, individuals consider potential reward and risks of social relationships. Further it implies that all human relationships are shaped by using a subjective reward-cost analysis and the comparison of alternatives. Someone who gives much will expect to get at least the same amount back from others and in return persons that receive a lot from others will be under pressure to give much back to them. People will terminate or abandon the relationship as soon as the costs outweigh the benefits (Farmer&Fedor, 1999).

2.1.1.2 Human Capital Theory

The core thesis of human capital theory is that human's learning functions are comparable with other natural resources which are involved in the production process (Becker, 1993). The concept of human capital claims that not all work is equal and that the employees' quality can be increased by investing in them. According to Becker (1993), education and training are the most important investment in human capital. Learning capacity is closely related to earning level, thus it can raise a person's income. The earnings of more educated people are mostly above average. The education, experience and skills of a worker have an economic value for employers and for the economy as a whole. It emphasized that effective employees have to be constant learners in order to compete in an increasingly globally competitive enterprise environment. Hence occupational wage differentials refer to the amount of investment in human capital (Henneberger&Sousa- Poza, 2007).

Employees that possess a high amount of company specific training will hardly find alternatives that meet their expectations, such as wages. Based on this theory, it can be assumed that company specific training has an inverse relationship to turnover intent. The

higher the investments are on specific knowledge, the higher the considered transaction costs (Henneberger&Sousa-Poza, 2007)

Human capital theory of occupational choice provides a conceptual framework for an understanding of some underlying factors that may contribute to an individual's decision to become a teacher, and subsequently, to remain in or leave teaching.

2.1.1.3 Search Theory

The search theory can be traced back to George Stigler's analysis how buyers (or sellers) acquire information as an investment. He argued that "a buyer (or a seller) who wishes to ascertain the most favourable price must appeal various sellers (or buyers)" (Stigler, 1961). A special concern in this study is the worker's optimal strategy when choosing from various potential opportunities in the labour market. The individual imperfect knowledge of labour market variables requires the usage of a so called "reservation price" for the search of employment various alternatives (Morrell et al., 2001). Reservation price is defined as "the lowest salary or wage at which a person will consider accepting a job and can be thought of as a short-hand heuristic which people use to decide whether to accept / reject a job offer in the face of little other information from the labour market".

For employees, search generates alternative positions or workplace outside the present organization, which can lead to actual turnover. Therefore job search was detected as an important precursor to quitting in several studies. Job search can also lead to the appreciation of one's present job after comparing it with the alternatives. (Mobley et al., 1979).

2.1.1.4. Matching Theory

Matching Theory describes a process where humans or other organisms "distribute their behaviour in relation to the rate of reinforcement for response alternatives" (Mace, 1990). It gives an understanding about the appearance and the termination of a work contract under uncertainty.

Employees strive for those positions which match best with their capabilities that correlate with appropriate wages. Employers tend to fill positions, so that they can maximize their benefit (Henneberger&Sousa-Poza, 2002).

Younger employees launch an experimental stage at the beginning of their professional life, where they gain experiences and diminish lack of information. In this context, job mobility

can be understood as a mechanism for correcting matching failures (Henneberger&Sousa-Poza, 2002).

2.1.1.5. Equity Theory

Equity theory, also known as justice theory, was developed by John Stacey Adams in 1963 and can be categorized in job motivational theory. It proposes that individuals determine whether the distribution of resources is fair to both relational partners. In organization, the Equity theory of employee motivation describes the fair balance to be struck between an employee's inputs, such as hard work, skill level, tolerance or enthusiasm and an employee's outputs, such as salary, benefits or intangibles issues. Justice is existent, when inputs and outputs are fairly distributed among the participants, whereas the impartial criteria of the situation are less important than the way, how individuals estimate the value and the relevance of the inputs and outputs of the different participants. Thus a highly motivated employee perceives his rewards to be equal to his contributions. He will judge to be treated fairly, when he feels that he is working and being rewarded at about the same rate as his peers. It should be emphasized that factors can affect each person's assessment and perception of their relationship with their relational partners differently; hence every employee does not measure his contributions in the same way.

Based on Equity theory, if an employee perceives the distribution of resources as unfair, then turnover intent will emerge.

2.1.1.6. Organizational Equilibrium Theory

Barnard provided a systematic framework where he discussed human motivations that are involved in the decision to belonging. He argued that "the equilibrium of an organization means the capacity to maintain efficiency of an organization" (Mano, 1994). Organizations are dependent on the continuity of participants' contributions and in order to maintain this, organizations have to offer equitable inducements. Thus Barnard's specific evolution is the decision to participate, in other words "balancing of burdens by satisfactions which results in continuance" (Barnard, 1938). According to Barnard, if the personal sacrifice is bigger than the inducements he gets, then the person will withdraw his contributions and will leave the company.

2.1 .2 Turnover Process Models

Several studies were already conducted that focused on developing and estimating a causal model specifying the factors of voluntary turnover. The common theme which can be observed from the following described models is that turnover behaviour is a multistage process that includes behavioural, attitudinal, and decisional components (Barak et al., 2001). These key models have shaped the research on turnover behaviour and therefore need to be discussed.

2.1.2.1. March & Simon's Model

Many studies of voluntary turnover are to some degree descendants of the March and Simon (1958) framework (e.g. Mobley, 1977/Lee et.al, 1999). Their model can be traced back to Barnard-Simon's theory of "organizational equilibrium" where they argued that all employees confront with decisions through their interaction with the company (Mano, 1994). A special concern in this study is the "decision to participate" with the key variable "desirability and ease of movement in and out of the organization" (Bowen&Siehl, 1997).The theory specifies that employees' decision to resign is influenced by two factors: their "perceived ease of movement", which refers to the assessment of perceived alternatives or opportunity and "perceived desirability of movement", which is influenced for instance by job satisfaction (Morrell et al., 2001). This describes how balance is struck both for the organization and its employees in terms of incentives, such as pay, and contributions, such as work, which ensures continued organizational efficiency. When inducements are increased by the company, this will lower the tendency of the worker to leave and vice versa.

2.1.2.2. Mobley's Model

The employee turnover decision process by Mobley (1977) has shaped the course of turnover studies .He pioneered an extensive explanation for the psychological turnover process. A schematic representation of the turnover decision process is illustrated in Figure 2.2. The termination decision process can be described as a sequence of cognitive stages starting with the process of evaluating the existent job followed by the emotional state of satisfaction or dissatisfaction. One consequence of dissatisfaction is to initiate thought of quitting. The next step is the evaluation of the expected utility of search (e.g. desirability of possible alternatives

travel or lost work time) and of the cost of quitting (e.g. loss of vested benefits). If perceived possibility of finding an alternative is available and if the costs are not that high, the next step would be behavioural intention to search for alternatives followed by an actual search. If alternatives are existing, then an evaluation of alternatives will proceed. Afterwards a comparison of the present job to alternatives will follow. If the comparison favours the alternative, then behavioural intention to quit will be stimulated, followed by the final decision to quit.

Mobley's model features weak on empirical evidence for the conceptual differentiation among his explanatory constructs (Hom&Griffeth, 1991). They argued that Mobley's theory had a lack of empirical evidence for the conceptual distinction among his explanatory constructs. However, their findings to some extent showed a similar possible intermediate step in the turnover process, yet a major distinction exists. Their study resulted that the "Intention to Quit" takes place before an "Intention to Search".

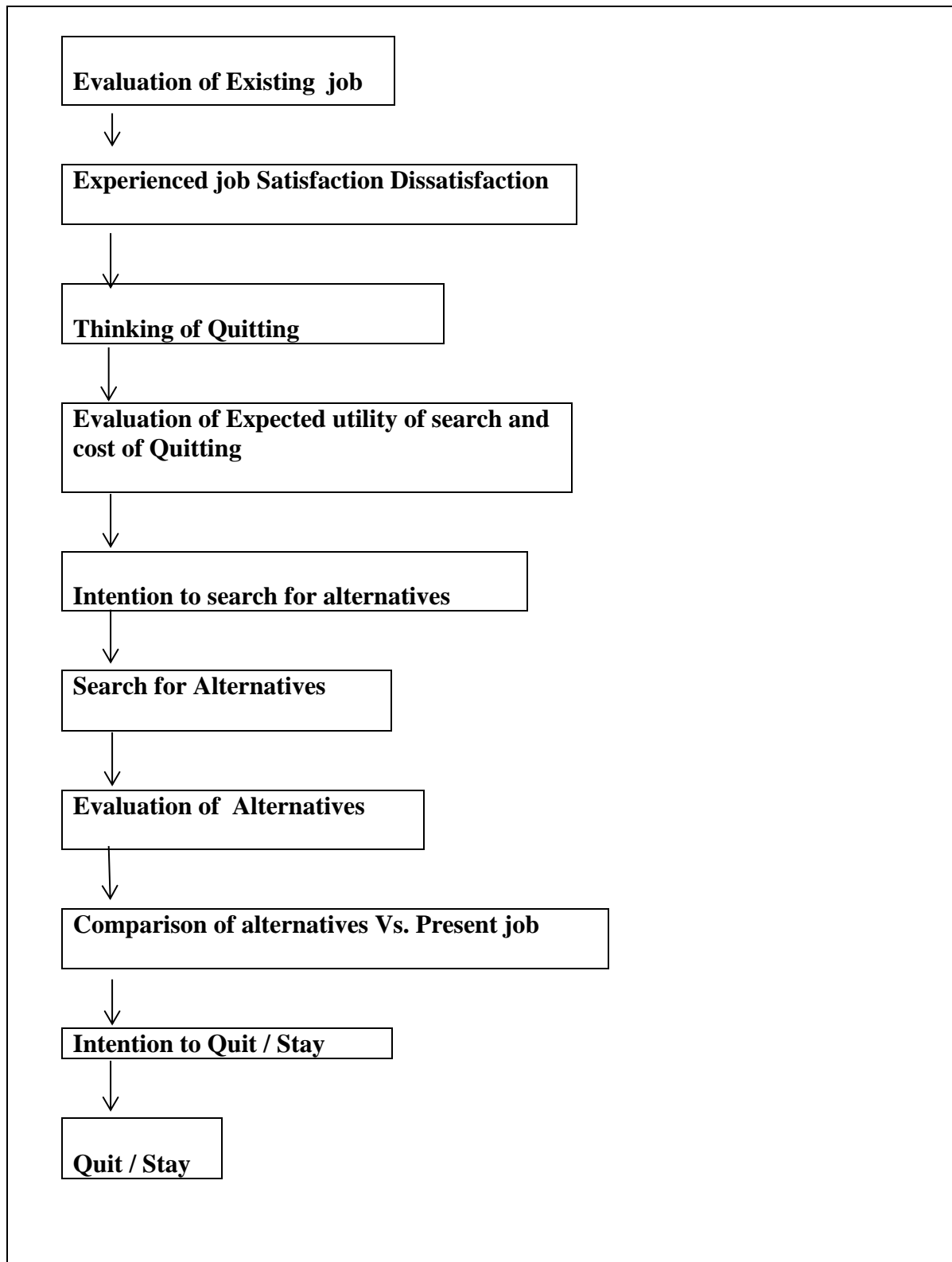


Figure 1: Mobley Employee Turnover Decision Process Model.

2.1.2.3. Price and Mueller's Model

Price and Mueller's model from 1986 analyses the causal determinants of turnover (Morrell et al., 2001). Determinants of voluntary turnover are based on empirical research conducted that has been since 1972 at the University of Iowa. Compared to March and Simon's framework this model offers a comprehensive list of determinants, such as generic factors like job satisfaction. Turnover is interpreted as the result of a decision process

Exogenous variables, which are independent from the states of other variables in the model, are subdivided into three major groups: Environmental (e.g. Opportunity and kinship responsibilities), individual (e.g. General training) and structural (e.g. Routinization) groups (Price, 2001). Endogenous variables which values are determined by the states of other variables in the model are job satisfaction, organizational commitment and intent to leave. In the meantime, Price and Mueller enhanced their model by adding other exogenous (e.g. social support) and endogenous (e.g. search behaviour) variables in their construct (Price, 2001).

After discussing the established models, there is an indication that none of the described models offered an adequate explanation for the turnover process. It has to be emphasized that due to the high complexity of the concept a general turnover process model still not exists. In spite of extensive studies on turnover in organization, there is yet no universally acknowledged framework for understanding why employees choose to leave (Lee and Mitchell, 1999). Although there is no standard model for understanding voluntary turnover process as a whole, a wide range of variables have been found useful when it comes to interpreting employee turnover. Therefore understanding the reasons for turnover intent can be also explained by outlining the impact of various factors, which are discussed in the following.

2.1.3. Factors that have an Impact on Turnover Intention

2.1.3.1. Job Satisfaction

“Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values” (Locke, 1969). Job satisfaction was conceived to be one’s affective attachment to the job viewed either in its entirety (global satisfaction) or with regard to particular aspects such as leadership. It is conceptualized as an affective and emotional response. Satisfaction is defined as the degree to which employees have a positive affective orientation towards employment by the organization (Price, 1977). Negative affective orientation towards the organization will emerge when employees are dissatisfied. The conformity, predictability and compatibility components of job satisfaction rather refer to the psychological school (Morrell et al., 2001). Many studies showed empirical evidence that job satisfaction is an important predictor of future mobility (e.g. Mobley, 1977; Hom&Griffeth, 1991).

2.1.3.2. Working condition

Quality of work life constitutes a major part of any employee’s life. As most the time of an employee’s life is spent on their jobs so it is important to have better quality of work life. Quality of work life means the favourableness or unfavourableness of the work environment of the people. It refers to the relationship between employees and the total working environment. It is a multi-dimensional concept which constitutes many dimensions that have an influence on the job of the employees and are also considered for measuring the quality of work life. Many researches have been done in the past, the result of which has shown that there are a number of factors which affect the quality of work life. These factors are adequate and fair compensation, safe and healthy working condition, opportunity to use and develop human capacities, opportunity for career growth, social integration in the work force, constitutionalism in the work organization, work and quality of life, special relevance of work etc.

UNESCO (2003) reported that in secondary schools of Ethiopia waste disposal, facilities, lecture halls, chemicals and other consumables, teaching and research equipment are all in short supply. These conditions could lead teachers to develop negative perceptions that could become obstacles to effective teaching and weaken teachers’ commitment to their work and

their profession. Thus, to retain teachers in their job working conditions should be attractive environment in which teachers able to work happily.

2.1.3.3. Supervisory Support

The relationship of supervisor support, also referred to as leadership, and job satisfaction is a paramount concern of several studies. A leader has to provide support or show consideration for employees concerning, otherwise a negative leader-employee interactions can result in lower pleasure with work, reduced productivity and motivation or absenteeism (Ribelin, 2003). Studies (e.g. Mobley et al., 1979) discussed the important role of the immediate supervisor in a turnover process. Supervisory support lowers turnover intent through its positive impact on job satisfaction (Price, 2001).

Administrative problem is one of the causes for teachers to quit their job. For instance Motuma (2006) in his study of teachers' turnover in government secondary schools of Oromia regional state discovered that administrative problems are major reason contributing teachers' turnover. He pointed out that poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school management were problems that related to administrative problem. In line to this USAID (2008) reported that poor supervision and support is one of the major factor that discourages individuals from becoming and remaining secondary school teachers.

2.1.3.4. Pay

Pay is one major component for economists. The dominant proposition which is subject to the economic model is that high pay in their present employment will reduce turnover. According to Mueller and Price (1990), pay is considered as a part of the sanctions system used by the organization to motivate employees to be in compliance with its regulations and rules. The wage payment plays an important role in their current as well as in possible future employment. The lower the salary is in his existent organization, the more an employer will aim to change this situation. Furthermore it is to assume, that better paid employees within the same hierarchy level tend to stay in the organization.

However, there are well-established literatures concerning motivation (McGregor 1957) suggesting that for at least some individuals, pay is not the sole motivating factor. It is told that motivation has some link with job choice and that pay will not be the sole criterion used when people decide to choose a job, or when they decide to continue within an existing job.

UNESCO (2003) recommendation on teachers' salaries contains the principle on the importance of salary as an indication of the status of the teachers, and the level of appreciation of the importance of their function. It states that teachers' salaries should:

A. Reflect- the importance to society of teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall up on them from the time of their entry into the service;

B. compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications

C. Provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification.

D. Take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

2.1.3.5. External Opportunity

External Opportunity refers to the availability of alternative, attractiveness and attainability of employment in the environment. The interaction of supply and demand forces in the economy must be taken into consideration in measuring external opportunity. The availability is mainly about the number of opportunities outside the organization. The attractiveness refers to the pay levels of such opportunities. Last but not least, attainability is defined by the possession of the skills required on the job (Mueller&Price, 1990). Thus numerous higher paid jobs for which a worker is qualified should produce a greater turnover.

Low social status of teaching profession has long lasting history in Ethiopia. Several teachers left teaching due to low social status of teachers accorded by the parents, students, government officials and communities. For many people the choice to become a teacher is not indicative of vocation but merely a plausible excuse for their having been unable to do anything better that is to stay unable to do something else which would make more money. To change this low status of teaching or teachers positive efforts are already underway to make teaching a more attractive profession.

2.1.3.5. Training

The training dimension is relevant for the turnover process and is related to pay and job market components. Many employees increase their productivity by adding new skills to their knowledge and perfecting old ones while on the job. Thus the relationship between training and turnover intent can be traced back to the Human Capital theory, arguing that the investment on training can increase the quality of an employee (Becker, 1993).

Professional development can provide opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. In addition, such experiences increase the opportunity to interact with colleagues, to get a fresh vision for teaching, to learn or develop a new method of teaching or a new way to assess student learning or another way to manage a classroom or how to introduce technology into the current curriculum.

Teachers should get established in service training program for self-fulfillment and professional advancement (UNESCO 1996). Because professional development can provide opportunities for teachers to grow professionally and increase their capacity for effectiveness. Teachers' professional development is a means for increasing professionalism which could have a positive influence on their commitment to and retention in their school and their profession.

2.1.3.6. Tenure

Tenure is also a potent variable in explaining turnover. The longer a person is in a job, the less likely he or she is to quit. (Robbins ,2013). Tenure reflects specific human capital investments, learning about job characteristics that can modify the position's attractiveness, as well as periodic labour force attachments (Viscusi, 1980: p. 394). Individuals with a higher rate of length of service, who leave the organization, are likely to be found disproportionately from among the members with low lengths of service. Increased tenure shows to be strongly related to propensity to remain.

2.2. Empirical literature

Teachers play a major role in the provision of quality education, a number of well experienced and qualified teachers have left teaching profession voluntarily due to several reasons. There are different factors that cause voluntary teachers' turnover inadequate induction, socio-economic related factors, and weak administrative support, and poor supervision, teachers' attitude regarding teaching profession or job satisfaction Motuma (2006).

Government schools of Oromia Regional State, the shortage of qualified and experienced teachers have been a big issue or concern for it is considered as a major reason for the current deterioration of quality of education. Research conducted by Motuma (2006) confirmed that the shortage of qualified and experienced teachers in government primary and secondary schools was mainly caused by or resulted from the yearly increasing rate of teachers' turnover. This, in turn, was caused by several factors that are related to socio-economic, geographical inconveniency, teachers and student's characteristic poor administrative and supervision, teachers' related factors. However, as almost all of these studies were based on the primary and secondary schools of Oromia .

2.3 Conceptual frame work

The study has conceptual model showing the relationship between job satisfaction, working condition, Pay, supervisory support, external opportunity and training and intention of teachers' turnover.

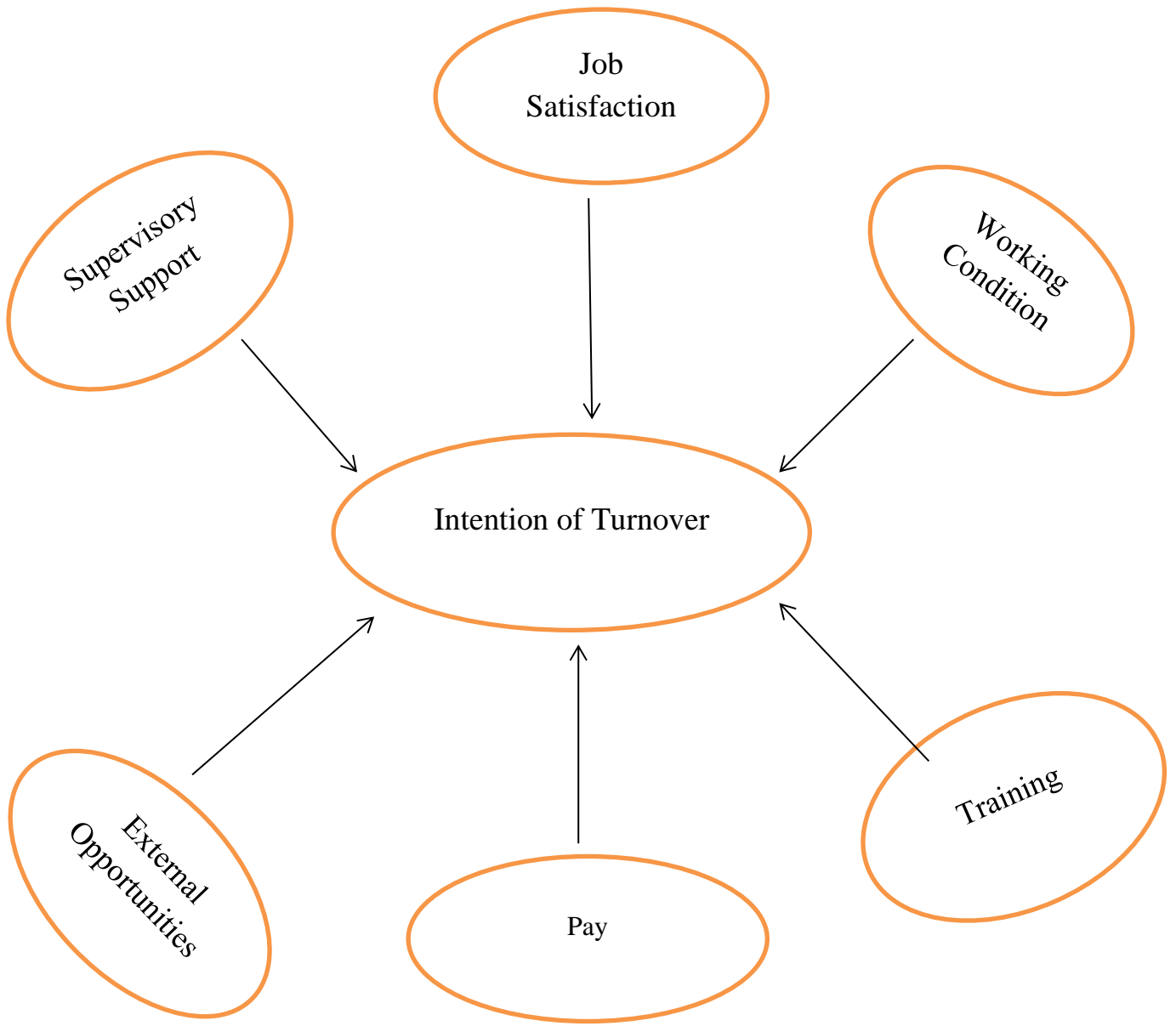


Figure 2. Conceptual Framework

Source: Prepared depending on literature review and researcher's assumption

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This part deals with the research method adopted for this study. The decisions that shaped the way this study would operate and the nature of participants. It discusses how the instruments of data collection were developed and employed.

3.1 Research Design Approaches

A descriptive survey method was employed. The researcher utilized descriptive methods in conducting of the study because descriptive research is a method used to obtain information relating to the existing status of an issue or phenomenon to describe what exists within the conditions of the situation. The major purpose of descriptive survey is description of the states of affairs as it exists of a present; descriptive survey in social science widely used what has happened or what is happening in current situation. It enables the researchers to use facts or information already available, and analyse these to make a critical evaluation of the facts (Kothari, 2004).

Because a descriptive survey analysis was made on intentions of teachers' turnover in Alpha Keranyo Secondary School, it was appropriate when a researcher wants to design to obtain information concerning the current status of teachers' turnover of study. The data was gathered through the use of quantitative methods.

3.2 Population, Sample Size and Sampling Techniques

3.2.1 Population

The school has 70 permanent employed teachers and 12 part-time teachers. The target population in the study was all permanent teachers who currently work for Alpha Keranyo Secondary.

3.3 Sources of Data

The data were collected from both primary and secondary sources. The sources of data for the study were practicing teachers who work for Alpha Keranyo Secondary School. These were

used as primary sources for the study. Official statistical data reports obtained from HR department used as the secondary sources for the study.

3.4 Data Gathering Instruments

Questionnaire with close and open ended questions for practicing teachers were employed to collect the necessary information for the study. Questionnaire was used as data collection instrument for its appropriate and for its nature of characteristics that allow informants to express their ideas and opinions freely.

3.5. Data Collection Procedures

The data instruments were designed on the basis of the existing literature. Accordingly, questionnaire was used to collect the data. Questionnaire was prepared in English for teachers.

Prior contacts were under taken with school Supervisors and the subject population in order to explain the purpose of the study to ensure their willingness to be the subject of the study and to maximize the return rate of questionnaires. The questionnaire was distributed with the help of teachers and with the provision of sufficient orientation on how to distribute and collect the questionnaire.

3.6 Pilot Testing

Before the final questionnaire was administered to the respondents, 10 questionnaires were distributed for teachers. Pilot tested reliability analysis calculated for the questionnaires and appropriate adjustments made before the distribution of questionnaires.

The reliability of the items was tested and analysed by Chronbach's alpha. The analysis of Pilot test has been taken place using SPSS version 2.0 .The reliability of Chronbach's alpha of 0.78 was obtained. According to Margurite.ed.al (2010) the Chronbach's alpha value indicates that the instrument is very good to measure the intended objectives.

3.7 Method of Data Analysis

After the distributed questionnaires were collected, the work of tabulation was carried out. The items were classified in to different tables in line with the basic questions. Each of the items was analyzed and interpreted. The quantitative data obtained through questionnaire was tabulated, analyzed and interpreted by using appropriate statistical tools. Frequencies and

percentages were used to analyze various characteristics such as gender, age, academic qualification, work experiences, salary and other nominal and ordinal data. Calculated mean was used to rank the dominant factors for teachers' turnover.

38 Ethical Consideration

Alpha education and training share company approval for the study was sought. Further permission was pursued from the general manager of Alpha keranyo primary and secondary school. Department head was also sought. Before the research was conducted the researcher informed the participants of the study about objective of the study and considers ethical issues in maintaining confidentiality, respecting the privacy and protecting the anonymity of all respondents. Confidentiality was ensured by concealment of the names of respondents.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This part is concerned with the presentation and the analysis of the data gathered from different sources to answer the main questions in the study. The data were analysed in accordance with the research questions.

4.1 The Characteristics of the Respondents

Description of the characteristics of target population gives some basic information about the study.

Table 2: Demographic Characteristic of the Respondents

	Variables	CURRENT TEACHERS	
		N	%
Gender	Male	50	75.8
	Female	16	24.2
	Total	66	100
Age	20-25	11	16.7
	26-33	35	53
	30-35	15	22.7
	36-40	5	7.6
	46-50		
	above 50		
	Total	66	100

	Diploma	7	10.6
	BSC/BA	56	84.8
Educational level	MSC/ma	2	3
	PhD		
	Total	65	98.4
	< 5 years	20	30.3
	5-10 years	36	54.5
	11-15 years	7	10.6
Work experience in teaching	16-29 years	3	4.5
	21-25 years		
	> 25 years		
	Total	66	100
	< 4000	52	78.8
	4001-5000	9	13.6
Monthly salary	5001-6000	4	6.1
	>6000	1	1.5
	Total	66	100
	Social	27	40.9
Field of specialization	Natural	39	59.1
	Total	66	100

As it can be noted from the above table 2, most of the sample teachers 50 (75.8%) were males. The data shows that the participation rate of female teachers is very low.

Most of the current teachers seem to be young, 35(53%) of respondents found 26-30 years of age, whereas, 15 (22.7%) were 30-35 years of age.

According to the above data about the academic qualification of teachers, 56(84.8%) of the teachers were first degree holders, while 7 (10.6%) of the teachers had second degrees. One certificate holder (From the open ended filed). As per the standard set by ministry of education MoE (2010) general secondary school teachers should have first Degree or above.

Related to the respondents' experience above, teachers who served 5-10 years comprise 36 (54.5%) teachers. 20 (30.3%) teachers had less than 5 years of experiences in teaching.

As the above table indicates, 35(53%) of respondents found 26-30 years of age, whereas, 9 (13.6%) had 4,001-5,000 Birr, 4(6.1) got 5,001-6,000 Birr and only one teacher had a salary greater than 6,000 Birr.

As to respondents' fields of study (area of qualification) table 2 shows that 39(59.1%) teachers were social science teachers, 27 (40.9%) of teachers were natural science teachers. The Ethiopian Government has given attention to the field of natural science to "ensure the development" of the country as indicated in the Education and Training Policy Strategies (1994).

4.2 Data Analysis and Interpretation

The main purpose of this study was to assess the major factors for teachers' turnover intention in Alpha Keranyo Secondary School. To this end, current teachers participated in responding to the questionnaires. 70 copies of questionnaires were distributed to practicing teachers. Out of the total copies of questionnaires distributed to practicing teachers 66 (94.3 %) of filled in and returned.

The data obtained were organized, tabulated, analyzed, and interpreted in the context of the activating factors for teaching staff turnover.

Descriptive statistics, Mean and Standard deviation were conducted to assess the agreement of teachers for the items asked using likert scale.

4.2.1 Analysis of Currently Working Teachers' Responses

Table 3: General distribution items on job satisfaction

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Lack of career advancement	16	24.2	6	9.1	13	19.7	21	31.8	10	15.2
Teachers' interest in teaching profession	10	15.2	12	18.2	18	27.3	17	25.8	9	13.6
Dissatisfaction with current Salary	3	4.5	6	9.1	5	7.6	20	30.3	32	48.5
Insufficient control in running teaching activates	4	6.1	21	31.8	16	24.2	16	24.2	9	13.6
Assign sections and periods out of teachers' willingness.	5	7.6	19	28.8	12	18.2	25	37.9	5	7.6

SA= Strongly agree, A= Agree, N=Neutral, D= Disagree, SD=strongly disagree

Table 3 indicates that 21 (31.8%) of the respondents generally agreed that Lack of career advancement is intention of turnover, 16 (24.2%) of teachers strongly disagree Lack of career advancement is an intention of teachers turnover.

The same table also shows that 32 (48.5%) of the respondents selected strongly Agree, 20(30.3%) Agree dissatisfaction with current salary as intention for the teachers' turnover, by implication, the entire responses to the third items in the above table lead to the fact that dissatisfaction with current Salary becomes a significant factor.

Table 4: General distribution of items on working Condition

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
The conduciveness of class room condition	3	4.5	4	6.1	15	22.7	33	50	11	16.7
School facilities (staff room, recreation centre, toilet, internet access, etc.)	9	13.6	6	9.1	5	7.6	24	36.4	22	33.3
High workload	3	4.5	9	13.6	8	12.1	31	47	15	22.7
Collegial relationship among teachers	4	6.1	12	19.2	18	27.3	19	28.8	13	19.7
Large Number of students in a class room	11	16.7	27	40.9	4	6.1	19	28.8	5	7.6

Table 4 indicates that 33 (50%) of the respondents generally agreed the conduciveness of class room condition is intention of turnover, 31(47%) of teachers agree high work load is intention of teachers turnover. Teachers also indicated they couldn't get time to refer books and went to laboratories because of high work load . 27(40. 9%) disagree large number of students in a class room is intention of turnover it implies the school has minimum number of students in the class and teachers can manage them.

Working environment that is working condition and living condition have impact on teachers' moral and motivation and their classroom performance. Since developing countries do not have the required resources to create the ideal environment, schools in many countries lack of basic amenities such as tap water, electricity, staff rooms and toilets (ILO, 1992).

Table 5: General distribution of items on Supervisory Support

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Rules and regulations are not applied equally	9	13.6	28	42.4	11	16.7	13	19.7	5	7.6
Teachers' positive attitude towards school leaders	3	4.5	9	13.6	16	24.2	32	48.5	6	9.1
School supervisors are not well qualified in supervising schools	1	1.5	24	36.4	16	24.2	23	34.8	2	3
Supervisors are fault finders than giving constructive support for teachers	4	6.1	16	24.2	6	9.1	34	51.5	6	9.1
Supervisors are not well committed in discharging their responsibilities	4	6.1	19	28.8	12	18.2	19	28.8	12	18.2

Table 5 indicates that 32 (48.5%) of the respondents generally agreed the teachers' positive attitude towards school leaders is intention of turnover, 34 (51.5%) of teachers agree Supervisors are fault finders than giving constructive support for teachers is intention of teachers turnover. 38 Teachers also agree supervisors are not well committed in discharging their responsibilities is the cause of intention of turnover.

The need for technical and supervisory support is to help teachers develop good practice and to ensure that teachers are successfully leading teaching learning process with confidence. Committed supervisors play an important role in retaining teachers in their profession while lack of good committed supervisors increase teachers' turnover (VSO, 2002).

Table 6: General distribution of items for Pay

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers have low salary compared to non-teaching profession	1	1.5	4	6.1	4	6.1	16	24.2	41	62.1
Insufficient income to support family and meet other obligations	1	1.5	2	3	2	3	33	50	28	42.4
Poor living environment(Housing, transport, health insurance not given to teachers)is one reason for teachers turnover	2	3	3	4.5	7	10.6	20	30.3	34	51.5
Unfair career structure & salary scale	2	3	7	10.6	4	6.1	29	43.9	24	36.4

Table 6 indicates that 41 (62.1%) of the respondents strongly agreed, 16(24.2%) agreed the Teachers have low salary compared to non-teaching profession is intention of turnover, 33(50%) of teachers agree and 28(42.4%) strongly agree Insufficient income to support family and meet other obligations is intention of teachers turnover. 34(51.5%) of teachers strongly agree and 20(30.3%) agreed Poor living environment (Housing, transport, health insurance not given to teachers) is one reason for teachers turnover .29(43.9%) teachers agree and 24(36.4%) teachers strongly agree unfair career structure & salary scale is the cause of intention of turnover.

Table 7: General distribution of items for External opportunities and Training

Statements	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Better pay is offered to non-teaching occupations with same qualification.	1	1.5	14	21.2	2	3	21	31.8	28	42.4
Low level of recognition for teachers by government officials than other profession	1	1.5	12	18.2	8	12.1	17	25.8	28	42.4
Teaching profession has very low social status than other professions	5	7.6	18	27.3	6	9.1	14	21.2	23	34.8
High mismatched of teachers' income and market situation.	1	1.5	2	3	3	4.5	24	36.4	36	54.5
Opportunity for professional development is minimum	2	3	8	12.1	9	13.6	23	34.8	24	36.4
Selection of teachers for professional development opportunity is unfair	3	4.5	10	15.2	15	22.7	16	24.2	22	33.3

Table 7 indicates that 28 (42.4%) of the respondents strongly agreed, 24(31.8%) agreed the Better pay is offered to non-teaching occupations with same qualification is intention of turnover, 17(25.8%) of teachers agree and 28(42.4%) strongly agreed low level of recognition for teachers by government officials than other profession is intention of teachers turnover. 23(34.8%) of teachers strongly agree and 14(21.2%) agreed teaching profession has very low social status than other professions is one reason for teachers turnover .36(54.5%) teachers strongly agree and 24(36.4%) teachers agree high mismatched of teachers' income and market situation is the cause of intention of turnover.

4.2.2 Analysis of mean for each item.

Table 8 Mean Score Range for Five scale Liker's Response

Mean	Level of Agreement
1.00 - 1.80	Strongly Disagree
1.81 - 2.60	Disagree
2.61 - 3.40	Neutral
3.41 - 4.20	Agree
4.21 - 5.00	Strongly Agree

Source- Motwani,et al 2017

Table 9: Mean and Standard Deviation of Job Satisfaction

Item	Mean	Std. Deviation
Lack of carrier advancement	3.05	1.419
Teachers interest in teaching profession	3.05	1.27
Dissatisfaction with current salary	4.09	1.16
Insufficient control in running teaching activities	3.08	1.168
Assign sections/periods out of teachers willingness	3.09	1.133

Table 9 , shows respondents agree by dissatisfaction with current salary has an effect on intension to leave or stay ,Neutral for all items: Lack of carrier advancement, Teachers interest in teaching profession, Insufficient control in running teaching activities and Assign sections/periods out of teachers willingness.

Table 10: Mean and Standard Deviation of Working Condition

Item	Mean	Std. Deviation
Conduciveness of classroom condition	3.68	0.979
School facility (staffroom ,toilet, internet ,recreation)	3.67	1.385
High workload	3.7	1.109
Collegial relationship among teachers	3.38	1.174
Large number of students in a class room	2.7	1.265

Table 10, shows Respondents agree by all items: Conduciveness of classroom condition, School facility (staffroom, toilet, internet, and recreation), High workload, collegial relationship among teachers and large number of students in a class room are the reason for leave of stay in the school.

Table 11: Mean and Standard Deviation of Supervisory Support

Items	Mean	Std. Deviation
Rules and regulations are not applied equally	2.65	1.17
Teachers 'positive attitude towards school leaders	3.44	0.994
School supervisors are not qualified in supervising	3.02	0.953
Supervisors are faultfinder than supporting teachers	3.33	1.128
Supervisors are not committed to their responsibilities	3.24	1.229

Table 11, shows Respondents agree by Teachers 'positive attitude towards school leaders is intention, Neutral for School supervisors are not qualified in supervising, Supervisors are fault finder than supporting teachers, supervisors are not committed to their responsibilities and Rules and regulations are not applied equally has an intention of turnover.

School supervisors were assigned randomly without the necessary technical training to support for teachers. They wrongly used their power and tried to tension teachers rather than relaxing and encouraging. Thus, teachers were dissatisfied with technical support given by supervisors and this in turn lead to teachers' turnover (Darge, 2002).

Table 12: Mean and Standard Deviation of Pay

Item	Mean	Std. Deviation
Teachers have low salary compared to non-teaching profession	4.39	0.959
Insufficient income to support family and meet other obligation	4.29	0.799
poor living environment (housing, health transport)not given	4.23	1.02
Unfair career structure and salary scale	4	1.067

Table 12, shows Respondents Strongly agree by Teachers have low salary compared to non-teaching profession, Insufficient income to support family and meet other obligation, poor living environment (housing, health transport) not given are intentions of turnover and Agree Unfair career structure and salary scale be the factor to leave or stay in the school.

Table13: Mean and Standard Deviation of External opportunity and Training

Item	Mean	Std. Deviation
Better pay is offer to non-teaching occupation with same qualification	3.92	1.207
Low level of recognition for teachers by officials than other profession	3.89	1.191
Teaching profession has very low social status than other profession	3.48	1.406
High mismatched of teachers' income and market situation	4.39	0.839
Opportunity for professional development is minimum	3.89	1.125
Selection of teachers for professional development opportunity is unfair	3.67	1.219

Table 13, shows Respondents strongly agree by all items: High mismatched of teachers' income and market situation, low level of recognition for teachers by officials than other profession, opportunity for professional development is minimum, Better pay is offer to non-teaching occupation with same qualification, Selection of teachers for professional development opportunity is unfair, Teaching profession has very low social status than other profession are causes of intention of turnover.

Table 14: future plan of teachers

do you plan to stay in the profession					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	21.2	21.2	21.2
	no	32	48.5	48.5	69.7
	undecided	20	30.3	30.3	100
	Total	66	100	100	

Table 14 shows 32(48.5 %) had not a plan to stay, 20(30.3%) undecided whether they stay or to leave.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions.

5.1. Summary of the Findings

- The research found from the working condition factor teachers agreed to be the reason to leave school were high workload, school facility, conduciveness of classroom condition. The reason involves poor working conditions affecting teachers' moral and motivations. It also includes lack of basic things such staff room, recreation centre, toilet, internet access. High workload and Large Number of students in a class room are also mentioned by teachers as the reason for teachers to leave the school.
- The findings also depicted that economic related factors were the factors for teachers' turnover. Frequently raised reasons for teachers turnover were salary and non-salary benefit for teachers are insufficient income to support family and meet other obligations, Unfair career structure & salary scale, Poor living environment(Housing, transport, health) and Unfair career structure & salary scale.
- The study referred to the roles and capacity of school supervisors' managerial problems. In this research it is found out that School supervisors are not well qualified in supervising schools, Supervisors are fault finders than giving constructive support for teachers, and Supervisors are not well committed in discharging their responsibilities were repeatedly mentioned which drops teachers' positive attitude towards school leaders. These created dissatisfactions and low commitment on the part of most teachers and enhanced teachers' intentions to look way out of the schools.

- The study denoted opportunities given for non-teaching profession pushes teachers to join other career. teachers frequently mentioned low level of recognition for teachers by government officials than other profession and Teaching profession has very low social status than other professions. The declining status of the profession in the community /society and attitude of teachers themselves towards the profession has contributed for the low social status given to the profession.
- Current teachers have no intentions to stay in teaching profession. Most teachers Confirmed that do not want to stay on this profession and some of them are undecided whether to stay or to leave.

5.2 Conclusion

Understanding turnover intent is important because when employees choose to leave, there are multiple direct and indirect costs and other consequences on organizational efficiency. Several theoretical concepts were presented explaining the occurrence of turnover intent.

One purpose of this study is to understand the phenomenon turnover intent by examining several theories and models describing and explaining reasons for turnover behaviour. At first, different theoretical concepts were presented that indicate an explanation for the occurrence of turnover. According to the Social-Exchange theory, turnover intent will emerge as soon as the costs outweigh the benefits, thus the employee perceives an unfair exchange process. According to the empirical investigation in this study, lack of career advancement, Teachers interest in teaching profession, dissatisfaction with current salary, Unfair career structure & salary scale, Better pay is offered to non-teaching occupations with same qualification High mismatched of teachers' income and market situation, Opportunity for professional development is minimum have an impact on intention of turnover.

Human capital theory explains why company specific training has an inverse relationship to turnover intent. The higher the investments are on specific knowledge, the higher the considered transaction costs will be and thus turnover intent will be less attractive. Since there is no any Opportunity for professional development and training teachers are free any time to leave the school. The Equity theory proposes that employees determine whether the fair balance between inputs (e.g. hard work) and outputs (e.g. wages) exist. If an employee

perceives the distribution of resources as unfair, then turnover intent will emerge. Organizational equilibrium theory discusses how organizations are dependent on the continuity of participants' contributions and in order to maintain this situation, organizations have to offer equitable inducements; otherwise turnover intent can turn to an issue.

Because of the mentioned problems from persisted and discussed on the findings in the career path Majority of teachers had not a plan to stay on the profession to long and some were undecided to say or to leave.

5.3 Recommendations

Based on the findings and conclusions of the study the following recommendations are suggested to reduce turnover and increase retention of teachers in Alpha Keranyo Secondary School.

- The study found that dissatisfaction of salary and low salary compared to non-teaching profession are the very reason to leave the school. Salary of teaches should be improved. Unless teachers are paid according to their level and experience they will continue to leave. Balancing the salary of teachers with the market may be the competitive advantage of the school and it helps to maintain experienced teachers.
- The result of finding shows working conditions like Conduciveness of classroom condition, School facility (staff room, toilet, internet, and recreation), High workload, collegial relationship among teachers, Large number of students in a class room are reason the intention to leave the profession . Absence of basic amenities toilet, water, lack of good staff-rooms should, never affect teachers of 21st century. The school managements should find solution for basic facilities in collaboration with stakeholders. Priority should be given to make the school attractive/ conducive work environment for teachers and students
- The study found school supervisors are not qualified in supervising is the main reason for teachers' intention to leave the school. The school management and supervisory approach was undemocratic they were found inefficient to render support, coaching, guiding, mentoring. Supervisors should be professionals and well trained, qualified

and up-to date skilled in pedagogical training. Supervisors' assignment should be by profession/merit based. Supervisory works should also focus on teaching -learning process.

- From the result External opportunity and Training had significant effect to leave, High mismatched of teachers' income and market situation had largest Mean score and standard deviation implies non-teaching profession had better opportunity to live. The school should give trainings and cover the costs for teachers to upgrade themselves on different study and expected to deliver benefits like housing which the school delivers for teachers work outside Addis Ababa and transport allowances like Government employees.
- The teachers' future intention is to quit profession. This is an alarming sign of crisis for education sectors. To assure the quality of education the means is retaining qualified and experienced teachers. Providing incentives and working with teachers and responding to their question, improving the living condition of teachers can activate their positive attitude and intentions to stay and love their profession.

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Appendix A

St. Mary's University

Research on Intentions of Teachers' Turnover at Alpha Keranyo Primary and Secondary school

Questionnaires to be completed by Current Working Teachers

Dear Respondents

The main purpose of this questionnaire is to collect necessary information to assess the major causing factors for teaching staff turnover. It is believed that you are the right person who knows the issue in detail and who can give the relevant information. The success of the study entirely depends on your genuine, sincere and timely response to each question. Therefore, you are kindly requested to fill the questionnaire honestly and responsibly; I would be most grateful if you would answer all the questions in the questionnaire. The study is purely academic and hence all the information will be kept confidential.

Please note that you don't have to write your names.

Thank you in advance for your time and sincere cooperation.

Part one: Personal Information

Please tick one box for each question, and write on the blank spaces provided

1.1. Gender Male Female

1.2 Age 20 – 25 26 - 30 31 -35 36 – 40
 46 – 50 Above 51

1.3. Educational Level Diploma BSC/BA MA/MSC
 PhD others _____

1.4 Work experience in teaching Less than 5 years 5-10years
 11-15years 16-20 years 21-25years
 Greater than 25years

1.5 Monthly salary . Less than 4000 4001-5000 5001-6000
Above6000

1.6. Field of specialization Social Natural

1.7 Do you plan to stay in the teaching profession?

Yes No Undecided

1.8 .If your answer to question No.1.7 is ‘Yes’, write your reasons?

1.9. If your answer to question No.1.7 is, ‘No’ why do you want to leave?

Part two: Possible causes of Intentions of Teachers' Turnover

Please write an "X" mark on your level of agreement to the respective questions.

5= Strongly Agree 4= Agree 3=Neutral 2= Disagree 1= Strongly Disagree

Job satisfaction

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	Lack of career advancement					
2	Teachers' interest in teaching profession					
3	Dissatisfaction with current Salary					
4	Insufficient control in running teaching activates					
5	Assign sections and periods out of teachers' willingness.					

If any others, please specify-

Working Condition

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	The conduciveness of class room condition					
2	School facilities (staff room, recreation centre, toilet, internet access, etc.)					
3	High workload					
4	Collegial relationship among teachers					
5	Large Number of students in a class room					

If any others, please specify-

Supervisory Support

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	Rules and regulations are not applied equally					
2	Teachers' positive attitude towards school leaders					
3	School supervisors are not well qualified in supervising schools					
4	Supervisors are fault finders than giving constructive support for teachers					
5	Supervisors are not well committed in discharging their responsibilities					

If any others, please specify-

Pay

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	Teachers have low salary compared to non-teaching profession					
2	Insufficient income to support family and meet other obligations					
3	Poor living environment(Housing, transport, health insurance not given to teachers)is one reason for teachers turnover					
4	Unfair career structure & salary scale					

If any others, please specify-

External opportunities and Training

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1	Better pay is offered to non-teaching occupations with same qualification.					
2	low level of recognition for teachers by government officials than other profession					
3	Teaching profession has very low social status than other professions					
4	High mismatched of teachers' income and market situation.					
5	Opportunity for professional development is minimum					
6	Selection of teachers for professional development opportunity is unfair					

If any others, please specify-

THANK YOU!!