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ST.MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

**THE ASSESSMENT OF CAUSES OF TEACHERSTURNOVER AT
HARVEST ACADEMY AS PERCIEVED BY EXISTING STAFF**

BY

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ID SGS/0302/2011A

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ADDISABABA, ETHIOPIA

**THE ASSESSMENT OF CAUSES OF TEACHERS TURNOVER
AT HARVEST ACADEMY AS PERCEIVED BY EXISTING STAFF**

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SCHOOL OF GRAGUATE STUDIES
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List of Acronyms

GES	Ghana Education Service
GNA	Ghana National Association of teachers
HA	Harvest Academy
HR	Human Resource
SPSS	Statistical Package for the Social Sciences
TEWU	Teachers and Educational workers union
TGE	Transitional Governments of Ethiopia
MOE	Ministry of Education
COVID-19	Corona Virus Diseases 2019

ABSTRACT

In Education sector the role of teachers is important because they are responsible for the growth and building of students. In certain institutions teacher turnover has been observed. The high turnover of teachers is unhealthy for the smooth running of school system since it affects the growth, profitability and customer satisfaction whenever it occurs in the workplace. The main purpose of this study was to assess the causes of teachers' turnover at Harvest Academy. To conduct this study, a descriptive research method was employed to explore and describe the major causes of teachers' turn over at Harvest Academy. The data for the study was collected from 127 currently working teachers and 14 principals; focused grouped teachers and ex-teachers were also included in the study. Questionnaire was used to gather information on causes of teachers' turnover and interview was also employed to complement the information obtained through Questionnaire. Both quantitative and qualitative techniques were used to analyze the data. The results of the data analysis showed that in adequate salary that teachers get, poor working condition of the school, administrative problems, student character and disciplinary problems, low social status accorded to teachers by the society, and lack of opportunity for further education were the major factors that aggravate the turnover of teachers in Harvest Academy. Furthermore, frequent teacher turnover affected the proper attainment of school goals and objectives, influenced the academic performance and continuous assessment of students and overburdened the existing teachers. It was recommended if the academy and concerned bodies work together to tackle teachers turnover and its impact. It is also recommended if salary is improved and conducive work environment is created for teachers

Key Words: teacher's turnovers, causes, continuous assessment

CHAPTER ONE

INTRODUCTION

This Chapter described the background of the study, back ground of the organization, the statement of the problem, research objectives, significances of the study, the delimitation and limitation of the study, definition of the term and organization.

1.1. Background of the Study

All institutions and organizations in order to accomplish their activities and achieve their goals and objectives must have human, material and financial resources. Among these resources the human resource is the most fundamental and significant one. This is due to the fact that human resources mobilize and organize the other resource administration in an organizational set up is a precondition to meet the objectives (Wassenu, 2001, p.47). The success or failure of an organization depends on the kind and quality of the human resources the organization has. According to Maicibi (2003), as cited in candel (2010), in maintaining the other resources bringing the right quality and quantity of human resources will help for the realization of the organization goal and objective.

As the world moves into knowledge based economy that relies mostly on information, knowledge and high level skill, human capital will become progressively central to business organizations across the globe. The problem of worker's turnover has been recognized worldwide as a great worry for the organizational system. (Hill and Hishberg, 2013, Kainth).

For schools human resource is the most vital and important input as well as asset. This is because school achievement and effectiveness largely depends on qualified and competent teachers to accomplish its objectives (Otto & Sander, 1964, p.25). Teachers play a major role in the carriage of quality education so that they are the key workforces in an educational system. As Ayalew (2009, p. 11) pointed out, in the fulfillment of educational goals teachers play a decisive role ; without qualified and committed teachers Whatever curriculum change is introduced and reforms are made all are meaningless. Thus, every educational system should endeavor to charm and retain qualified workforce and provide them with the best possible working conditions and material incentives that will satisfy their most basic needs. Teachers' leaving the school in the middle of the academic year causes staffing problem that affects the quality of education. It is

disastrous, to loses a number of well experienced and dedicated teachers every year from the teaching profession. This results in turn to lose the opportunities offered through quality education for the most vulnerable children and youth (Benner, 2000), as cited in Candle (2010).

According to Cooper and Alvarado (2006), teacher's turnover is two kinds. These are migration and attrition. Migration refers to teachers leaving one school to take a job at another school, which does not result in an overall permanent loss of teachers. Attrition refers to leaving to take another job outside of teaching, or generally leaving for personal reasons as child rearing, health problems, family moves, or retirement. However, both have the same consequences from the point of view of the school administrations since there is a reduction in a staff that must be replaced (Ingersoll, 2003). There are different factors that cause turnover comprising with aspects of the job, the organization, the individual, the labor market and salary (Mathis and Jackson, 1997, p.75). Teacher turnover is taken as a global issue. Waititu (2013), confirms this idea by saying that teachers turnover is tremendously complex and universal phenomenon. The more well experienced and competent teachers leave, the more schools are forced to plug their vacancies with less or under qualified teachers which in turn results in the weakening of quality of education. Cooper and Alvarado (2006) added that in many developing countries the number of new teachers cannot retain with the growth of population.

In Western countries within a few years, where sufficient number of teachers is trained, many newly prepared trained either choose not to teach at all or leave teaching. In the United States, for example, only 60 percent of students that are prepared for teaching actually choose to go into teaching profession after graduation similarly, 40 percent of teachers in the United Kingdom leave the profession within the first three years. Borman and Dowling (2008), as cited in Burkhauser (2017), have explored various factors that contributed to teacher turnover, such as teachers demographic characteristics like gender, age, race, teachers qualifications such as training experience and ability; student body characteristics for instance race, socioeconomic composition and student achievement; and school contextual factors such as average class size, teachers salary, school location and school working conditions. In recent history, the development of education system in both the developed and developing countries, the problem of teachers' turnover has its roots according to a study conducted by Ingersoll (2001).

African countries are victims of teacher's turnover. 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 Africa (World Bank, 2007, p.12). For instance, in Ghana, the Country's education service (GES) estimated that about 10,000 teachers leave the schools yearly for various reasons (TEWU & GNAT 2009, p.18). Ethiopia, as part of the Sub-Saharan African countries shares the problem of teacher turnover. Therefore, it is very useful if those who work in the education system design a mechanism to mitigate teacher turnover.

The Ethiopian government is spending large amount of money to expand the education segment by giving emphasis to quality, equity, accessibility and relevance of education. To this end, Ethiopia has established new educational and training policy in 1994. After the design of the policy, a number of efforts have been made to strengthen the qualification and professional development of teachers, set career structures of teachers to motivate teachers and retain them in the education system. Though, the implementation of the policy and investment on education is stuck by teachers' turnover, which increases the shortage of teachers that the country is trying to improve. As recent studies have indicated, in different regions of the country teachers are leaving their schools persistently Manna & Tesfaye, (2000)

Another study conducted between the years of 2001-2004 in Oromia Regional State secondary schools indicate that the average rate of turnover was 17% (Motuma, 2006, p.42). Furthermore, as Alazare, (2007,p.3) noted referring in Kirkos sub-city government secondary schools in Addis Ababa data gathered from education experts and directors that teachers rate of turnover (Abiotkirse and Shimeles Habete) was 2.4, 7.4, 7.8, 9.1 and 10.6 percent in 2001, 2002, 2003, 2004 and 2005 respectively. Likewise, in Yeka sub-city secondary schools namely Kokeb Tsibah and Dejache Wondirad had the turnover rate of 14.1 and 11.2 percent in 2003 and 2004 respectively (Alazare, 2007, p.3).

Teachers turnover negatively affects the delivery of quality education because of the fact that teachers being one of the major quality inputs, As Ingersoll (2001, p.2) explained turnover of teachers condenses the overall effectiveness of the school that leads to the worsening of quality of learning. Continuous turnover of teachers will obviously affect the students' achievement and the overall school activity since teachers are crucial to the success of students and the school, these days the problem of teacher's turnover, are not confined only to government schools only.

Private schools also experience similar problems. The factors that cause teacher turnover at government and private schools could not be identical. However, the problem persists.

As it is described above some studies have been made on teacher's turnover. As a researcher two things motivated me to conduct my study on this issue the first one was when I am looking the trends of turnover at Harvest Academy since 2004 E.C teachers' turnover increases from time to time and has become the most challenging issue of the school which initiates me to find out the causes behind it. And the second reason that motivated me was our prime Minister, Dr. Abiy Ahmed was speaking at a mass gathering and raised the issue of research paper and gave emphasis as most students like to conduct their thesis studies on some other organizations and institutions which they do not belong to are not well aware of but these researchers have of many problems that needs to be studied or researched on. So a successful research study is the one focuses around and looking the gap and getting a way for a solution. From these reasons I am encouraged to conduct my study to assess the causes of teacher's turnover perceived by existing teacher at Harvest Academy.

1.2 Background of the organization

As a researcher since my childhood I had a dream and an ambition to be a good teacher right after my college graduation I was hired at a private school called Ethio-parents school. After working for a few years I came to a decision of starting my own school, so in 2004 E.C I started Harvest Academy along with my husband in an area called Furi, Sabatha area with kindergarten and primary division with the desire to offer a quality education to the community, which is governed and inspected by Oromia education bureau. At the time, the area was in need of school, but the location was new and less inhabited and with lots of work to be done to meet my dream of owning and running my own school. Harvest Academy like any other private school in our country offers quality and well organized education for the generation as part of its efforts to work on students' character to bring up responsible citizen and generation. Throughout the past ten years, teachers have been coming and leaving the school for several reasons. Through the already established great communication channel parents come directly to the school and report their grievances and joy both on the academic performance of their children and also about teachers. One of the issue they raise repeatedly is about teachers who terminate contract with the school and who go somewhere to another school. As a school community we are striving to give

quality education with a future plan to expand and grow it to college and University level whereas finding out the root causes of teacher's turnover is helpful to fill the gap.

1.3 Statement of the problem

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

When teachers who know the culture of the school leave and other new teachers come into the system, it brings a negative influence on student's character and academic performance. Teaching does not mean having the knowledge on the subject matter only. It requires the teacher to apply different techniques and know the students character too. Until the new teacher and the students get to know each other very well, time will be wasted. The real teaching and learning process will not take place properly. The worst part of losing a teacher is, it is difficult to get a replacement quickly. So the teachers who currently teach in the school will be forced to cover the class and this could be the source of conflict between the existing teachers and administrators. The Oromia education bureau suggests holding the original document of the teachers at least for the academic year will be helpful; but as we tried it is not effective as such they are not that much motivated while we kept it we observe this practically in Harvest Academy.

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

energy to train the new teacher. The average cost to recruit, hire, prepare and lose a teacher is \$50,000.00 (Carroll & Fulton, 2004). This adds up to a lot of money that could be spent on students and programs designed to raise teacher job satisfaction. With so many qualified teachers leaving the profession, students are experiencing a substandard education in a considerable number of school districts. Simply stated, teacher turnover is disruptive to the education of students. Even if it is known that high teacher turnover has the above mentioned and other problems, this problem is a recurrent phenomenon in Harvest Academy.

What emerges from this view is that quality education can be more effectively assessed; by looking at what is 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 school is also the most influential factor of quality education. The central goal of education is achieved by qualified teachers, who have a lion's share in ensuring quality of education; teachers are the most important resource in the school. The purpose of the study is to assess the causes of teachers' turnover perceived by currently working teachers that has been affecting the quality of education in HA.

In the school teachers' turnover within the years 2011/12- 2018/19 the average rate in each year was increasing and which is 12.5% (HR department). This shows that the prevalence of teachers' turnover is increasing.

2011/12			2012/13			2013/14			2015/16			2017/18			2018/19		
Teachers at work	Teachers left	%	Teachers at work	Teachers left	%	Teachers at work	Teachers left	%	Teachers at work	Teachers left	%	Teachers at work	Teachers left	%	Teachers at work	Teachers left	%
16	4	06	26	6	1.5	34	8	2.7	69	18	12.4	73	24	17.5	87	15	13.

Table 1 Rate of turnover at HA

What makes this research different from the ones that had been conducted so far is that to the best knowledge of the researcher, the number of researches conducted to know the causes and consequences of teacher turnover in private primary schools is insignificant. As one of private schools in Oromia region this study will focus on Harvest Academy to put a small finger print

under the case. In Harvest academy the big challenge and problem which affects the quality service delivery is the drop out of teachers even quite in the middle of the academic year in contrast with inpatient parents. In some reasons assessing the causes will bring a solution at least to narrow the gap affecting the day to day school system and the academic performance which really limits the growth of the school. Therefore, the researcher conducted to tackle the problem and try to narrow the gap and put suggestions for further studies. Hence the study aimed at giving answers for the following basic research questions.

1.4. Research Question

1. What is the magnitude of teacher's turnover at Harvest Academy?
2. What are the causes of teacher turnover at Harvest Academy?
3. What are the consequences of teacher's turnover on the teaching learning process at Harvest Academy?
4. How the school handles complaints of parents because of teacher's turnover at Harvest Academy?
5. How does teacher turnover influence the teaching load of existing teachers at Harvest Academy?

1.5 Objectives of the Study

The general objective of the study is to assess the major causes of teacher's turnover and its consequences on students' academic performance, on existing teachers, administrators and the whole school system in Harvest Academy.

1.5.1. Specific Objectives

The following are the specific objectives of the research.

- To investigate the magnitude of teachers turnover at Harvest Academy.
- To assess the causes of teachers turnover at Harvest Academy.
- To investigate the consequences of teachers turnover on the teaching and learning process at Harvest Academy.
- To assess methods of handling parents complaints because of teachers turnover.
- To assess how teachers turnover influence on the teaching and learning process.

1.6. Operational definition of terms Turnover:

- ❖ Teacher turnover: the process whereby a teacher moves or exits from his /her job
- ❖ voluntary turnover: Departure from schools initiated by the teacher
- ❖ Involuntary turnover: Termination of employment contract initiated by the employer.
- ❖ Existing teachers: Teachers who are currently teaching in private primary schools.

1.7 Significance of the Study

The advantage of conducting this research was to find out the root causes of teachers turnover at Harvest Academy because this problem has been a big challenge throughout every academic years. The researcher believes this study will be valuable in the future for the school as well as for other primary schools. Therefore, the study was important for it tries to investigate the major factors that cause teachers to leave teaching and reveals the consequences teacher turnover brings on the overall teaching process, on existing teachers and on the effectiveness of school's management.

This study is significant for Harvest Academy having outcome of the study that touch the main challenge even for the school growth; by giving the study paper for education office that could be input for policy makers , students; parents; administrators and school owners who work in the education sector. And also be helpful for other scholars who want to do further research in this regard.

1.8 Delimitation of the Study /scope of the study

Harvest Academy is one of the private schools in Oromia region which has two branches. Kindergarten and a primary division; however, the study was delimited to the primary division. There were many factors that contribute to the causes of teachers' turnover decisions. In this study as it was indicated on the conceptual framework insufficient salary and benefits; lack of promotion; poor working environment; lack of recognition for better performing staff were the independent variables while employees' turnover was dependent variable. The research work focused only on the causes of teachers' turnover as perceived by all current teachers in Harvest Academy. The data were collected through questionnaire and interview because it gave freedom to the respondents and all the necessary secondary data was used the turnover trend ranged from

2011 to 1019 of the time; so the center of attention of this study is all teachers and administrators currently working in Harvest Academy.

1.9 Organization of the Study

This thesis focuses on the assessment of causes of teacher's turnover as perceived by the current teachers at Harvest Academy. The subsequent part of this thesis organized as follows: Chapter one deals with introductory part consists of background of study, statement of the problem, the research objective, scope of the study, and limitation. Chapter two presents reviews theoretical and empirical literature relevant for the paper. Chapter three discusses with research design and methodology employed to conduct research. Chapter four presents results, analysis and interpretation of the study Chapter five concludes the research, forward recommendations, and indicate future research direction.

CHAPTER TWO

REVIEW OF RELATED LITRATUR

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

2.1 Theoretical Literature Review

2.1.1 The Concept of Turnover

The starting point to clearly understand and analyze the concept of turnover, defining and interpreting the term becomes important. Turnover occurs when people leave their job. It is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries (Crousman, Hampton, & Herman, 2006, p. 1; Rohr & Lynch 1995 cited in Xaba, 2003, p. 287). Employee turnover is a choice made by either employers or employees or both to terminate the employment relationship. Accordingly there are two types of turnover, voluntary turnover and involuntary turnover. Involuntary turnover is a type of turnover where the turnover of the employee is initiated by the employer. Because of different factors like poor performance of the employee or adoption of new strategy by the organization which results in reduction of number of employee's and other similar factors the organization can decide to dismiss or lay off its employees. The other type of turnover which is voluntary turnover is a kind of turnover where the decision to leave the organization is initiated by employees. Employees for reasons such as financial, personal, social or other reasons initiate this voluntary separation from a given organization (e.g. quit one's current employer for another job and retirement).

Similar to any other employee turnover, teacher turnover occurs when teachers leave their teaching job, and it can be either voluntary or involuntary turnover. Teacher turnover, as defined

by Boe, Bobbitt and Cook (1997, p.380) is a “generic term for all changes in teacher status from one year to the next”.

Teacher turnover refers to the departure of teachers from schools and includes movers who change school and leavers who leave teaching altogether (Boe, Bobbit and Cook, 1997; Ingersoll., 2001). Thus, according to these writers there are two forms of teacher turnover from the school, one is when teachers leave the occupation of teaching altogether which is called ‘attrition’ and the other is the case of teachers who transfer or move to a different teaching job in another school which is called ‘migration’. Turnover especially voluntary is often viewed as undesirable although it is not always true because turnover is something that is inevitable and it has both a positive and negative consequences. Employee turnover can have negative consequence especially if the turnover rate is high because teacher turnover directly impacts student achievement and teaching quality. On the other hand, turnover may not be inherently undesirable. The desirability of turnover depends on who is leaving. If the people who are quitting are generally superior performers, turnover need to be reduced, but if turnover is greater among poor performer teachers is actually in the best interest of the school. Nevertheless, turnover in excess of 10% has more negative than positive consequence (Tayler, 1998 cited in Dereje, 2007, p. 10).

In conducting research on teacher’s turnover, some researchers concentrate on leavers saying that moves do not represent a net loss in the total supply while other researchers include both movers and leavers on their research claiming that attrition and migration have the same consequences. In this study the focus is on teachers’ voluntary turnover and on those who move or leave their job.

2.1.2 Some Theoretical Perspectives on Turnover

In explaining turnover behavior of employees, various researchers advance theories on employee turnover. In this regard, Human capital theory of occupational choice provides a theoretical frame for an understanding of some underlying factors that may contribute to an individual’s decision to become a teacher, and then, to remain in or leave teaching. The fundamental concept of human capital theory of occupational choice is that individuals make systematic assessment of the net monetary and non-monetary benefits from different occupations and make systematic decisions throughout their career to enter, stay, or leave an occupation (Kirby & Grissmer, 1993,

p. 6). This theory basically illustrates the relationships among education and training, migration and the search for a new job in terms of investment and its returns (Becker, 1993; Ehrenberg & Smith, 2003 cited in Cha, 2008, p.17). In short, human capital theory posits that individuals make systematic assessments of the benefits and costs of both entering and staying in or leaving the profession.

Another theory which explains turnover behavior of employees is Social learning theory which views turnover as a result of a social learning process. Social learning theory applied to career decisions emphasizes on the interaction of personal characteristics, previous behavior (social learning experience), and environmental determinants (Chapman,1984 cited in, Cha, 2008, p.20). Similarly, Krumboltz (1979) as cited in Ruhland, (2001) identifies four factors (genetic endowment and special abilities, environmental conditions and events, learning experiences, and task approach skills) that influence the nature of a career decision. The basis for this theory is educational and occupational preference and how these influence career selection. Genetic endowment and special abilities include gender, race, intelligence, physical characteristics, environmental conditions and events include social, cultural, political or monetary factors, learning experiences includes job training opportunities, technological developments, and training resources and task approach skills includes set of skills, standards, values, work habits, perceptions, emotions, and cognitive process. Thus, individual career decisions are seen as outcomes of a combination of four factors that interact in different ways. Understanding these factors can help answer the question of why individuals change their job. Khatri, Budhwar and Fern's study of employee turnover (1999 cited in Xaba, 2003, p. 288) stated a model that posits three groups of factors as a predictor of turnover. The model integrates demographic factor, uncontrollable factor and controllable factors.

The first factor which is demographic factor includes age, sex, education and tenure; the second factor which is the uncontrollable factor includes perceived alternative employment opportunity and job hopping and the third factor which is the controllable factor includes pay, nature of work, supervision and organizational commitment as source of turnover. Ingersoll (2001, p. 26) 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 that turnover of teachers/employees is a result of different factors relating to the organization, the 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.

2.1.3 Major Causes of Teachers' Turnover

The turnover of teachers is a challenge for schools and school administrators in both developed and developing countries. The findings of research in the area revealed that teachers leave or move from their school either to other profession or move from their school for various reasons. Insufficient salary ,poor administrative support, students disciplinary problem and little input in to school decisions are among the most frequently mentioned reasons teachers give for leaving their profession or change their school (Ingersoll,2001). In line with this, Chaika (2002) cited in Xaba (2003, p.288) advocates the lack of teacher mobility, inadequate induction programs, poor working conditions and a growing salary gap between teachers and other college graduates as sources of teacher turnover.

In general teachers' turnover manifests itself in many ways and it is attributed to many causes. Thus for this study the following possible causes of teachers turnover are reviewed from different literature.

2.1.3.1. Inadequate Salary

Different research findings indicate that the presence of attractive salary and fringe benefits is crucial to retain employees. To mention a survey conducted by Seyfarth and Bost (1986), as cited in Oster (2007), has revealed that school districts with higher pay experienced lower level of teacher turnover. On the contrary, absence of fringe benefits and inadequate salary were mentioned by various scholars as some of the factors for teacher turnover. For example a survey conducted by Bame (1991), as cited in Hilina (2011), reveals that out of eight most important reasons mentioned as the causes of teacher turnover, inadequate salary ranked first. The findings

of Dereje (2014), also depicts that 89.28 percent of respondents agreed that they are dissatisfied with their salary. Plus to this the survey conducted by Betru (2014), shows that 85 percent of former teachers agreed on the fact that teacher's salary has been inadequate. According to Harris (1985), as cited in Oster (2007), 60 percent of former teachers stated that inadequate salary was the reason for them to leave the profession. Additionally, the findings of Mchia (2013), reveals that poor, insufficient and low wages are among employer related factors of teacher turnover. Though the issue of low wages is a nationwide problem, the most affected people are people in the rural areas because they do not have other income generating activities. This is the reason why some of the teachers decide to shift from rural areas to urban areas seeking for a better life hoping that they will succeed.

Furthermore the insufficient salary which teachers get may not enough to cover teachers' monthly expense. According to Gedefaw (2012), teachers indicated that only few of them were able to meet their basic needs to the end of each month. When all the costs were covered, there was nothing left. So to overcome this problem, teachers were forced to do other income generating activities which in turn affect their commitment to the educational reform and values. The other problem in relation to teachers' salary is that the salary increment does not go along with the service. Schlechty and Vance (1983), as cited in Oster (2007), indicate that the longer one teaches, the lesser rewarding it becomes financially. This is due to the fact that most salary increases come within the first few years of teaching.

Moreover, teachers' salary is less compared to other professions with the same qualification. According to Gedefaw (2012), the teachers have indicated that their salaries compared unfavorably with those of other professions. This created a feeling of inferiority to other professions and forced more qualified teachers to quit the profession; Plus to this Gupta (2010), as cited in Jeston (2013) states that; Teachers' salaries in low incoming countries have declined in both absolute and relative terms. In many countries the teaching force has been expanded, yet teachers' salaries have been eroded. This decline in wages often affects the attendance, motivation and performance of teachers which leads to poor quality of education. Wages and salaries in the organization should be in line with wages and salaries for comparable jobs in other organizations, otherwise the Ministry of Education and Vocational Training will not be able to attract and retain competent personnel (p. 20).

Inadequate Salary in any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words inadequate salary can create dissatisfaction among employees which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries. Different research findings show that low salary is the most significant factor that contributes to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton & Herrman, 2006). Research conducted by Bame (1991, p.128) revealed that out of the list of eight reasons the most important factors which drive out teachers from teaching in Ghana; poor salary, lack of opportunity for promotion and low prestige in teaching were ranked to be the first three prominent reasons among which salary ranked first. And according to Bloland's and Selby's (1980) review of the literature, salary appears to be an important factor in the career change of male educators, but not female educators .Moreover, Research findings show that teachers' salary in developing counties and even in developed countries is less than that of equally qualified professionals in other fields of specialization (Croasmun, Hampton & Herrmann ,2006; Fineman - Nemeser ,1996; Ingersoll, 2001). Although teachers' salaries have improved in recent years, they remain low compared to those of other similarly-educated workers. Thus, they leave the teaching career seeking higher paying jobs in other professions (Croasmun, Hampton & Herrmann, 2006, p.3).

In Ethiopia the results of research have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years has been as critical issue for teacher's dropout or turnover of teachers (Aklilu, 1967; Seyum, 1992; Getachew, 1999 and Darge, 2002). On the other hand, there is a research finding which indicates that although monetary reward is an important means of satisfying need beyond a certain satisfaction level, the amount of compensation is not necessarily as important as non-monetary rewards (Antony, 2001, p. 506 cited in Dereje, 2007, p. 18). Teachers can have favorable feelings about teaching job on conditions that the following items are fulfilled in order of importance: getting respect, achieving recognition, receiving reinforcement ,taking parts in research endeavors ,being a member of a teaching team, earning grants for curriculum developments ,being encouraged by principals ,parents, colleagues and students (Schlechy and Vance, 1983, p. 483 cited in Dereje,2007, p.18).Poor Working Condition. In the literature one reason given for teachers' turnover is poor working condition of the schools (Ingersoll, 2001 &Ingersoll & smith, 2003).

Teachers have a significant contribution in the education process through implementing the designed curriculum to achieve the desired educational goal. And the successful implementation of the curriculum depends to a large extent on a positive working environment that reinforces teaching job satisfaction, career commitment and plan to remain in the profession (Weiss, 1999, p.862). Thus, having Poor working conditions could lead teachers to develop negative perceptions that could become obstacles which affect teaching and weaker teachers' commitment to their work and their decision to stay or leave their profession or their school. Duffrin (1999, p. 2) cited in Xaba (2003, p. 288) stated poor working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession.

2.1.3.2. Working Conditions

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

Similarly, Martin (2005), as cited in Nyaga (2015), states that providing a stimulating workplace environment which fosters happy, motivated and empowered individuals, lowers employee turnover and absentee rates. Promoting a work environment that fosters personal and professional growth promotes harmony and encouragement in all levels of organization. On the contrary, unhealthy working condition drives away employees from their job. Hissom (2009) affirms that some employees jump from company to company looking for a suitable work environment. Furthermore, the findings of Henderson and Schlesingers (1988), as cited in Oster (2007), depicts that 53 percent of teachers agreed poor working conditions as the cause of teacher turnover. Plus to this Holzer and Wissoker (2001), as cited in Rehman (2012,), state that employees leave their job because of work place problems rather than looking for opportunities for advancement into better jobs.

One of the factors which make working condition unhealthy is stress. If the work environment is stressful, there will most probably be high teacher turnover. Stew (1980) as cited in Clifford (2012) identified three role stressors which contribute to employee turnover. These role stressors are role ambiguity, role conflict and role overload. Role stress is a result of work environment perception and thus influences affective responses such as organizational commitment. Role ambiguity results when an employee is uncertain how to perform the job. This could occur when there are undefined management positions within an organization. Role conflict is experienced when an employee receives two or more sets of expectations or demands that are incompatible and cannot be simultaneously satisfied. William and Robertson (1990), as cited in Kayuni and Tambulasi (2007), agreed that the teaching profession was losing staff because of heightened stress. Different factors make the work condition stressful. For example William and Robertson (1990) as cited in Kayuni and Tambulasi (2007), mention meeting deadlines, workload, limited time, and continuous change, records of achievement and organizational restructuring as sources of stress. Lack of trust on the employees makes the working condition worse and stressful. There are companies which assume that employees work hard when they are highly supervised but it is wrong. Agbeh (1983) states that: The other factors which make the working condition unfavorable are lack of security and demotivating environment. Lack of security and safe school compounds is a wider concern especially in urban schools in Africa (Lock, 1976), as cited in Jeston (2013). Halдар (2010), as cited in Jeston (2013), states that the indications of demotivation at work place includes low output and productivity, frustration and unrest in the work place, deviant and violent behavior at or outside the work place, frequent confrontation or arguments within supervisors and managers, noncooperation, strike, abusive and violent demonstrations and finally increasing of absenteeism among workers. Frustration is the most common manifestation of demotivation. Whenever it develops, a worker will either seek for a better job elsewhere if he/she can or will develop a sense of apathy towards the organization and his/her work so that he/she could do as little as possible.

Dissatisfaction can also make the working condition unhealthy. One of the main reasons of high employee turnover is work dissatisfaction which can be further combined with escaping from work, and interpersonal clashes. These issues help in provoking the employees to withdraw from the organization and search for a new job. Employees also leave their organization due to extra workload and effect on work life balance. In the workload scenario, employees are exposed to

irreconcilable work demands which are difficult for them to achieve. The same is true with work life balance, as the employees do excessive work they lack providing quality time to their family which influences them to leave the job (Hom & Kinick, 2001), as cited in Tiwari (2015). According to Hilina (2011), 53 percent of government teachers and 64 percent of existing private teachers indicated that high workload could be the reason for teachers to leave their job. Furthermore lack of infrastructure and facilities can be mentioned as work place problems as well. According to the finding of Mchia (2013), the most dominated employer factors was poor and difficult working condition which is not attractive since there are no good offices and other working facilities. The teachers use student's classrooms as their offices. From the observation, there are no well-established administration blocks. Hageman (1993), as cited in Mchia (2013), elaborates that job attitude and job performance of employees are negatively affected by poor working conditions such as lack of supporting infrastructures like water, electricity, banking services, and roads. Lack of these infrastructures negatively affect the individuals' living conditions and hence loses his or her job.

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

2.1.3.3. Lack of Opportunities for Advancement and Promotion

In different organizations, hardworking and dedicated teachers need recognition for their effort. One way to give credit for a job well-done is promotion and giving opportunities for advancement. The finding of Gedefaw (2012), reveals that teachers had a strong desire for promotion opportunities. The desire is related to the fact that promotion would lead to an improved salary, to more employment opportunities and to progression on the career ladder.

However the teachers interviewed explained that the opportunities for promotion and advancement were limited and constrained by the unreasonable bureaucracy that manages promotion. Different researchers mention lack of promotion and advancement as the cause of employee turnover. For instance Hissom (2009), states that lack of opportunity for advancement or growth can cause a high turnover rate for an organization. Agbeh (1983), confirms this by saying that lack of promotion, advancement, recognition and curtailed authority and responsibility produces turnover. Gedefaw (2012), has found out that the inability to recognize teachers' contribution drove away some good teachers and the remaining teachers were not happy. A comment from a teacher was, "A hardworking and outstanding teacher will perhaps not be promoted. What is disappointing is that a hardworking teacher and an irresponsible teacher are treated equally and this seriously demotivates teachers" (p. 134).

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

2.1.3.4. Students' Disciplinary Problem

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

One of the most commonly mentioned problem for teacher turnover is students' misconduct. Cockburn and Hyden (2004), as cited in Tewedaj (2014), declare that the most commonly stated

school factor cited by teachers is the difficulty and frustration of dealing with disruptive students. According to Teaching Interrupted (2004), students' behavior took a toll on teachers. More than 1 in 3 teachers has seriously considered quitting the profession or knew a colleague who left because students' discipline and behavior became so intolerable. According to Adam (2017), the majority of the teachers reported that students have no respect for their teachers. They do not have the motivation to learn. Plus to this the measure taken on students is not satisfactory. These create a feeling unhappiness on the teachers and finally lead them to quit the job. Students' disciplinary problems are of different types. According to Dunham (1981), as cited in Dereje (2014), students' character and disciplinary problems include students who refuse to cooperate, who do little or no work in class and who openly are aggressive towards other children and in teachers. The survey conducted by Hilina (2011), shows that students' disciplinary problems like talking the class without permission, cheating during exams, violence against students or teachers are factors that increase teachers' frustration which eventually lead to turnover of teachers.

Likewise Rosen (1997), as cited in Temitayo, Nyaya and Lukman (2013), distinguishes the following ten types of disciplinary problems which lead to a learner's suspension, namely; defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft and leaving campus without permission. Dereje (2014), has found out that 58.7 percent of practicing teachers and 78.57 percent of former teachers responded that verbal attack and physical violence of some students forced teachers to leave secondary schools. Teaching Interrupted (2004), reports that students' misbehavior appears to be more acute in urban schools and schools with high concentration. Furthermore, Bennell (2007), as cited in Tewedaj (2014), has said that urban high schools are nine times vulnerable to violence than any other group.

2.2 Empirical Literature Review

2.2.1 Consequences of Teacher Turnover

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

2.2.2. Consequences of Teacher Turnover on Students' Academic Performance

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

Although, there are many other factors that affect learning outcomes; teaching is the main school level determinants of school performance (Jeston, 2013 p. 25). Ingersoll (2001), as cited in Adam (2017), also states that teacher turnover can negatively affect the cohesiveness and effectiveness of school communities by disrupting educational programs and professional relationships intended to improve students' learning. On top of this the interview conducted by Dereje (2014), with school principals and vice principals depicts that the students' academic performance is directly related to the quality, experience and ability of teachers. They replied that school programs are smoothly carried out when teachers are available in the school. But when experienced teachers leave, students claimed for teachers whereas the remaining teachers complain of holding additional periods. Therefore from the respondents' point of view, loss of experienced and qualified teachers might affect the teaching and learning system in general and students' academic performance in particular.

When teachers leave in the middle of the academic year, it is sometimes difficult to get a replacement on time so students will be forced to sit for exams without learning, which in turn affects students' result. A study conducted by Ronfeldt, Leob and Wyckoff (2012), on the same grade level students in the same school shows that students did worse in years where there was

high rate of teacher turnover compared to years with less teacher turnover. Besides this Mulkeen and Crowe-Taft (2010), explain that teacher attrition tends to create opportunities for inter-school mobility often resulting in empty classrooms at the least desirable postings. They have added that the resulting vacancies in less desired remote schools are less easily filled and many remain vacant for an extended period or be filled by unqualified teachers.

According to the National Center for Education Statistics (1998), as cited in Guin (2004), schools with 50 percent or more minority students experience turnover rate at twice the rate of schools with lower minority populations. Similarly, Freeman and Colleagues (2002), as cited in Guin (2004), found that teachers who switched schools were more likely to have served a greater proportion of minority, low-income and low-achieving students at their previous schools. In relation to income, Ingersoll (2001) found that schools with poverty levels greater than 50 percent have significantly higher rate of turnover than schools with less than 15 percent poverty level. Furthermore, Mulkeen (2010), as cited in Mulkeen and Crowe-Taft (2010), elaborates that whenever teacher turnover and mobility is high, the most remote schools tend to experience a high turnover of qualified staff as these teachers seek for a transfer as soon as possible. Because of this the most remote schools are more likely to have more inexperienced and unqualified

Teachers and spend longer periods with vacant positions which in turn has a big impact on students' performance. In addition to this the finding of Derje (2014), reveals that 79.29 percent of the total respondents agreed that students left unlearned until a new teacher is employed or replaced by another. In the same manner 72.86 percent of respondents agreed that students lose interest to learn because of continuous exit of experienced teachers from secondary schools. Chapman (1994) states that:

Two issues are seen as a particular threat to sustained improvements to educational quality- high teacher absenteeism and high teacher turnover. High rates of teacher absenteeism cut the heart of students learning by denying pupils instructional time. The loss of experienced teachers is seen as a threat to instructional quality. Even more importantly, attrition is seen as a waste of scarce resources as replacement teachers have to be recruited and trained. Teacher training is expensive. The investment is lost when teachers once trained leave teaching (p.1).

2.2.3. Consequences of Teacher Turnover on Administrators

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

2.2.4. Consequences of Teacher Turnover on Existing Teachers

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

Not only covering vacant places but also helping newly hired teachers affects the day-to-day activities of the existing teachers. With regard to this the finding of Guni (2004) reveals teachers at Stone Elementary said that having a constant stream of new colleagues had prevented them

from establishing any kind of order within their daily activities. One teacher expressed her frustration:

Every time we lose a teacher, nine times out of ten it was a first year teacher we had brought in. Well, the first year is always sheer chaos and you feel like you are not doing anything appropriately. So we would constantly be getting a set of new teachers. Having perpetual chaos the stream of new teachers impaired my ability to do my job effectively. The time normally I spend with my students is spent helping new colleagues acclimate to their new school environment. Such help includes aiding in the organization of classrooms and the control of disruptive students (Guni 2004, p. 10). These place additional burden and stress on them. As a result job satisfaction and happiness will be lost. Ruskin as cited in Kayuni and Tambulasi (2007), suggests that for employees to be happy in their work place, three conditions should be fulfilled. These are first; the employees must fit for the job. Second, they must not do too much of it. Third, they must get a sense of success in it.

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

2.2.5. Consequences of Teacher Turnover on the Organization

High employee turnover affects the organization in a number of ways. According to Rehman (2012), high employee turnover exposes an organization both to tangible and intangible costs. The tangible costs include money spent on recruitment, selection, advertising, training and low productivity. The intangible costs can be described as moral impact, stimulation for further turnover, impact of workload, disruption of team and distraction of job performance.. Plus to this Beem (2009), as cited in Mchia (2013), divides the impact of teacher turnover into direct and indirect. The direct impact of turnover includes separation costs, severance costs, unemployment

insurance premises, outplacement fees, replacement costs and advertising costs, training costs, interview time, re-employee assessment and reallocation costs. The indirect impact includes immeasurable variables such as the loss of organizational knowledge and skill, reduced growth, lower productivity and negative impact among employees who stay at the organization.

Whenever turnover increases, it reduces the productivity of the organization which leads to perform dismal in comparison with other companies. Fidalgo and Gouveia (2012) have added that the knowledge lost from a departing employee is not a short-term problem; it is a long-term problem which breeds other problems as the departing employee takes the experience needed for the operational and ongoing activities of the organization with him/her. Guin (2004) has also expressed the impact of teacher turnover that brings on the organization as follows: Broad policies aimed at improving teacher quality are not likely to be successful if they ignore the reality of teacher turnover. If teachers continue to use low- performing schools as point of entry into a district, but leave them as soon as they gain even a little seniority, the schools and the students in them will continue to suffer. School districts that try to fix low performing schools through professional development alone may be disappointed since teachers leave these schools soon after acquiring new skills (p. 21).

Turnover also affects the performance of the organization. Mobley (1982), as cited in Rehman (2012), says that turnover may interrupt the job performance when an employee who had intended to leave becomes less efficient and ineffective. Employee turnover causes a high number of unemployment and reduces the economic growth of the country all around the world (Vasquez, 2014), as cited in Tiwari (2015). Moreover, Denvir and McMahan (1992), as cited in Hammerberg (2002), indicate that high level of turnover can become detrimental to organizations by inhibiting the relationship between employees and employers, by inhibiting growth of mutual responsibilities. It also involves a substantial loss of productivity through the breaking up of teams who are used to working together. In addition to this Vasquez (2014), as cited in Tiwari (2015), sees the impact of employee turnover into two- negative and positive. He states that employee turnover is expensive for any organizations as they invest so much on the employees by giving them training and developing their skills. It gives a negative impact on the company's image and thus the company is in loss by losing their talented and qualified employees. On the other hand, the company which hires the experienced and qualified staff does not have to invest

much on these employees because these employees already know the job and have the required skills. Therefore companies have a positive impact in the market.

2.2.6 Mechanisms to Reduce Turnover

For organizations to achieve their goals and objectives and to remain competitive in the business world, it is unquestionable to retain their talented and experienced employees. Beadles et al. (2000), as cited in Rehman (2012), has found a positive and significant correlation between employee retention and organizational performance. Chitsaz-Isfahani and Boustani (2004), as cited in Tiwari (2015), also state that in any sector, the success of the business depends on the retention of employees which reduces the rate of staff turnover and also benefits the organization.

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

Moreover, Pires (2009), as cited in Hissom (2009), states that; describing the job and the work environment as clearly as possible will help to retain employees. This is because it enables employees to know all the exceptions of the job and avoids misconceptions. Mchia (2013), has added that companies should be sure of describing the job as clearly as possible. This removes the confusion that arises later a poor Administrative Support the general purpose of educational administration is to ensure that the school system function properly according to preconceived purpose and plan of action (Prestine and Thurston, 1994, p. 359). The school administrators have responsibility to create conducive working environment for teachers to do the job of teaching. Thus educational officials in different levels should have the quality such as the ability to

communicate effectively with teaching staff followed by being supportive , appreciable, fair and consistent (Hutchings et al.as cited in Cockburn and Hayden,2004, p. 138).Educational administrators should ensure a sense of fairness and efficiency particularly over the matters of posting appointments ,promotions and transfer (William,1979, p. 56).The commitment of the organization to employee can be beneficial because high levels of perceived organizational support increases job satisfaction and decrease turnover. This is because when there is a good administrative support teachers tend to stay in school. In a national study done in the USA Boe, Barkanic.et.al (1999) cited in Billingsley (2004, p. 45) reported that teachers who stayed in their positions were almost four times more likely to strongly perceive administrators behavior as supportive and encouraging.

On the other hand lack of administrative support can create an environment of helplessness frustration and employee turnover (Singh and Billingsley 1997cited in NCTAF, 2009). A teacher is more likely to leave teaching or indicate intent to leave in the absence of adequate support from administrators. Unfair and incompetent educational matters create teachers job dissatisfaction and great psychological stress, which facilitate teacher turnover (Getachew.1999, p. 41).In a study conducted in the united states on urban teachers 25% of those who left teaching identified dissatisfaction with support from central administration and 20% indicate that dissatisfaction with principal support influenced their decision to leave (Billingsley et al. ,1995).In Ethiopia recent research findings (Alazar,2007;Temesgen,2005) revealed that in different parts of the country administrative problem is one of the cause for teachers to quit their job. For instance Motuma (2006, p. 100) in his study of teachers' turnover in government secondary schools of Oromia regional state revealed that administrative problems are major reason contributing to teachers' turnover. Motuma pointed out that poor performance evaluation, unnecessary intervention, lack of clear unit of command and unity of direction, unfair power given to school principals and lack of democratic school management were problems that related to administrative problem. Lack of Teachers' Continuous Professional Development Individuals increase their knowledge through formal schooling and on the job training which includes professional development programs.

In Ethiopia as Tesfay and Demoze (2004, p.51) noted before the 1970's teaching career in Ethiopia had passed through a relatively high status and prestige. The respect they held in the

society was very high; teachers were taken as the symbol of knowledge and skill, were respected by their pupil and held in high self-esteem by their community. However over the last few decades the societies respect for teachers and their occupation appeared to have gradually worn out their social status. That teachers as a social and economic group and teaching as a profession are reported to be accorded low socio-economic status in Ethiopia (Tesfay and Demoze, 2004, p. 51).The society at large has developed low opinion of the teaching profession or to the professionals .And this low social status accorded to teachers by the society is one of the outstanding reason that teachers compelled to leave the profession (Manna and Tesfay, 2000, pp.5-6). The dissatisfaction of teachers' by the rank attributed to them by the society along with their living standard can lead teachers to quit their job in search of better alternative. As Aklilu (1967) noted several teachers left their job because of the low prestige attached to teaching by parents, government officials and the community at large. Teachers' Characteristics and Personal Factor In the literature different research findings have tried to look in to the relationship between teachers' personal characteristics like age, sex, qualification and experience with teachers' turnover.

❖ **Age:** As research finding shows the age of a teacher is one of the salient predictor of the likelihood of their turnover. According to Ingersoll (2001, p.14) both younger (under30) and older (above 50) teachers are more likely to depart than are middle age teachers. Ingersoll stated that older teachers leave teaching due to retirement and younger teachers tend to leave the profession in search of other opportunities.

❖ **Sex:** Results of research concerning the relationship of sex with teacher turnover appears to be both complex and inconsistent. Some studies reported that males are more satisfied than females, others however did the opposite and still others reported no such difference. According to Ingersoll (2001, p.14) male teachers are less likely to leave teaching than females. Similarly Charter (1970, p.450) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006, p.101) in his study of causes of turnover in Oromia government secondary school described that male teachers' stay more than female teachers'. On the contrary Wu &Wu (2001) as cited in Akalewold (2004, p.30) has indicated that higher level of satisfaction is generally found in female teachers. Similarly Manna &Tesfay (2000, p.14) have indicated that female teachers are more likely stay in teaching than male teachers. Furthermore in another study Bloland & Selby (1980, p.13) investigated that the impact of sex on teachers turnover is

minimal. Similarly Chapman & Hutcheson (2001) in Alazar (2007, p.11) have revealed that no significant difference between male and female teachers in leaving or staying in teaching job.

❖ **Qualification and Experience:** turnover may also be related to teacher qualifications. The most highly qualified teachers may be are the most likely to leave, as they can easily get alternative employment (Macdonald, 1999). Research done by McClure, Weidman, Sharp (1988, p.212) shows that the more qualified teachers' appear to exhibit dissatisfaction with their work as compared to less qualified teachers which can be a cause for turnover. This is because individuals with more education have more options in the job market than less qualified ones. On the other hand (McClure, weidman, sharp, 1988, p.212) indicated that a year of experience in teaching is positively associated with job satisfaction. In their finding the researchers indicate that teachers' turnover is high in first two years of service. On the contrary Manna Tesfay (2000, p.16) in their study revealed that the level of qualification and work experience in teaching were not found to be significantly related with decision to stay or leave the teaching profession.

2.3 Conceptual Framework

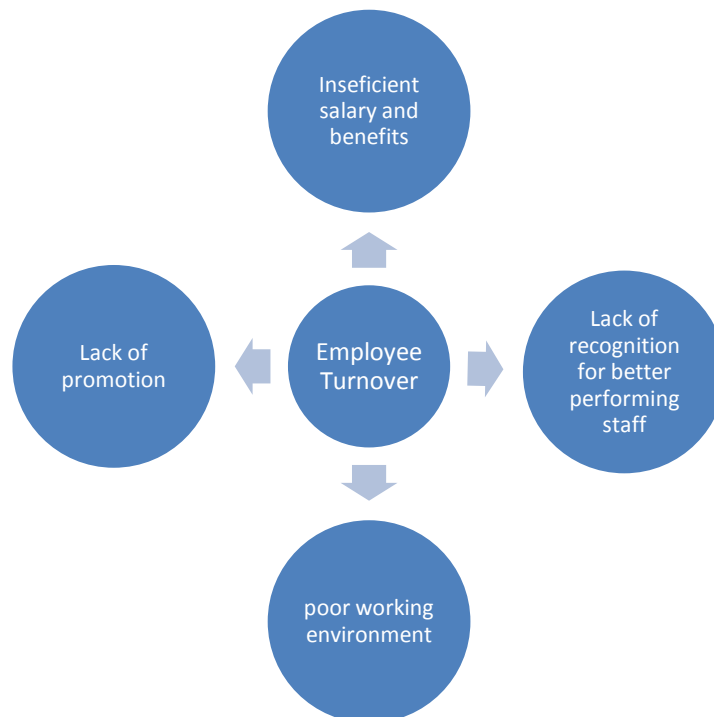


Figure 1conceptual framework

Source: [www://www.google.com](http://www.google.com)DAR ES SALAAM ESTHER GEORGE MBWANA

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research questions and gathers evidences and analyzes and resolves the accuracy of the chosen method. It includes research approach, a research design, population and sample, data source and types, Data collection and procedure, ethical consideration and data analysis.

3.1 Research Design

The primary purpose of this study was to assess the causes of teachers' turnover as perceived by current teachers at Harvest academy in light of the theoretical frame work and had a descriptive nature. The major purpose of a descriptive research was to describe characteristics of a certain phenomenon; this study also described and explained the causes of teacher's turnover. The descriptive research design describes the characteristics of objects people or organizations (Zikimund, Babin, Carr & Griffin, and 2012:15).

There are two well-known research design approach (qualitative and quantitative). In a qualitative research design, the researcher relied on qualitative data in nature and often depended on key information, opinions, and suggestions and employees perception common qualitative research designs included: case study, ethnography, phenomenological study, grounded theory study and content analysis. Each design had its own particular setting and its choice depended on the researcher's problem statement or research question answered.

On the other hand, quantitative research design involved quantitative information that can be summarized through statistical analyses. Quantitative research design encompasses: observation studies, developmental studies and census research. Data collection instrument in a quantitative research design often makes the use of checklists and defined point rating scales (Leedey and Ormrod, 2010).

Based on this, the researcher used mixed approach to know causes of teacher's turnover as perceived by current teachers in Harvest Academy. The researcher also used qualitative approach for interview for Administrative staff members and quantitative approach for questionnaire for all teachers in the school and analyzed statistical data to get reliable information from the

respondents. This design was selected because it enables to identify the major and dominant causes of teachers' turnover as perceived by current teachers in Harvest Academy.

3.2 Population and Sampling Technique

Population is a collection of all conceivable elements, subjects, or observations with one or more attributes in common. It represented a specified segment of the real world with common definite specified characteristics related to a particular phenomenon of interest to the researcher. Therefore, the target populations for the study was consisted of all 127 teachers both main and assistant teachers and 14 administrative staffs of Harvest Academy. Due to the small number of population size the study used census to carry out the research. The researcher gathered information about every member of the population and has got information about the causes of teacher's turnover as perceived by current teachers in Harvest Academy.

3.3 Types of Data and Tools/Instruments of Data Collection

The study used both primary and secondary data sources. Primary sources of data were gathered from respondents using 5 point Likert scale questionnaire and interviews consisting of both open and closed ended questions to collect information about causes of teacher's turnover as perceived by current teachers in Harvest Academy. Secondary data sources included documents teachers' profile and annual reports of the school.

3.4 Procedures of Data Collection

Data was collected with the process of gathering and measuring information on the target variables were established on a systematic fashion enabled to answer relevant and evaluating outcome. The goal for all data collection was to capture quality evidences that to rich data analysis and allowed the building of convincing and reliable answer to the question. The primary data were gathered by using questionnaires for the teachers and interviews for directors and Administrative staff which were developed and disseminated to be completed by the respondents.

The questionnaire was developed in English language containing five parts; the first part related to demographic profile of respondents, the second part consisted of possible causes of teachers' turnover; the third part assessed the possible reasons that can make Harvest school teachers leave teaching. Part four asked the availability of possible strategies that encouraged teachers to retain

in the school. Part five included interview questions and the secondary data were also collected from Harvest Academy's annual reports and documents.

3.5 Methods of Data Analysis

The data which were collected about the causes of teacher turnover and its influence on the students' academic performance, existing teachers and on the effectiveness of the management and the school were analyzed using quantitative and qualitative data analysis techniques. The collected data were clearly presented by using tables which were expressed in the form of frequency, percentage; mean and standard deviation to assess causes of teacher's turnover. The researcher described the causes and analyzed each finding of the study.

In order to meet the research objective the collected quantitative data was analyzed by using the Statistical package for social Science (SPSS). Descriptive statistics (Mean, Standard deviation) used as found appropriate. On the other hand, correlation and multiple regression analysis were performed to determine the relationship and effect of the independent variables. The regression model was prepared in the form of:-

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \dots + \beta_nX_n + \epsilon_i$$

Where,

Y is dependent variable:-variable which is affected by other variables or explained by the independent variables

α is an intercept, where the regression line crosses the y axis

$\beta_1 \dots \beta_n$ are the coefficient of the independent variables X_1 to X_n . Substituting both dependent and independent variables in equation 1 above, we have the following equation Specifically, for the study the expression is appropriate:

$$TO = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \epsilon_i$$

Where,

β_1 is the partial slope for x_1 on y and indicates the change in y for one unit change in x_1 , controlling $x_2 \dots \dots B_2$ is the same thing

TO – Teachers Turnover-dependent variable

X1 – work environment/working condition

X2 – Inadequate salary

X3 – Students disciplinary problem

X4 – Lack of promotion

ϵ_i –Error term

3.6 Validity and Reliability of Measures

3.6.1 Validity Assurance

Validity defined as the extent to which data collection method or methods accurately measure what they intend to measure. To ensure the validity of the study: data was collect from the reliable sources, i.e. respondents who have experiences in Harvest Academy and also in other private schools and examined by the advisor and other colleagues to determine its clarity

Table 2 Reliability test

Reliability coefficient Cronbach's alpha

Variables	No of Items	Cronbach's Alpha	Internal Consistency
Pay	8	0.708	Acceptable
Working condition	4	0.791	Acceptable
Students condition/discipline	5	0.824	Acceptable
Administrative Support	8	0.765	Acceptable
Professional Development	5	0.842	Acceptable

Source: output from SPSS, 2020

Cronbach's alpha is an index of reliability associated with the variation accounted for by the true score of the —underlying constructl (Nunnaly, 1978). Cronbach's Alpha's can only be measured for variables which have more than one measurement question. Nunnaly (1978) has stated that 0.5 is a sufficient value, while 0.7 is a more reasonable Cronbach's alpha. The results were extracted as Table 3.2 and according to this theory the result is more than 0.7.

3.6.2 Reliability

Reliability of the primary data was very important because the study mainly depended upon the respondent's opinion. Research instruments were designed using a simple and clear language to

ensure respondents have a clear understanding of what each questions were meant to ask and sequence of questions are request to increase the probability of consistent respond. Standard questionnaire which is slightly customizing to suit the research selected with a strong base from the literature in order to be relevant to the subject matter.

To ensure the reliability of the response the internal consistency of items measuring the level of homogeneity of measures in the instrument and reliability over and over groups of respondents. The study was measure the reliability of the questionnaire and organized by calculating Cronbache's alpha with all variable using SPSS .the researcher was performed reliability analysis to collect data for the question on causes of teacher's turnover was greater than 0.7% the alpha coefficient obtaining from the analysis.

3.6.3 Ethical Considerations

Research, as a scientific process and activity, has got its own basic ethical conducts that shouldn't be compromising at all levels. For instance, any source that was quoting and use as essential part of the study was cited. That means, acknowledging the authors of books and articles is necessary. Moreover, the data was gathered from the appropriate and relevant sources. Therefore, with respect to the current study, the researcher was respected and complied with existing ethical principles to make the research credible and acceptable by the academic communities and users of the result. The confidentiality of participants' (teachers, directors and administrators) which maintained in that their names; addresses, signature and their roles in the school was not appearing and filling in the questionnaire. In addition, respondents fully volunteers to participate in the study and their rights/privacy was respected. The researcher presented the findings of the study without any distortion of the reality.

CHAPTER FOUR

DARA ANALYSIS INTERPRETATION AND DISCUSSION

This chapter deals with presentation, interpretations and discussions of the data collected through questionnaires and from secondary sources of data analyzed through a blend of different methods. To collect data through questionnaires set of questions were distributed to Harvest academy staff at primary division. From a total 127 of the questions 125 were filled and returned, representing 95% response rate.

The first part of this section deals with summary statistics of the model variables, used descriptive statistics such as mean, median and standard deviation.

The appropriateness test of the models and assumptions were presented before getting in to the parts presenting inferential model estimation results. The second part of this chapter presented the result from the estimation of the inferential model of assessment of teachers' turnover as perceived by current teachers at Harvest academy. The significant predictors were identified and discussed coherently with relevant finding of other studies. Finally, as supplement a respondent's agreement Likert scale questionnaires were analyzed and interviews response were discussed accordingly.

4.1 Background information about the Respondents

This section that follow present profile of respondents' like gender, Age, Education qualification, work experience in years at Harvest Academy as well as other school.

Table 4.1 Respondents profile

Factors	particulars	Frequency	Percent	Valid percent	Cumulative percent
Gender	Male	112	89.6	89.6	89.6
	Female	13	10.4	10.4	10.4
	Total	125	100	100	100
Age	< 30 years	85	68	68	68
	> 30 years	40	32	32	32
	Total	125	100	100	100
Educational Level	Diploma	9	7.2	7.2	7.2
	BA	101	80.8	80.8	80.8
	MA	15	12	12	12
	Total	125	100	100	100

Field of Specialization	Natural Science	68	54.4	54.4	54.4
	Social Science	57	45.6	45.6	45.6
	Total	125	100	100	100
Work experience	< five years	36	28.8	28.8	28.8
	> Five Years	89	71.2	71.2	71.2
	Total	125	100	100	100

Source SPSS data 2020

Analyzing the data obtained from the questionnaire, table 4.1 reveals that 89.6% of respondents were male while female respondents were 10.4%. Regarding the age distribution of respondents 68% was below 30 years old and 32% were above 30 years old. The level of education of the respondents 9(7.2%) teachers were diploma holders, 101(80%) were BA holders and 15(12%) were MA holders. Regarding respondents field of specialization 68(54.4%) natural science majors while the remaining 57(45.6%) majored with social science field. concerning the respondents work experience 36(28.8%) has less than 5 years of work experience while 89(71.2%) has more than 5 years' experience.

4.2 Descriptive analysis

Table 4.2 Descriptive statistics of item that measures Inadequate Salary

Variables	Population(N)	Disagree		Undecided		Agree		Mean value	Standard deviation	
		N	F%	N	F%	N	F%			
Dissatisfaction with teaching salary	125	3	2.4	8	6.4	114	91.2	0.74	4.65	
Inadequate salary increment	125	8	6.4	1	0.8	116	92.8	4.57	0.84	
Teachers' income is insufficient to meet their financial need	125	9	7.2	6	4.8	110	88	4.52	0.99	
The teacher career Structure & salary scale	125	18	14.4	13	10.4	94	75.2	3.96	1.21	
SD of Total item	M=17.70				SD= 2.92					
t-value	0.058									
p-value	0.954									

As shown in table 4.2 above respondents were asked to rate items that were listed to measure inadequate salary that teachers get as a factors for teachers turnover. The result of the study shown that about 91.2% respondents indicate that dissatisfaction with teaching salary among teachers may result in turnover Moreover teachers responded that the salary increment is inadequate which showed the result 92.8%. Based on the responses of income insufficient to meet their financial need to support their family it indicated that 75.2% and also respondents expressed that the teacher career structure and salary wouldn't help teachers to be motivated and retain in the teaching profession. In general from the data in table 4.2 all of the items that were listed to measure in adequate salary were causes for teachers' turnover. , since for all items the respondents rating percentages were above average. Teachers responses in putting inadequate salary as a possible cause of teachers turnover from the result shown (M=17.70, sd =2.92) in perceiving salary as factor for turnover at (p>0.5). These results suggested that teachers indicated inadequate salary that the teachers get as a reason that influences teachers. In addition, in the interview with directors of the school disclosed that inadequate salary was a major factor that teachers mention for departure from a school.

Table 4.3 Descriptive statistics of items that measures poor working conditions

Variables	Population(N)	Disagree		Undecided		Agree		Mean Value	Standard deviation
		N	F%	N	F%	N	F%		
Inadequate instructional materials	125	20	16	22	17.6	83	66.4	3.63	1.12
poor Classroom conditions	125	25	20	28	22.4	72	57.6		
High Workload	125	25	20	20	16	80	64	3.62	1.18
Large class size	125	55	44	20	16	50	40	2.97	1.26
mean, SD of Total item	M = 13.70, SD=3.52								
t-value	1.05								
P-value	0.295								

As shown in table 4.3 above respondents were asked to rate items that were listed to measure poor working condition as a causes of teachers turnover the result showed that about 66.4%&57.6% of currently working teachers respondents indicated that inadequate instructional materials and poor classroom conditions were causes for teachers turnover. Likewise, 64% of the responded workload was causes for teachers to leave their job. Furthermore respondents of 40% indicated that large class size as a cause for turnover, 16% were undecided. The data presented in table 4.3 showed that all items except large class size the other items that were specified as working condition problems had effect on teachers' turnover in Harvest Academy. For all items except large class size the respondents' ratings percentage were above average. In perceiving working conditions as a causes for teachers turnover at ($p>0.05$) from the result found it was possible to understand that poor working condition was a cause for teachers turnover. In addition in the interview responses the directors confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions and to some extent large class size were a cause for turnover. Moreover, Directors said that high workload that teachers have an impact on teachers' decision to stay or leave.

Working in the school influenced teachers' turnover. Currently working teacher respondents expressed that inadequate instructional material, poor classroom condition; In addition, in the interview responses, the school directors confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions, and to some extent large class size were a factor in causing turnover. Moreover, they said that high workload that teachers have has an impact on teachers' decision to stay or leave.

Table 4.4 Descriptive statistics of items that measure poor Administrative Support

Variables	N	Disagree		Undecided		Agree		Mean Value	Standard Deviation
		N	F%	N	F%	N	F%		
Insufficient management support	125	23	18.4	26	20.8	76	60.8	3.51	1.15
Unfair promotion opportunity	125	22	17.6	28	22.4	75	60	3.53	1.05
Absence of participatory Decision making	125	23	18.4	32	25.6	70	56	3.58	1.19
Un fair treatment of Teachers by principals	125	31	24.8	25	20	69	55.2	3.42	1.27
Delays in career Structure	125	10	8	16	12.8	99	79.2	4.16	1.03
Teachers' performance evaluation is not on the basis of activities	125	36	28.8	15	12	74	59.2	3.39	1.28
mean, SD of Total item	M= 21.59sd= 4.77								

As shown above in table 4.4 respondents were asked to rate items that were listed to measure administrative problems as causes of teachers' turnover. The result showed that about 60.8% of teachers' respondents expressed that insufficient school management support were taken as a cause resulting teacher's turnover. And 60% responded that unfair promotion opportunity among teachers were another administrative problem which frustrated teachers. 56% of teachers expressed that absence of participatory decision making on the teaching learning activity was also other factor which created unsuitable environment for teachers to continue their job and influenced their decision to leave. Moreover 79.2% of teachers said that delays in career structure promotion implementation and salary adjustments were causes for teachers' turnover. Similarly, 55.2% responded that unfair treatment of teachers by school principals was a cause for teachers' turnover in the school. In addition 59.2% of teachers said teachers'

performance evaluations were not on the basis of teaching learning activities which was again another factor which increased teachers' turnover in the Academy.

In general table 4.4 disclosed that all the items under administrative problems except two items which were absence of participatory diction making on the teaching learning activity for respondents and unfair treatment of teachers by the school principals rated high as a problem for teachers' retention in the school. For this items the rating score percentage were above average. The result shows that $M= 21.59, sd=4.77$)in identifying administrative problem as factor for turnover at ($t= 1.786, p>0.05$). From the above result, it was possible say that administrative problems were considered as accuses to influence teachers decision to stay or leave.

Respondents were also expressed that Insufficient school management support, unfair promotion opportunity Delays in career structure promotion implementation and salary adjustments and Teachers' performance evaluation not being on the basis of teaching learning activities were major factors that hamper teachers retention in the schools. It was possible to say that school teachers' administrative problems were a reason for teacher turnover.

Table 4.5 Descriptive statistics of items that measures Student Characteristics and Discipline

Variables	N	Disagree		Undecided		Agree		Mean Value	Standard Deviation
		N	F%	N	F%	N	F%		
Continuous Disturbance of students during class	125	21	16.8	19	15.2	85	68	3.9	1.12
There is often physical violence	125	54	43.2	32	25.6	39	31.2	2.88	1.23
Students' disregard doing homework	125	35	28	31	24.8	58	46.4	3.23	1.12
Students exam cheating	125	30	24	19	15.2	76	(60.8)	3.66	1.3
<i>mean, SD of Total item</i>	$M=3.9$ and $SD=1.12$								

As it was indicated in table 4.5 above teachers response in indicating students discipline as a possible causes of teachers turnover 68% of them indicated there were continuous disturbance of students during class (m=3.9 and sd=1.12) and about physical violence against teachers showed that 31.2 which was the lowest present . The student disregard of doing their homework was also taken as a cause for teachers’ turnover. Furthermore students cheating during examination 60.8% disagree, which showed this item was not that much a problem in the school.

From the above result continuous disturbance and students disregard of doing their homework has more influence from the other items from this we can say that the students didn’t give attention to lessons given in the class while there were disturbance of students in the class which has seen as a similar problem going together.

Table 4.6 Descriptive statistics of items that measures Low Social Status Given to Teachers

Variables	N	Disagree		Undecided		Agree		Mean Value	Standard Deviation
		N	F%	N	F%	N	F%		
Teaching as a profession has low socio economic status	125	18	14.4	10	8	97	77.6	4.11	1.13
HA teachers have low socio-economic status compared to other non-teaching qualification	125	4	3.2	9	7.2	112	89.6	4.35	0.75
There is lack of recognition & respect by friends	125	17	13.6	20	16	88	70.4	3.86	1.06
There is lack of recognition & respect by students and parents	125	25	20	23	18	77	61.6	3.63	1.17
There is low level of recognition by government officials	125	20	16	21	16.8	84	67.2	3.81	1.1
mean, SD of Total	M=19.50sd=4.32								
t-value	1.742								
p-value	0.083								

According to literature, teachers leave teaching as a result of the problems associated with respect accorded to them by the society. In this study as it was shown in Table 4.6 above, respondent were asked to rate items that were listed to measure low statues given to teachers by the society as causes for teachers’ turnover. The result as it was observed about 77.6% of the teachers said teaching as a profession has low socio economic status in general which influenced teachers to leave teaching job. Similarly, 89.6% of Harvest teachers expressed that teachers have low socio economic status compared to non-teaching employees with this similar qualification which was as a cause that make them decided to leave and 70.4% teachers said there were lack of recognition by friends in other occupation which were again as cause of turnover. And also 67.2% of teachers indicated that there was low level of recognition by the government officials. The result showed that all rating item score above average.

Correspondingly currently working teacher perceived that low social status given to teachers by the society as a cause for turnover. This current finding also proved that teachers currently working in the school indicate Low social status accorded to teachers by the society as a factor that compels teachers to quit teaching.

Table 4.7 Descriptive Statistics of item measure Lack of Opportunity for Continuous Professional Development

Variables	N	Disagree		Undecided		Agree		Mean Value	Standard Deviation
Opportunity for further education is minimal	125	21	16.8	20	16	84	67.2	3.8	1.14
Selection of teachers for professional development opportunity is unfair	125	13	10.4	20	16	92	73.6	4.01	0.98
mean, SD of Total item	M= 7.80, sd= 1.7								
t-value	1.235								
p-value	0.218								

As shown in Table 4.7 above respondents were asked to rate items that were listed to measure teachers' lack of opportunity for Continuous Professional Development as a factor for teachers' turnover. From the result it was observed that about 67.2 % of Harvest teachers' respondents said lack of Opportunity for Continuous Professional Development was minimum. And 73.6% of teacher respondents indicated that selection of teachers for professional development opportunities were unfair. The data presented in Table8 teacher respondent s indicated lack of opportunity for continuous professional development were a cause for teachers' turnover as the respondents rating score for items listed under this factor is above average percentage teachers' responses in referring teachers' lack opportunity for continuous professional development as a possible cause of teachers 'turnover. The result from ($M= 7.80, sd= 1.7$) teacher respondents in perceiving lack of opportunity for further education as factor for turnover at ($p>0.05$).From the result it was inferred that teachers' lack of opportunity for Continuous Professional Development was a factor that results in turnover of

Table 4.8 Teachers' Response on Predominant Cause of Teachers' Turnover

Possible Causes of TO	N	Responses Under each rank						Mean Score	Rank
		1	2	3	4	5	6		
Inadequate salary	125	79	22	10	2	7	5	1.81	1
Low social status accorded	125	14	42	19	20	17	13	3.18	2
Poor administrative	125	8	22	19	35	22	19	3.78	3
Students character and Disciplinary problems	125	4	14	44	19	11	33	3.94	4
lack of opportunity for Continuous Professional	125	8	15	19	20	38	25	4.12	6
poor working condition	125	10	12	19	29	29	26	4.06	5

As already been discussed there were different factors that cause teachers turnover. Teacher respondents of the school identified the most influential factors among the causes which were already described in table 4.8 above. Since each of the above independent factors have their own impact on the turnover of teacher it was important to identify the most influential factor. In order to identify the prominent cause currently working teacher respondents of the school were asked to rank order the major causes of teacher turnover. To identify the influential factor mean rank was used, that the mean value of each independent factor were calculated to identify the

predominant cause and rank order was made from the lowest mean rank points to the highest mean rank points.

As it was presented in the above Table currently working respondents among which salary ranked first, low social status given to teachers by the society ranked second and administrative problem in the school ranked third. Moreover students’ character and disciplinary problem were ranked fourth, poor working condition in the school were ranked fifth and lack of opportunity for Continuous Professional Development were ranked six as a factor for teachers turnover .

Table 4.9 Responses on Retention mechanism

Retention Mechanisms	N	Responses										Mean Value
		1		2		3		4		5		
		N	F%	N	F%	N	F%	N	F%	N	F%	
Improving salary	125	1	0.8	7	5.6	1	0.8	27	21.6	89	71.2	4.39
Facilitating professional development of	125	1	0.8	2	1.6	8	6.4	18	14.4	96	76.8	4.25
Improving the disciplinary problems of students	125	9	7.2	9	7.2	13	10.4	41	32.8	53	42.4	4.16
Increase administrative support for teachers	125	9	7.2	16	12.8	28	22.4	50	40	22	17.6	4.19
Improving working environment of the school	125	37	29.6	29	23.2	29	23.2	28	23.4	2	1.6	4.42

Different research findings showed that retaining qualified and experienced teachers was important in delivering quality education. In order to retain teachers, different mechanisms were devised by school administrators. In this regard teachers were asked to rate strategy related items that can help to retain teachers in their job. A five point likert-type rating scale was used ranging from least important (1) to very important (5) and mean value was calculated in order to rank possible measures to increase retention.

As described at table 4.9 Currently working teacher Respondents of HA teachers were asked to rate five items that were listed to identify measures that were taken to minimize teachers’

turnover on a five point likert-type scale which extends from Least important(1) to very important(5). The result as it is presented in Table 4.15 showed that all of the five items that were listed in the table were rated as factors that can increase retention of teachers in the school teacher respondents, mean value extending from a maximum of 4.42 to a minimum of 4.02 for all respondents. In which the mean score of all items of respondents were above average mean value (3). Respondents stated that improving working environment of the school, improving salary; facilitating professional development of teachers, and increase administrative support for teachers and improving the disciplinary problems of students were indicated as a mechanism to increase teachers' retention. Moreover in an interview with the directors most of the interviewee directors forwarded that improving teachers' salary, recruiting interested and qualified teachers to the profession, improving the overall working condition of the school were important points that' were addressed to minimize turnover and increase teachers retention.

4.3 Correlation Analysis

Table 4.10 Correlation coefficient

Model	Unstandardize d Coefficients	Standardized Coefficients	Beta	T	Sig.	95.0% Confidence Interval for B	
	B	St. Error				Lower bound	Upper bound
(Constant)	-3.409	1.364		-2.499	.015	-6.129	-.689
Gender	-.072	.212	-.027	-.340	.735	-.494	.350
Age	.406	.088	.477	4.640	.000	.232	.581
Education level	.334	.100	.217	3.326	.001	.134	.534
Field of study	.304	.143	.156	2.120	.038	.018	.589
Work experience	-.903	.165	-.510	-5.456	.000	-1.233	-.573
Adequacy of salary	-.264	.130	-.285	-2.041	.045	-.523	.311
Salary increment	.156	.134	.123	1.164	.248	-.111	.002
Incomes of teachers insufficient	-.280	.095	-.284	-2.949	.004	-.469	.518
Salary comparable with others	-.696	.216	1.110	-3.223	.002	.875	.730
Delay career structure promotion	1.184	.155	-.165	7.653	.000	-.443	1.492
Delay career structure promotion	-.176	.134	-.165	-1.317	.192	-.443	.091
Low socio economic status	.668	.084	.707	7.985	.000	.501	.835
Inadequate facility	.993	.235	.426	4.223	.000	.524	1.462
Class condition	-.108	.211	-.082	-.515	.608	-.528	.311
Workload	-.248	.125	-.247	-1.976	.052	-.498	.002
Class size	.187	.166	.166	1.129	.263	-.144	.518
Disregard doing homework	.496	.117	.513	4.240	.000	.263	.730

a. Dependent Variable: employees turnover

Statistical significance of each of the independent variables tests whether the unstandardized coefficients are equal to 0 in the population (i.e. for each of the coefficients, $H_0: \beta = 0$ versus $H_a: \beta \neq 0$ is conducted). If $p < 0.05$, the coefficients are statistically and significantly different to or equal to 0(zero). The usefulness of these tests of significance is to investigate if each explanatory variable needs to be in the model, which is already there.

Given that, the t-value and corresponding p-value were in the "t" and "Sig." columns (Table 4), respectively, in this result, the tests showed that employees Turnover $p(.860)0.05$. This means that the explanatory variable level of education was no more useful in the model, when the other two variables were already in the model. In other words, with age ,level of education ,field of study, salary increment, salary comparable with others in the model, gender and Experience no more adds a substantial contribution to explaining employees turnovers. Like the standard error of model fit discussed above, the standard error of the coefficients in regression output were also wished to be as small as possible. It reflects shown wrong, while estimating its value. For instance, in this result relative to the coefficient .235 of in adequate facility its standard error .084 is small.

In Table4.10 the coefficient, the standard error, the t statistics associated p-value and the 95% confidence interval of the coefficient were displayed. Age (with p-value .000) was statistically significant variables for employee's turnovers. The linear regression coefficients were interpreted. However, the linier effect was on the uncensored latent variable not the dependent variable. If education sectors age by employees turnover can increase by .000 or less than p, 0.05 values.

It is described that the coefficient, the standard error, the t statistics associated p-value and the 95% confidence interval of the coefficient were displayed. Level of education, (with p-value (.001) was statistically significant variables for employees turn over. The linear regression coefficients were interpreted. However, the linier effect was on the uncensored latent variable not the dependent variable. In education sectors educational level by employees turn over can increase by (.017).

The coefficient, the standard error, the t statistics associated p-value, and the 95% confidence interval of the coefficient were displayed. Field of study of teachers (.038),) was statistically

significant variables for employees turn over. The linear regression coefficients were interpreted. However, the linear effect was on the uncensored latent variable not the dependent variable. If field of study in education sectors by employees turn over can increase by (.038). The coefficient, the standard error, the t statistics associated p-value, and the 95% confidence interval of the coefficient are displayed. Salary comparable with others (.000), and low socio-economic status (.000), were statistically significant variables for employees turnovers. The linear regression coefficients were interpreted. However, the linear effect was on the uncensored latent variable not the dependent variable. In low socio economic status of teachers and salary comparability of teachers by employees turn over can be increase by (.000).

In Table 4.7 the coefficient, the standard error, the t statistics associated p-value and the 95% confidence interval of the coefficient are displayed. Inadequate facility (.000), disciplinary problems (.000) were statistically significant variables for employees turn over. The linear regression coefficients were interpreted. However, the linear effect was on the uncensored latent variable not the dependent variable. The inadequate facility in the school by employees turnover increased by (.000).

4.4 Multiple Regression Analysis

To investigate the significant effect of the causes on turnover I Harvest Academy, multiple regression models were computed. This regression was conducted to know how much the independent variable as caused for the dependent variable. The multiple correlation coefficients of R can be measured a quality of the prediction of the dependent variable i.e. employees turnovers Value of .860 in this variable which indicated a good level of prediction. The " R^2 " which were the proportion of variance in the dependent variable that can be explained by the independent variables.

The value indicates us .827 that our independent variables explain 82.7 % of the variability of our dependent variable, employees Turnovers. And 25.699% (100%-82.7%) of the variation was caused by factors other than the predictors included in this model. At first glance, R-squared seems like an easy to understand statistic that indicates how well a regression model fits a data set. To accurately report the data interpretation of "Adjusted R Square" (adj. R^2) is

another important factor. A value of .827 in this indicated true 82.7% of variation in the outcome variable were explained by the predictors which were to keep in the model.

High difference between the values of R-squared and Adjusted R Square indicates a poor fit of the model. Any addition of useless variable to a model causes a decrease in adjusted r squared. But, for any useful variable added, Adjusted R Square increased. Adjusted R^2 always be less than or equal to R^2 . Adjusted R^2 therefore, adjusts for the number of terms in a model. As R^2 always increased and never decreased, it can appear to be a better fit with the more terms added to the model and the adjusted R^2 penalizes one from being completely misleading.

In interpreting and applying a linear regression model reveals that the "adjusted R^2 " was intended to "control for" overestimates of the population R^2 resulting from small samples, high co-linearity or small subject/variable ratios.

The standard error (in this .555) of a model fit was a measure of the precision of the model. It was the standard deviation of the residuals. As R^2 increases the standard error will decrease. On average, our estimates of organizational operation with this model will be wrong by .555 which was not an ignorable amount given the scale of organizational operation. And hence, the standard error was wished to be as small as possible. The standard error were used to get a confidence interval for the predicted values.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.927 ^a	.860	.827	.55589	.860	25.699	17	71	.000	2.114

a. Predictors: (Constant), disregard doing homework, incomes of teachers sufficient, low socio econ status, gender, salary increment, field of study, educational level, workload, inadequate facility, work experience, age, unfair career structure on salary, adequacy of salary, delay career structure promotion, class size, salary comparable with others, class condition

b. Dependent Variable: employees turnover

4.5 Linearity Test model

Then, MLR should have linear relationship between response variable and controlled variables. In regression the model, were fit was a linear model, just means 'model based on a straight line; which showed normal p- plot.



Figure 2 p- plot Regression

4.6 Validity and reliability test of the model

Reliability was a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). Cronbach's alpha will be used to test for internal reliability of each variable used in the study. Cronbach's alpha values range from 0 to 1 (Bryman, 2008). It was important to make sure that the instrument that we developed to measure particular concept was indeed accurately measuring the variable.

Table 4.11 reliability test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.706	.462	22

4.2.2 Anova Test

Correlated predictors (multi co- linearity) caused large standard error of the estimate of the regression coefficient. However, even with the presence of multi collinearity the regression was still precise if the "magnified" standard error was still small enough. Statistical significance of the model The F-ratio in the

Table 11 anova tests whether the overall regression model 2 was a good fit for the data. This shown as the independent variables statistically significantly predict the dependent variable, $F(22,38.7) = 27.34, p(.000b) < .05$ (i.e., the regression model is a good fit of the data).

Table 3.12 Anova Test

	Sum of Squares	Df	Mean Square	F	Sig
Between People	147.586	88	1.677		
Between Items	853.344	22	38.788	27.342	.000
Within People	2746.482	1936	1.419		
Residual	2746.482	1936	1.419		
Total	3599.826	1958	1.839		
Total	3747.412	2046	1.832		

Grand Mean = 2.7465

Disciplinary problems of students are indicated as a mechanism to increase teachers' retention. Moreover in an interview with the directors most of the interviewee directors forwarded that improving teachers' salary, recruiting interested and qualified teachers to the profession, improving the overall working condition of the school are important points that should be addressed to minimize turn over and increase teachers retention.

4.4.2 Interview response from the principals and focused group

From the interview I gathered these responses on how the principals see the commitment of teachers for their profession? When they start the job most teachers were enthusiastic and were very committed but after sometime they fed-up with the profession and showed carelessness. For question on the trends of teacher turnover in Harvest Academy they replied basically the trends of turnover have shown increasing. The third question was what reasons make teachers to leave and the consequences of that; their response was very related with the teachers which were the salary and the work load not much appropriate and also the location of the school was a little bit far from center because of this teachers expect transport allowance and also students disciplinary action the school provide limits teachers to manage the class room. The principals also mention about the consequences of turnover especially affects the students' academic performance which disturb continuous assessment evaluation system of the school. it also

loaded them looking for other new teachers; requirements them and providing induction programs which definitely affects also their day to day activities. They also gave emphasis on the additional costs for training to cope-up with the school system. The other effect was also parent compliant they said Parents compliant was one of the big challenges for the administrative staff's since parent's expectation so high in private schools but every time and handle it at least by compensating the missed classes and also telling them the challenges as a family. For the question what should be done to minimize it to revise the salary scale; adding some incentives to motivate them encouraging team work and providing conducive environment. I made Telephone interview for Ex- teachers with one question that was support the study why did they leave HA I talked to six teachers and their response was almost same the salary case and in addition the workload and location of the school.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the, major findings, the conclusions and recommendations were drawn from the previous chapter of this study.

5.1 Summary

Based on the analysis the following are the summary of key findings

As per the first objective, that is the assessment of causes of teachers turn over as perceived by the existing teachers, the following major findings were obtained:

1. Out of 125 existing teachers 112 (89.6%) were male and 13 (10.4%) were female teachers. When we see the age of the respondents 85 (68%) were under the age of 30 years and 40 (32%) above 30 years old. The majority of the respondents were male and under 30 years old which showed they were strong, vibrant and hardworking age group. Regarding the educational level from the of respondents 9(7.2%) were diploma holders 101(80.8%) BA holders and 15(12%) o) MA holders which indicated the teachers' qualifications were satisfactory to provide quality educations and meet the governments' expectations of hiring qualified teachers' workforce. According to their field of specializations 68(54.4%) natural science while 57(46.6%) were social science backgrounds. Regarding their work experiences 36(28.8%) has less than five years of work experience and 89(71.2%) greater than five years' experience which showed the majority of the respondents were experienced.
2. The study revealed that inadequate salary, low social status, poor working condition, poor administrative support, student's character and disciplinary problems, and lack of opportunity for professional development were factors behind teacher's turnover. From the findings teachers dissatisfied with their salary, 114(91.2%) the majority of the respondents inadequate salary increment 116(92.8%) teachers who said their salary was insufficient to meet their basic needs 110 (88%) according to the teacher career structure of salary 94(75.2%)
3. According to responses indicated under poor administrative support having insufficient school management support 68.8%, unfair promotion opportunity 60%, absence of

participator decision making on the teaching learning activity 56%, unfair treatment of teachers by school principals 52.2%, delay in career structure promotion 79.2%, teachers performance evaluation on the basis of teaching and learning activity 59.2%, from these result the majority of respondents agreed on delays in career structure promotion implementation.

4. From the result on students' characteristics and discipline problem the respondents 68% indicated that there was continuous disturbance of students during; 31.2% there were often violence against teachers and students disregard for doing their homework 46.4%; and cheating during exam 24%. This result showed that the majority of the respondents indicated that there were continuous disturbance of students. From the directors implication also the school principle based on discipline of students was one of the cause for teachers to leave the school.
5. According to the responses indicated on low socio status of teachers as a profession 77.6%; comparing to other professions having low status 89.6%; and indicated that there were lack of recognition by friends as well as by students and parents 70.4% and 61.6% respectively. In addition recognized by government officials 67.2%. From the results we concluded the majority of respondent's indicated teachers have low socio economic status compared other occupation.
6. From the responses of educational opportunity given for teachers respondents revealed that 67.2% minimal opportunity for further educational development and 73.6% unfair selection for professional development. From this we saw that the majority respondents implied there were minimal opportunity for these reason teachers leave their job and also looking for other field of study.

5.2 Conclusion

- The turnover of teachers was a challenge schools and school administrators were facing. The departure of one teacher from a school may be considered to have minimal impact However, when substantial numbers of teachers leave a school, the cumulative impact on the school grown to be devastating (Ingersoll,2001).That directly influences the teacher supply and the delivery of quality education. Many trained teachers leave every time in the middle of academic year. For instance, in this study, data gathered from the directors of the school

revealed that the school was losing teachers as a result of turnover. The rate in the school teacher's turnover rate within the years of 2011/12- 2018/19, the average rate in each year was increasing and which was 12.5% (HR department). This showed that the prevalence of teachers' turnover is increasing.

- Assessing the magnitude of the causes of teachers' turnover as perceived by the current currently working teachers the magnitude of teachers' turnover at harvest academy were increasing with significant number as it was shown in the trend since it's established. Which means the rate of turnover for the last decade it has increased with an average rate of 12.5% which were the highest indication compared to the number hired teachers every other year. The consequence of this as it was indicated by the principals it has a big influence and effect on the academic performance of students. In addition to this, while teachers were leaving this adds up the workload on the existing teachers.
- According to the respondents it was found that different causes were the reason teachers leave the school which were inadequate salary, poor administrative support, low socio economic status, poor working condition, low level of educational development and students character and discipline. From this findings the majority of respondents indicated the mean rank on inadequate salary, low social status, poor administrative support were the main and the major stated from first to third rank. From this we can concluded that in harvest academy teachers were dissatisfied with their current salary which doesn't meet their financial needs. Because the low social status by the society against teaching profession they tend to leave teaching profession and join other field of career.
- As the principals indicated poor administrative support is caused by the rapid turnover of teachers. From this it can be concluded that with best qualification and effort teachers demonstrate their income was insufficient financial needs. Furthermore, the other causes students characteristics and discipline were indicated by the respondents, which were related with continuous disturbance in the class and not doing their homework on time and limits the teachers motivation and enthusiastic of teachers teaching.
- According to the response of the principals the consequences of teachers turnover were indicated, which was: workload on the existing teachers, parents dissatisfaction and continued complaints against the school, students poor academic performance, additional

expenses for recruiting, selection and training of new teachers, at the primary level students can't get acquainted easily with the newly incoming teachers, it also affected the annual academic calendar, and some time the school were forced to higher less qualified and incompetent teacher to fill the gap. In general turnover of teachers in the school affected the overall day-to-day system quality assurance strategy implication and limits the growth and expansion of the school.

- As it was indicated above, parents complaint was one the biggest issues the school faces it has been one of the consequences followed by teachers turnover. These days it is obvious that parents in the private schools were impatient and expect result in return for the money they pay as tuition fee for their children. At Harvest academy the principals' responded while teachers leaving happen the school administration taken time with parents explained every possible effort that the school undertakes to replace the already left teachers as well as compensating the missed classes of the students.
- From the study it was concluded that while teachers were leaving in the middle of the year the teaching load of the existing teachers increases, quality of education can't be provided, it was difficult to meet the already designed annual academic calendar,

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations were suggested to reduce turnover and increase retention of teachers' in Harvest Academy.

- Salary of teachers should be improved because inadequate salary was a major reason that forces teachers to quite their job. Unless teachers are paid well they will continue to leave. Thus Harvest school owners should try to improve the salary scale of teachers' and should create opportunities where teachers can get incentives in terms of their preparation, work performance and experience. Meeting the financial needs of the qualified and competent teachers will satisfy the academic thirst of students and parents. This also one of the tools to retain the competent, well-educated and qualified teachers at the school. Keeping these teachers will in turn help the school to grow and expand its business in several location of the city.
- It is also important to change the societies' low perception to teaching profession which results low morale and high dissatisfaction among teachers. Dealing with this perception will be a

crucial part of the fight to retain teachers in the classroom because it would be difficult to retain teachers in the school when the majority of teachers are dissatisfied with their work as teachers. It will require sustained public awareness by the government and other concerned bodies to counter the wrong perception not only among teachers but equally, among the public in general.

- Poor working conditions could lead teachers to develop negative perception that could obstacle to effective teaching and weaken teachers' commitment to their work. Therefore the school administration should try to improve class room condition, teachers' workload, instructional material supply and the overall working condition of schools to enhance teachers to do their job.
- By recognizing the significant effects of poor administrative support on teachers' turnover decisions, the school management and local education officials should take measures such as providing continuous training for school principals, increase teachers participation in decision making on the teaching learning activity etc... to improve administrative support given to teachers and minimize administrative related problems to increase job satisfaction and the retention of teacher.
- There is a need to improve students' disciplinary problem. This problem can be addressed through appropriate policies set by consensus of concerned bodies: parents, teachers, community representatives, school administrators and local government bodies.
- Therefore, Harvest Academy should realize the existence of teachers /employees turnovers/ at school levels to satisfying teachers on their working environment and salary payment so, This makes Harvest Academy be competent and able to reduce the extent of poverty and contributed for socio-economic development of country.
- Oromia education bureau and government should realize the turnover of both private and government school should try to reduce the turnover extent by fulfilling teacher's interest based on the capacity and GDP of the country.
- Ministry of education should support them by supervising and suggesting on their weaknesses as they strive to become competitive on their operation by fulfilling accessibility. Doing this makes the institution increased their organizational performance by reducing teacher's turnovers.

- Educational opportunities that help the teachers further and to develop their knowledge and skills should be created and facilitated by school owners, administrators and education officials.
- To broaden the scope of the study, further research needed on the same and others variable of cause of Teachers turnovers in the others institution in the country.

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APPENDEX A

Questionnaire

St. Mary's University School of Graduate Studies Department of General Business Administration

This questionnaire is designed to collect relevant data for a Master's research project entitled; "Assessments of teacher's Turnover and its causes at Harvest Academy. As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. There is no right or wrong answer and what is required is to indicate your level of personal opinion to each item. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. Thank you in advance for your time and sincere cooperation. Questionnaires to be completed by teachers who, works currently in Harvest Academy both in kindergarten and primary level and also Ex teachers who left the school.

Part one: Background Information

Direction- The following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answers by putting 'X' mark in the box.

1.1. Sex Male Female

1.2. Age 20 - 25 26 – 30 31 -35 36 – 40 41 – 45

46 – 50 Above 51

1.3. Educational Level certificate College Diploma

BSC/BA MA/MSC

Others _____

1.4. Field of study Natural Science Social Science other

1.5. Work experience in teaching <5years >5years

Part Two: Possible Causes of Teachers' Turnover

Section one Direction: In the following Table, some of the possible reasons that make teachers decide to leave teaching are listed which could be causes of turnover. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree. Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

	Statement	1	2	3
I	Pay			
1	Inadequate teaching salary			
2	Inadequate salary increment			
3	Teachers' income is insufficient to meet their financial obligation to support their family			
4	Unfair career structure & salary scale			
5	Teachers have low salary compared to non-teaching profession			
6	Poor living environment(Housing, transport, health insurance not given teachers)is one reason for teachers turnover in HA			
7	Delays in career structure promotion implementation and salary adjustments			
8	Harvest teachers have low socio-economic status compared to other non-teaching employees with similar qualification			
II.	Working condition			
9	Inadequate facility (staff room, recreation center, toilet, internet access, etc.)			
10	Classroom conditions are poor			
11	High workload			
12	large class size			
III	Students condition/discipline			
13	There is often physical violence against teachers from students			
14	Students disciplinary problems frustrate teachers in the school			
15	Students disciplinary problems frustrate teachers in the school			
16	Students' disregard for doing homework			
17	Students cheating during examination			
IV	Administrative Support			
18	Insufficient school management support			

19	Unfair promotion opportunity			
20	Absence of participatory decision making on the teaching learning activity			
21	Unfair treatment of teachers by school principals			
22	Teachers' performance evaluation is not on the basis of teaching learning activities			
23	There is lack of recognition & respect Harvest teachers by administrators.			
24	There is lack of recognition & respect of teachers by students and parents			
25	Rules and regulations are not applied equally			
V	Professional Development			
26	Opportunity for professional development is minimum			
27	Selection of teachers for professional development opportunity is unfair			
28	There is low level of recognition for school teachers by government officials			
29	Teaching as a profession has low socio-economic status in general so wants to change the profession			
30	Harvest teachers have low socio-economic status compared to other non-teaching employees with similar qualification			

Please specify if there is another reason that can possibly cause teachers' turnover

Section two

2.2.1 Direction: As it is indicated in the above section, there are many possible reasons that can make Harvest school teachers leave teaching. Please read all reasons listed below thoroughly and rank them by assigning 5 to the most important reason and 1 for the least important reason.

Key: Key: 5=Very important 4=important 3=somewhat important 2=less important
1=least important

_____ Inadequate salary

_____ Poor administrative support

_____ Students characteristics & disciplinary problems

_____ Lack of opportunity for Continuous Professional Development

_____ Poor working conditions

2.2.2. Do you plan to give up teaching profession in the near future?

Yes

No

Undecided

2.2.3 If your answer to the above question is 'Yes', why do you want to leave? -----

2.2.4 If your answer to question No 2.2.2 is No write your reason

Part Three

Direction In the following Table, some of the possible strategies that help to retain in Harvest Academy teachers are listed. Please indicate your opinion by putting ‘X’ mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

Key: Key: 5=Very important 4=important 3=somewhat important 2=less important 1=least important

	Statement	5	4	3	2	1
1	Improving salary					
2	Facilitating professional development of teachers					
3	Improving disciplinary problems of students					
4	Increase administrative support to teachers					
5	Improving working environment of the school					

Please write other strategies that help to minimize teachers’ turnover which are not included in the above list

THANK YOU

APPENDIX B

Sanity Marry University School of Graduate Studies Department of General Business Administration

This Interview is designed to collect relevant data for a Masters Research project entitled “Assessment of causes of Teachers Turnover and its at Harvest Academy. As a result and success of the study will depend on the quality of your response please give honest responses of the interview without any limitation.

I. Interview guiding questions for the principals

1. How do you see the commitment of teachers for their profession?
2. What are the trends of teacher turnover in Harvest Academy?
3. What are the major reasons that make the teachers leave or move from Harvest Academy?
4. Who intends more to leave or move from the school in terms of sex, age, field of specialization, qualification and work experience? It seems males and the age between 36 to 40; social field b/c they have many opportunities.
5. What should be done to minimize teacher’s turnover from Harvest Academy?
6. How do you manage parents compliant because of turnover?

II. Discussion with Focused Group teachers

1. What effects has shown while teachers are leaving in the middle of the year?
 - a) On the academic performance of students
 - b) On the teaching and learning process
2. Telephone interview for Ex- teachers
 - a) Why did you leave Harvest Academy?

Appendix C

Reliability analysis for questionnaire distributed to currently working teachers

Factors	Items	Cronbach Alpha
Inadequate Salary	Inadequate teaching salary	.708
	Inadequate salary increment	
	Teachers' income is insufficient to meet their financial obligation to support their family	
	The teacher career structure & salary scale	
Poor working condition	Inadequate instructional materials	.791
	Classroom conditions are poor	
	High workload	
	Large class size	
Poor administrative support	Insufficient school management support	.824
	Unfair promotion opportunity	
	Absence of participatory decision making on the teaching learning activity	
	Unfair treatment of teachers by school principals	
	Delays in career structure promotion implementation and salary Adjustments	
	Teachers' performance evaluation is not on the basis of teaching learning activities	
Students character and disciplinary problem	Students disciplinary problems frustrate teachers in the school	.765
	There is often physical violence against teachers from students	
	Students' disregard for doing homework	
	Students cheating during examination	
Low social given to teachers by the society	Teaching as a profession has low socio-economic status in general	.842
	Secondary school teachers have low socio-economic status compared to other non-teaching employees with similar qualification	
	There is lack of recognition & respect for secondary school teachers by friends in other occupation	
	There is lack of recognition & respect for HA teachers by students and parents	
	There is low level of recognition for HA teachers by government officials	
Lack opportunity for continuous professional development	Opportunity for professional development is minimum	.526
	Selection of teachers for professional development opportunity is unfair	

Factor	Items	Cronbach Alfa
Retention strategy	Improving salary	.836
	Facilitating professional development of teachers	
	Improving disciplinary problems of students	
	Increase administrative support to teachers	
	Improving working environment of the school	

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Ass. professor Goitom Abrham .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.

Frehiwot Melesse

Name

Signature

St. Mary's University

January, 2021

Addis Ababa

Statement of Approval

This is to certify that Ms. Frehiwot Melesse Molisso has completed a thesis entitle “THE ASSESSEMENT OF CAUSES OF TEACHERS TURNOVER AT HARVEST ACADEMY AS PERCIEVED BY EXISTING STAFF” with my advice and follow up. I also approve that this work is appropriate enough to be submitted as a partial fulfillment of the requirements for the degree of Masters of Business Administration

Asst. Professor Goitom Abreham

Jan, 2021

Addis Ababa