

**FACTORS AFFECTING TEACHERS' TURNOVER AND THEIR
IMPLICATIONS TO SCHOOL SUCCESS IN SECONDARY SCHOOLS
OF HADIYA ZONE, SOUTH NATIONS, NATIONALITIES AND PEOPLES
REGIONAL STATE (SNNPR).**

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Declaration

The researcher here by declares that the thesis on the title, *“Factors Affecting Teachers’ Turnover and their Implication on quality education in Secondary Schools of Hadiya Zone, , is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.*

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Abbreviations / Acronyms

FT- Former Teachers

MOE- Ministry of Education

PT-Practicing Teachers

SNNPRS: South Nation Nationality Peoples, Region State.

SPSS: Statistical Package for Social Scientists

UNESCO- United Nation Educational, Social and Cultural Organization

ABSTRACT

The main purpose of this study was to identify factors Affecting teachers' turnover and their implication on quality of education in secondary schools of Hadiya Zone, and to seek the possible solutions for the problems. In order to conduct the study, a descriptive survey research design was employed. Five woredas were selected for the study using simple random sampling technique. Out of 14 secondary schools in the selected woredas, 8 secondary schools were selected for the study by using simple random sampling technique. A total of 255 individuals have participated in the study. Among them 196 practicing teachers were selected by proportionality sampling techniques and 30 former teachers were selected for the study by using snowball sampling technique. Additionally, 8 secondary schools principals, 16 vice-principals and 5 woreda education office experts were included through purposive sampling technique. In general out of, 196 practicing teachers 180, and 30 former teachers 29 respondents filled the questionnaire and returned to the researcher. Interviews were conducted with school principals, vice-principals and woreda educational office experts. The data were statistically analyzed using the statistical package for the Social Sciences (SPSS) version 20 and the results were appropriately interpreted by using percentage, frequency, and chi-square.

Information gathered through interviews was analyzed qualitatively. The study result showed that teachers' turnover in the sample government secondary schools was 9.14% in the last three years (2014-2016). The study also revealed that the major factors affecting teachers turnover were: - school related factors such as poor implementation induction program, poor administrative power, lack of good technical support and supervision, student characters and misbehavior and socio-economic related factors such as low social status of teaching profession and inadequate salary and personal related factors such as job dissatisfaction, lack of motivation. The implication to school success resulted from the high rate of teachers' turnover were: deteriorating students' achievement, school programs were disturbing, and the remaining teachers were demoralized. At last, reducing school related problems, improving socio-economic level of teachers and working condition.

CHAPTER ONE

1. INTRODUCTION

This chapter present about the problem and its approach. As such it includes the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of key terms and organization of the study.

1.1. Background of the Study

Education is the basic instrument and back bone to promote economic growth and provide skilled man power needed for the development of all the countries over the world (UNESCO, 2003). This is because, there is a common belief that education enables citizens to acquire knowledge, skills and attitude so that they can actively participate in and contribute to the development of country. Education is a process by which man transmits his experience, new findings and values accumulated over the years, in his struggle for survival and development through generation (MOE, 1994). But no educational system can play its pivotal roles in the development of countries without great contribution of experienced and well qualified teachers (Cynthia and Shoemaker, 2010).

Any Educational organizations combine human, financial and material resources are important to accomplish their goals and objectives. Among these resources, the human resource is the most fundamental and decisive asset (Wossenu, 2001). This is due to the fact that human resource mobilizes and organizes the other resources (material and financial) to realize the organizational goals and objectives. Thus, proper human resource administration in an organization is a prerequisite to meet intended objectives (Wossenu, 2001).

Teacher is the most important input as well as asset. This is because the effectiveness of the school in achieving its objectives largely depends on qualified and experience teachers. What every curriculum will be change is introduced and whatever reforms are made all will be little or no avail without qualified and committed teachers. Thus, every educational system would be struggle to attract and retain qualified teachers and provide them with the best possible working conditions and material incentives that would be satisfy their needs (Ayalew, 2009).

Teacher's turnover is a global challenge and, by its very nature, is an extremely complex phenomenon. The research conducted by (Alaezer, 2010) teacher turnover refers to the process

of teacher leaves a position and a new teacher hired to his or her place. As it was stated by Armstrong (2009) teachers' turnover is the situation where by teachers leaves their position and joins other discipline.

Broadly speaking, teachers' turnover is often categorized into two; voluntary and involuntary. Voluntary teachers' turnover occurs when the teacher decides for personal or professional reasons to end the relationship with school. Voluntary turnover can be the result of poor working condition the teachers' decision made to obtain better job, change career, or wanting more time for family or free time activities (Armstrong, 2009)

The other broad category of teachers' turnover is involuntary separation, which is defined by (Heneman & others 2008), as the separation of teachers that occurs when teacher decides to terminate its relationships with the teacher due to poor fit between the teacher and the school or family moves, serious illness and death. Therefore, the fact that the researcher is interested to focus only the voluntary teacher turnover, because the voluntary teacher turnover is obvious (hot issue) in secondary school of Hadiya Zone, the involuntary teacher turnover was ignored purposely.

According to a study conducted by Ingersoll (2011), in the United States, almost one out of every two new secondary school teachers leaves the classroom by the end of five years of teaching. In line with this, in few researcher findings conducted in different parts of the country indicated that teachers either leave the teaching profession or move from one school to another every year. For instance, in as early as 1999, referring to teachers trainees who graduated from an institution Aklilu (2006) reported a turnover rate of 67% over a nine year period.

In line with this (Guin, 2004) indicated that the continuous loss of teachers have a negative impact on the momentum of instruction at schools. Its impact was both on the morale among remaining staff as well as the day to day instructional activities.

Similarly, African countries are victims of teacher's turnover. In many Sub-Saharan African countries, teachers trained in teaching profession tend to leave teaching. A study conducted by the World Bank revealed that contemporary teacher attrition rates are believed to range between 5 and 30 percent in different countries of Sub-Saharan Africa (World Bank, 2007). For instance,

in Ghana, the country's education service estimated that about 10,000 teachers leave the schools yearly for various reasons (Gnat & Tewu, 2009).

This teacher turnover is also true in Ethiopia which is one of the low income countries. Similarly, recent studies show that in Ethiopian school system the turnover of teachers from the classroom has continued.

In a study done by (Mulugeta, 2010) indicated that Ethiopia has set education and training policies in 1994. Then, after the formulation of the policy a number of efforts have been done to strengthen the qualification and professional development of teachers and retain them in the education system. In line with this a study conducted in Gambella Regional State in 2004, the turnover rate of secondary school degree holding teachers was 20% (Temesegen, 2005). However, the retention of qualified teachers is a serious problem in Ethiopia particularly in Hadiya Zone secondary schools.

Therefore attracting talented teachers is crucial for success. More specifically, teachers are the key elements to success or failure of schools, and to a large extent, of the younger generations. Consequently this study is useful and timely to investigate the major factors of teacher turnover and come up with recommendations to retain them in their teaching profession in selected secondary schools of Hadiya Zone.

1.2. Statement of the Problem

A high quality teaching staff is now a day becomes the corner stone for economic, social, political and cultural development of any country to successful educational system. Daily interaction between teachers and students is at the center of the educational process (MOE, 2007)

Teachers' turnover disrupts the instructional and organizational cohesion, which are the foundation of excellent schools; as experienced teachers leave teaching profession, the quality of education is deteriorated and the country's hopes of development will be darkening when teaching learning processes become weakened and the quality of education will be reduced. (Johnson, 2012). Higher teachers turnover lowers the morale of new and experienced teachers because of this, new teachers miss opportunities for mentorship; the biggest impacts of turnover is student achievement; student do not have access to experienced teachers hence, the quality of education will decline (Schleider, 2012).

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

What emerges from this view is that quality education cab be more effectively assessed, by looking at what happening in the school, rather than broad policy parameters. The delivery of inputs to the schools will ensure quality of education. The existence of qualified teachers in the schools also the most influential factors of quality education. The central goal of education is achieved by qualified teachers, who have a loan share in ensuring quality of education; teachers are the most important resource in the school.

Today in Ethiopia, there is a high rate of expansion of secondary schools and rapid growth of students' enrollment, increasing the number of teachers' training Colleges and Universities to produce enough qualified teachers, increasing the opportunities for recruitment of teachers, improving and decentralization of supervision to local levels (MOE, 2007).

However, based on annual reported and statistics from Hadiya Zone and Woreda Education office there is a great gap between high rate expansion of secondary school as well as rapid growth of students' enrollment and the availability of well qualified and experienced teachers. This means, there is shortage of qualified and experienced teachers in secondary schools of Hadiya Zone. One of the reasons for the shortage of qualified and experienced teachers is teachers' turnover.

Accordingly, annual reported and educational statistics from Hadiya Zone Education Department and Woreda Education office the rate of teachers' turnover in Secondary Schools was 5.5% of 363 in 2014 E.C, 10.2 % of 343 in 2015 and 11.5% of 400 in 2016 E.C respectively. The trend seems increasing from year to year (Hadiya Zone Education Department, 2017). This shows that the prevalence of teachers' turnover is increasing from year to year.

Particularly in government secondary schools of Hadiya Zone, the shortage of qualified and experienced teachers have been a big issue or concern for it is considered as a major reason for

the current deterioration of quality of education. Many local researchers like(Temesgen, 2005), (Motuma, 2006) and(Mulugeta, 2010) confirmed that the shortage of qualified and experienced teachers in government secondary schools was mainly caused by or resulted from the yearly increasing rate of teachers' turnover or attrition. This, in turn, was caused by several factors, which are related to socio-economic, geographical inconveniency, teachers and student's characteristic, poor administrative and supervision, teachers' related factors. However, as almost all of these studies were based on the primary and secondary schools remote area of Oromia Region and in remote peripheral regions like Gambela and Benshangul Gumz, the intensity of the problem and significance of the factors that deeply have impacts on quality education have not been studied in secondary schools of the researcher area, where teachers turnover and the resulting impacts is currently a burning issue. This, issue gap makes the study differ from others previously studied.

However, to the knowledge of the researcher, there is no study conducted regarding on teachers' turnover in secondary schools of Hadiya Zone, where more factors might cause well qualified and experienced teachers to depart from their profession. Studies indicated that the reasons of teacher's turnover are dynamic, socio-economic, policy matters, teachers' motivations self-esteem, and living conditions. Others subsequent factors can increase the rate of the turnover (Richard, 2007, Rudolph, 2006). This shows factors that force teachers to leave teaching profession differ from place to place and even in time-frame. The purpose of the study is to identify the reasons of teachers' turnover and its impacts on quality of education in government secondary schools of Hadiya Zone. Therefore, this and other problems are initiated the researcher to assess major factors of teaching staff turnover, its implication to school success and necessary to find solution for the problems. Therefore, to address this purpose, the following basic questions have been addressed.

1. What are the internal and external factors that contribute to teachers' turnover in secondary school of Hadiya Zone?
2. What are the impacts of teachers' turnover on the quality of education in the Secondary school of Hadiya Zone?
3. To what extent do teachers intention to leave in the profession?
4. What should be done in order to reduce teachers' turnover in secondary school of Hadiya Zone?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of the study was to assess the factors that force teachers to leave teaching profession and their implications to quality education in secondary school of Hadiya Zone.

1.3.2. Specific objectives

- To identify the major factors that contributes to teachers' turnover in secondary school of Hadiya Zone.
- To examine the impacts of teachers' turnover on the quality of education.
- To identify the future intentions of teachers to leave in the profession.
- To identify the solutions that should be minimize teaching staff turnover in secondary school of Hadiya Zone.

1.4. Significance of the Study

The roles of teachers are crucial and important instrument for the transfer of knowledge and skills to students in the schools. Therefore this study to identify factors that influence teachers' turnover in the selected secondary schools of Hadiya zone, and to provide information on which action or measure to be taken to promote teachers turnover. Thus, this study was the following significance:-

- The study would add to the awareness of education planners and policy makers at zone, woreda, and school level concerning the major reasons of teaching staff turnover and its effects on the quality of education in the zone.
- The studies encourage other researchers who have an interest in the related problems that they can use this study as reference material for further studies on the area.
- The study may also play a role in improving the retention of experienced teachers in the secondary schools of Hadiya Zone and as result the students may improve their achievement.

1.5. Delimitation of the study.

The study is geographically delimited to secondary schools of Hadiya Zone to make the study more manageable. This study focuses on voluntary teachers' turnover (teachers' who left teaching profession by their own interest). The major reason to delimit at secondary levels was

that since secondary school are the immediate sources for future trained manpower need of the Zone, and shortage of qualified teachers at the aforementioned level jeopardizes among other things the very objectives of economic development and social progress of the Zone. The time interval for this study is from 2014-2016 because the researcher believes that this time frame was clearly shown the factors of teachers' turnover in the sample schools.

1.6. Limitation of the study

The limitation of the study was shortage of time, resources, lack of reference searching a respondent of former teachers and disorganized document assessing was time consuming, and some former teachers were out of the schools. Few respondents were not able to return a questionnaire in due time and it was a difficult task to wait until all return as intended. Hence, these limitations have a negative impact on the quality of the subject study.

1.7. Operational definition of key terms

Former teachers: Represent teachers who left teaching in government secondary schools of Hadiya Zone between 2014- 2016.

Practicing teachers: Teachers who are currently serving in government secondary schools.

Secondary schools: Represent schools which provide only the two years first cycle of secondary education (grade 9 and 10).

Teacher turnover: The process by which teacher leave the school.

Voluntary teacher turnover: Separation that occurs when a teacher decides, for personal or professional reasons, to end the relationship with the school.

1.8. Organization of the Study

This research study has five chapters. Chapter one presents the nature of the problem and its background of study, statement of the problem, objectives of study, significance of the study, and delimitation of the study, definition of operational terms and organization of the study. Chapter two discusses the key concepts that would be used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research design and methodology, which includes research design research method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four deals presentation, analyses and

interpretation of the data. Finally chapter five summarizes the main finding, conclusions and gives recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of the literature concerning factors of teacher turnovers. The literature review was divided into two parts namely; theoretical review and conceptual framework for the problem, the current state of knowledge related to the study is reviewed from the available literature. Thus, the main topic and sub topic area that critically examined and discussed throughout this chapter are concept of Turnover, major types of teacher turnover, factors for teachers' turnover, consequences of teaching staff turnover, mechanisms of minimizing teaching staff turnover and other subtopic are presented.

2.1. Concept of Employee Turnover

On reviewing various literatures, it has been found out that many international and local states have explored in to the subject of teacher turnover. Even though in wide usage in scientific research, as well as in ever day life, there are still no general agreements regarding teacher turnovers. Employee turnover, labors turnover or attrition is the rate at which employees leave organization voluntarily or involuntarily (Armstrong, 2009). High turnover of teachers from organization point of view is not only loosing competitive teachers but it also brings school performance down.

Ingersoll (2002), cites that unchecked turnover affect performance and effectiveness of the school, hence lowering school standard, Moreover from this perspective, high rates of teacher turnover are of concern not only because they may be an indication of underlying problems in how well schools function, but also because they can be disruptive, in and themselves for the quality of school community and performance.

The research conducted by Alaezer (2010) revealed that the term turnover is defined differently by different researchers and Scholars. Basically, it refers to the movement of employees in and out of an organization. Turnover can also be defined as loss of employee by the organization. It represents those employees who depart the organization for a variety of reasons. As it was stated by Armstrong (2009), turnover is a term used to describe the departure of people from their

organization. Teachers' turnover can be conceptualized as the departure of teachers' from their teaching profession.

2.2. Types of Turnover

2.2.1. Voluntary and Involuntary Turnover

A. Voluntary Turnover

From the concept of employees' turnover, the types can be considered as voluntary permanent withdrawal from an organization (Robbins and Coulter, 2000). Voluntary turnover is initiated of the choice by the employee. That means the decision of employee, for personal or professional reasons, to end the relationship with employer.

B. Involuntary Turnover

Involuntary turnover, on the other hand refers to the departure initiated by the employer of organization (Henaman, 2008). Under involuntary turnover the employee has no choice in their termination (such as long term sickness; death and moving over season or employer initiated termination). While voluntary turnover happens due to resignation or early retirement, involuntary can take place as a result of death illness, dismissal, or compulsory retirement age (Bennel, 2006). This study focuses on voluntary turnover, teachers who left their profession voluntarily

2.2.2. Concept of Internal Teachers' Turnover

Internal turnover involves teachers leaving their current positions and taking a new positions with the same organizations Bishop (1989) states the profession also the migrate from region to region or sector to sector is in a country are in the process of internal brain drain. Movement of teachers between government and non- government school teachers up grading (primary schools moving to jobs in secondary school teachers to government higher institution).

Even though these circumstances mentioned above vary in the degree of their existence, the Ethiopian in Hadiya zone teaching staff turnover in particular is occurred under all such circumstances, for instance, some teachers were assigned to be principals or vice principals or school supervisors. They quitted their teaching profession which in turnover resulted in the departure of teachers at school level. Due to transfer, some teachers moved from one woreda to

another woreda, from one zone to another zone and /or from one region to another region with the same country that is what we call it internal migration.

Intrinsic Factors is related to psychological rewards such as the opportunity to use one ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in a caring and considerate manner. Psychological rewards refer to motivation that is driven by an interest or enjoyment in the task itself, and exist within the individual rather than relying on any external pressure (Kondalkar, 2007). Internal factors for teacher turnover such as:

Lack of Motivation

The term motivation can refer variously to the goals individuals have, the ways in which individuals chose their goals and the way in which others try to change their behavior. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action that will ensure that you get there. Motivation can be described as a goal directed behavior.

Well motivated people engage in discretionary behavior in the majority of roles there is scope for individual to decide how much effort to exert. Armstrong (2009), motivation is a product of participation though working together and it is not an easy task. What is needed is to create environment that will encourage human relation within the workers themselves. The manager should give rooms for social competence within organization.

Training and Development Opportunity

Employee stays longer in the employment when they undergo training and development to improve their competency. Employees are always seeking to advance their skills and knowledge, when such chances for training and development are not available the turnover tends to increase. Secondary schools which do not give chances of training and development to its staff have high employee turnover. Employee should go to seminars, workshops as well as on job training to come up with modernism.

Job Dissatisfaction

Job dissatisfaction refers to unpleasant or negative emotional state employees experience after making the assessment of their job or work experience. On the other hand (Gupta, 2010) explained that job satisfaction is a combination of psychological, physiological and environmental circumstance that can cause a person to be satisfied. The level of job satisfaction seems to have some relation with aspects of work behavior such as accident, absenteeism, turnover and low productivity. In most cases less satisfied employees are more likely to quit the jobs than more satisfied employees.

Career Opportunity

Availability of career opportunities creates an environment of employees (teachers) turnover in the organization. The higher the job opportunities to the teacher of secondary schools the higher the employee turnover in the secondary schools (Ellickson, 2001).

2.2.3. Socio- Demographic Factors

Demographic factors means personal factors including age, sex, level of education and experience related with teacher's turnover. Some research studies, including Gupta (2010) explained these demographic variables.

Age

It is revealed that there is a positive correlation between age and job satisfaction. Workers in the advanced age group tend to become more satisfied probably because they have adjusted with their job conditions. However there is a sharp decline after a point perhaps because an individual aspires for better and prestigious jobs in the later years of his life and hence become dissatisfied with the prior position. According Ingersoll (2001) both younger (under 30) 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 of other opportunities.

Sex

According to Ingersoll (2001) male teachers are likely to leave teaching than females. Similarly (as cited, Charter 1970) identified that female teachers remain in teaching less than male teachers. In line with this Motuma (2006) in his study of causes of turnover in oromia government secondary school described that male teachers' stay more than female teachers'. Wu and Wu (2001) as cited by Akalewold (2004) have indicated that higher level of satisfaction is generally found in female teachers. Moreover, Mana and Tesfaye (2000) have indicated that female teachers are more likely stay in teaching than male teachers.

According to them the argument for the obtained gender difference in career decision in favor of females seem to enjoy teaching career since the career is assumed to be the domain of females and another argument is that teaching job is less likely to cause traveling from home as compared to other better paying jobs and women tend to remain in such settled home based career.

Qualification and Experience

Weaver (1978) in Gazi (1986) as cited by Tesfaye (1999) states that individuals with more education are less job satisfied. The reason is that individuals with more education have more options in the job market and need to develop high identification with a particular job. Motuma (2006) also found that experienced teachers are more likely stay in their profession than less experienced teachers in oromia government secondary schools. On the contrary, Manna and Tesfaye (2000) have revealed that the level of qualification and work experience in teaching were not found to be significantly related with career decision to stay or leave the teaching profession.

According to Croasmun (1999) turnover may also be related to teacher qualifications. The most highly qualified teachers may be are most likely to leave, as they can easily get alternative employment.

2.2.4. Concept of External Teacher Turnover.

As it was states by (Habtamu, 2006), External brain drain is migration of professional and skilled man power from one country to another. Large number of Hadiya Zone secondary school teachers left teaching profession and joined other jobs to get better salary in different offices.

Extrinsic factors teachers' turnover are determined by conditions that are beyond the control of the employee. Based on these concepts, studies on the following categories were reviewed with context of Ethiopian (Hadiya zone) secondary school teacher turnover.

1. Unconducive working environment
2. Work relationship factors
3. Poor administrative power
4. Students' character and misbehavior
5. Lack of good technical support and supervision
6. Low social status of teaching profession
7. Promotion opportunities
8. Inadequate salary and lack of advancement opportunities

Unconducive working Environment

Aklilu (1966) has pointed that Ethiopian secondary schools were without libraries, laboratories, audiovisuals, blackboards and others which were difficult in retention of teachers. UNESCO (2003) reported that in secondary schools of Ethiopia waste disposal, facilities, lecture halls, chemicals and other consumables, teaching and research equipments are all in short supply. These conditions could lead teachers to develop negative perceptions that could become obstacles to effective teaching and weaken teachers' commitment to their work and their profession. Thus, to retain teachers in their job working conditions should be attractive environment in which teachers able to work happily.

Moreover, in the literature one reason given for teachers' turnover is poor working condition (Ingersoll, 2001 & Ingersoll & Smith, 2003). In line with this, (Getachew ,1999) states poor working conditions such as lack of adequate resource and time to work, lack of opportunity to participate in decision making on matters of teaching & work load were some of the conditions that interfere with their teaching and which negatively affect their profession.

Duffrin (1999) cited in Xaba (2003) stated poor working conditions as reason for high turnover especially among teachers leaving within the first five years of being in the profession.

Similarly Aklilu (1967) in his study of brain drain in elementary schools of Ethiopia stated that teachers have tremendously withdrawn due to unfavorable working conditions in the schools.

Although it has been a long time since the study have been done its on elementary schools poor working such as large class size, poor physical condition and poor school facility is among of the frequently mentioned cause for teachers' turnover from a particular school or from their profession (Alazar, 2010; Motuma, 2006; Temeseagn,2005). According to Benel and Akyeampong (2007) working & living have impact on teachers; moral and motivation and their class room performance.

Work relationship factors

Work relationship is relationship between the worker and his or her superiors, subordinators and peers. This includes both job related interactions and social interaction within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way (Sargent & Hannum, 2005).

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). 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, air and consistent (Hutchings etal as cited in Cockburn and Hayden,2004).Educational administrators should ensure a sense of fairness and efficiency particularly over the matters of posting appointments ,promotions and transfer (William,1979).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) 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).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,2010;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) 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.

Students’ character and misbehavior

Now days, student secondary school are demotivated and characterized by misbehavior that means they are not voluntary to do their home work, they have no respect for their teachers and patents which intern demotivate the teachers and forced them the quit their teaching profession. As it was asserted by Lock burn and Hayder (2004), the most commonly mentioned school factor cited by teacher was the difficult and frustration of dealing in disruptive students. In many cases the problem is connected to feeling of teacher in which senior managements of school were strong and cooperative to deal students disrupt behavior.

It is obvious that there is pair expansion of secondary school in Ethiopia. In the expansion of secondary schools, the problem of students’ misbehavior is becoming more and head ache. In fact, the students’ character is the kind of problem that frustrates teachers to day in Ethiopia and Addis Ababa in particular (Darge, 2002).

Many studies evidenced that students’ misbehavior is the major factors for the newly employed teachers to be a teacher. For example when lock burn asked their post graduate students what they were most anxious when they were teacher, almost all out exception said controlling

disruptive students (clock burn and Hayden, 2004). Thus controlling disruptive students' very difficult work for newly employed teachers and is a major factor for leaving their profession. Student also commonly claimed that deficient student academic back ground and misbehavior is a source of disappointment for teacher (Darge, 2002).

Taye (1997) posed that disciplinary problem such as cheating during exams refusing to do Assignments, class hour, non attendance plate coming were found to be most recurrent disciplinary problems. Disciplinary problems such as ridiculing their teacher, making noise, damaging school property stealing and engaging in desirable practice were found to be less frequent problems.

Getachew (1993) postulated that teaching in all level of school is more stressed and less satisfying. Female teachers and younger, less experienced, less qualified teachers felt greater stress than their order, more experience and more qualified counter parts. Thus students' disciplinary is one of the major factors that demonstrative teachers and forced them to develop negative attitude towards teaching profession. This in turn leads to a high rate of teaching staff turnover.

Lack of Good Technical Support and Supervision

Technical support and supervision are very essential at secondary school level in order to encourage teachers in their work and promote conducive teaching- learning environment According to (Mulukene, 2005) teachers need both technical and supervision support thrown out their careers. If would be naive to assume that teachers can go through a preserves program and then perform well for the reminder of their career in our professional development.

Halliday (1999) pointed that support for teacher can take several of forms including access to resource, in councils, and peer groups. Such practice has been successful in principal and other promoted staff in moving beginning teachers in an induction stages to that, they improve their teaching classroom management abilities in the first years of teachers. Mulukene (2005) also noted that there is a need for teachers' supervision and mentoring. The need to be a system to help teacher develop good practice and to ensure that teachers are in a place to teaching the required resource materials: never the less, in many Africa countries such inspection systems forces on fault founding, rather than support.

Accordingly committed supervision plays importance role in returning teachers in their profession while lack of good (committed) supervision increase teacher turn over. Teachers are highly influenced by supervision circumstances. Regarding to the supervision circumstances, Bame (1991) illustrated that over whelming majority of administrator and teachers acknowledged use fullness of supervision carried out by the officials to help teachers improve their teaching.

On the country to this fact, Dassalegne (1997) argued that secondary school teachers were not satisfied but rather irritated by the deficient leader ship skills supervisors it is fact that teaching always fried to find out mistakes of teachers rather than supporting. Teachers feel tension and anxiety when think about their supervisors rather than a relaxation. Hence, in appropriate supervisors activities create the atmosphere which is not conducive between teachers and school supervisors which result in more stressed teacher. This in turn leads to a high rate of teaching staff turnover. Local studies like (Temesgen, 2005) suggested that teachers leave teaching due to the problems suggested that teachers leave teaching due to the problems created by school administrations, and supervisors in different government primary secondary schools. Accordingly, there were no property handled supervisors“ activities at school level. Schools supervisors were assigned ran and only in out the necessary skill and qualification. As result school supervisors do not given a necessary technical support for the teachers .the wrongly used their power and fried to tension teachers rather than relaxing and encouraging. Thus teacher were dissatisfied in technical support given by supervisors and this in turn lead to teaching staff turnover.

Darge (2002) found out that performance evaluators and regulation are inconsistent because of limitation of the school supervisors. Obviously, this is one of the major reasons that lead to teachers’ acute stress, which in turn results in serious teachers“ turnover. School Administrator and supervision have responsibility in the delivery of quality education. Therefore, school administrator and supervisor must work together in teachers: they should respect teacher and treat them in a good manner However, Mulukem (2005) argued that, the supervising skill of the supervisors were in sufficient in managing instructional supervision. He also noted that, supervisor were not putting the necessary effort providing in service education enhance teachers

professional competencies. Accordingly, supervisors at different levels are less committed they are mostly and purpose full avoided holding conference before and after class room visits.

Low social status of teaching profession

Low social status of teaching profession has a long lasting history in Ethiopia. For instances Akililu (1967) posed that several teachers left teaching due to low social status of teacher accorded by the parents, students, government officials and the economic at large. The government's several of teachers' friends are amused when they get them still a teachers; this is because teaching has a low social status on the eye of most people. Thus, teaching professional has low social status from a long period of time.

Some current studies such as Befikadu (2001) pointed out that a low social status of teacher is the most frequently mentioned reason for teachers, turn over in primary and secondary school of Ethiopia. This facts indicator that even though the role of teachers in promoting quality education is high, very low social status is accorded to teaching profession in Ethiopia. Thus, Temesgen (2005) suggested that social status of the teaching profession of the broader community is an important in the retention decision of teachers.

Regarding to the respect of teachers in the society, Motuma (2006) indicated that lack of recognition and respect are the cause of the teacher turn over in Hadiya Zone secondary schools. From this suggestion it can be concluded that teacher have low recognition in the boarder community compare to other workers. This circumstance highly influences teacher's retention and leads to high rate of teacher turnover. In addition the finding of Tesfaye (1991) showed that respect recognition and prestige that were given to the teachers were low in Benshangul Gumuz primary and secondary schools. Broadly speaking, how respect, prestige, and recognition given to teachers by the community at different level demoralized teachers and this in turn resulted in the rate of teaching staff turnover.

Promotion opportunities

Promotion is a means of advancement. According to (Mullins, 2005) states that individual have different sets of goals (out comes) and can be motivated if they have certain expectation. Promotion is a visible reward that comes as a result of the employees' effort and performance. If

the teachers are promoted to a level higher than their present positions a result of their increased efforts, they are rewarded for their efforts. This will also lead to increased pay, status and respect. In a study examining the determinants of job satisfaction of municipal government employees, Ellickson (2002) found that of all the variables (equipment and recourse, work space, a safe work environment, training work load colleagues, pay benefits, promotion, performance appraisal, and supervision) aside from departmental pride, the availability of promotional opportunities for governmental employees exerted a significant and powerful effect on job satisfaction. Satisfaction with pay, benefits, and performance appraisal had a significant effect on the overall job satisfaction of the employees as well. In the teaching profession advancement can be realized when teachers receive the opportunity of being appointed as school principals, department Head, supervisors, District officers, or to the next level, by achieving additional educational qualifications. As shown by Choi and Tang (2009), teachers said that the availability of opportunities for career advancement and recognition of their contribution to schools improved their teaching efforts.

Low Teachers' Salary

According to the study of international labor organization (ILO, 1990) inadequate pay affects recruitment of teachers as well as the stability of profession. It creates frustration, which may lead to disruption of Education or even bring about a decline in professional standards. In line on this, in the United States of America a study was undertaken to know the major forces that drive out teachers from their teaching job of many forces salary is shown in the first rank. It is said teachers leave for higher paying jobs in other professions. Even though their salaries have improved in recent years it remains low compared to those of other similarly educated workers.

The research conducted by(Bame, 1991) also revealed that out of the list of eight reasons the three most factors which drive out teachers from teaching in Ghana were poor salary, lack of opportunity for promotion and low prestige in teaching among which salary is ranked first.

As Akililu (1966) has stated the weightiest and frequently mentioned and the one in which concrete and illustrations were given as contributing to teachers' withdrawal was the economic factors. According to him, in addition to low salary the absence of any regular salary increment; lack of any salary scales indicating the minimum and maximum leave and lack of salary

adjustment when teachers' quality for higher educational grade seems to have contributed significantly to the dropout of teachers. As Akiliu (1967) cited in Tesfaye and Demewoz (2004) the crucial factors for teacher wastage in Ethiopia were summarized as economic, administrative, professional and social.

Moreover, many local studies such as Moutma (2006), Aleazer (2007), Temesgen (2005), and Befkadu (2001), discovered that the most frequently raised reasons for teachers leave their job were salary and lack of salary increment such as low basic salaries, limited non-financial benefits, inconsistent implementation of career, lack of faire payment for work done to extra time and lack of compensation, such as bonus, fringe, incentives and reward were the major causes of teachers' turnover in Government Secondary Schools.

Likewise, research findings revealed that organization's pay level is potentially important direct influence on voluntary turnover and some employees appear to compare their pay levels available in other organizations and if better pay is available in other organization there is a tendency to quit one's job (Heneman et al. (2008). It is also indicated that higher non-teaching salaries in local area can persuade teachers to leave teaching for other jobs. (Xaba, 2003). In Ethiopia, the results of research have revealed that the inequality in salary between teachers and non-teachers with similar qualification and service years have been as critical issue for teachers' turnover. (Akililu, 1996, Seyoum, 1992, Getachew, 1999, and Darge 2002).

In addition, Ingersoll (2001:4) pointed out that although teachers' salaries have improved in recent years; they remain low compared to those of other equally educated workers. Creasmun, Hampton and Herrman, (2006) on their part asserted that teachers in developing countries earn much less than other workers with the same amount of education and experience. Broadly speaking, low teachers' salary is one of the major factors that forced teachers to be demoralized and which in turn increases teacher turnover. UNESCO (2003) recommendation on teachers' salaries contains the principle on the importance of salary as an indication of the status of the teachers, and the level of appreciation of the importance of their function. It states that teachers' salaries should:

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

- A. compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications
- B. Provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification.
- C. Take account the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

Most reason for teacher turnover can be explained by Gomez (2003) the level of dissatisfaction of the present job and the needs of attractive alternative employment outside the organization are the results of the lack of motivations which are extrinsic with the present job.

According to Nias (1981) in the absence of motivator's employees will probably not be satisfied with their job or motivated to perform up to their potential. Motivators are; the work itself, achievement, recognition, responsibility and opportunity for development. On the other hand, the dissatisfaction (extrinsic) factors, which are found in the work environment are; company policies, working conditions, job security, salary, employee benefits and human relation. It is obvious that the climax stage of any type of employee dissatisfaction and lack of satisfaction, in one way or the way round, results in teacher turn over.

2.3. Consequences of Teaching Staff Turnover

Teachers turnover has several consequences on the education .As it was indicated by Crossman, Hampton and Harman (2006) a high rate of teacher turnover can destabilize an organization and discourage those who attempt to maintain level of service & output against to back ground of vacant posts, inexperienced staff and general disconnect thus, teacher turnover may create instability which in turn leads to uncondusive teaching-learning process. Instability learning environment is a major obstacle for the success of education. Teachers' turnover leads to the shortage of more experience and qualified teachers. The exit of teachers from the profession or the movement of teachers to better school is a country phenomenal both for the

student who lose value of begin taught by experienced teachers and to the school and districts which must recruit and train their replacement. The high rate of teachers' turnover paved the way for the replacement of experience teachers by inexperienced teachers.

According to Ingersoll (2002) teachers' turnover has negative effect on teaching organization particularly when best experienced teachers quit teaching or when the school program undergoing rapid growth in development. Hence, it reduces the overall effectiveness of the school and finally leads to the deterioration of quality education. The other effect of teachers' turnover on the quality of educations that is create a demoralized teachers in the teacher regarding to the phenomena; Ingersoll (2002) asserted that turnover has a demoralizing impact on the prospective teachers, the remaining workers in the school may feel discomfort and develop dissatisfaction simply by watching the leaves teachers .When the large number of teachers have left the school, the remaining teachers feel suffer and demotivate besides this remaining teachers have no extra time for better preparation for other activities of the school and this intern has a divers effect on the quality of education.

Murray (1997) stated that missing of experienced employees leads to the Failure instructional quality and wastage of scarce resources since replacement employees have to recruited and trained by incurring costs. As a result the aspiration of sending children to higher education is not realized for most parents. Numerous youths are idle after failing in the national in examinations. The continuity of the scenario might discourage parent's participation in school matters and youths' attitude towards education.

Arega (2007) also reported that, globally their impact of attrition is viewed as an impediment to the educational, social, cultural and economic goals of school and communities. Discontinuity of staff can be a major inhibitor the efficiency of school in promoting students development and attainment. The pattern of attrition is from Particular location and subject areas generate problems of maladministration of teaching staff across a region of country there by creating poor quality educational provision.

To sum up, whatever the reason of turnover of employee is acceptable or unacceptable, loss of qualified, experienced, hard working teachers and costs of replacement can represent sizable expense. In addition to the monetary costs and loss of such potential teachers, turnover can affect the moral, quality and productivity of education system in general. Turnover implies "push" and

“pull” factors just like a magnetic characteristic, while the poor working conditions, poor salary, deficient students’ character and inadequate management of an organization repel teachers, while the better condition is in other schools or organizations attract them.

2.4. Mechanisms of Minimizing Teaching Staff Turnover

Teaching is an incredibly challenging profession and the need for qualified, effective, and passionate teachers continues to increase. And in order to fill the schools with qualified teachers in addition to recruiting new qualified teachers minimizing turnover rate and retaining teacher is very important. Although some teacher turnover from schools may be unavoidable, normal, and even beneficial, high rates of turnover are of concern because they may indicate underlying problems and because in and of themselves, they can disrupt the effectiveness of the school program. Thus In today’s unstable marketplace, retaining the most talented teachers become important to ensure the schools strength and effectiveness. It’s more important than ever to put strategies in place to avoid the overarching costs of teacher turnover causes, and keep skilled, high-level teachers motivated. Ingersoll (2001) revealed that teacher recruitment programs traditionally common in the policy area would not solve the staffing problems of the schools if they do not also address the organizational sources of low teacher retention. These different retention mechanisms should be devised to increase teachers’ retention.

From the above realities, it can be concluded that organizational focus commitment plays a vital role in minimizing teachers’ turnover. The executive organs must discharge (Benardin, 2004) postulated the following strategies and actions that should be under- take to minimize unnecessary teachers turnover or: improving government polices and dialogue in professional at all levels: creating and sustaining fair relationship among employees that are considerate of procedural and distributive justice issue: providing conductive working environment in at least the minimum facilities :providing a rate and secure work environment in which the employee does not feel threatened: providing opportunities for growth and career development: providing some incentive mechanism and improving socio- economic condition by providing pay and benefits commensurate in other organizations. Improving government polices and dialoguing about teaching profession. At different levels is very indispensable in minimizing teacher turnover.

Cock burn and Haydon (2004) suggested that teachers' turnover may be reduced through reduction of class- size, more learning support assistance, better resource for teaching, recognition, less change and facilitating-learning environment which make schools attractive working place. There are also other important mechanisms which can be used to minimize teachers' turnover. Ingersoll (2002) asserted that improvement the condition of teaching job, such as increased support for school Administrations, increased salaries, reduction of students discipline problem and enhanced faculty input in to school decision making would all contribute to lower than rate of turnover, in turn diminish school staff problems and hence ultimately aid the performance of schools. According to Temesgen (2005) teacher turnover would be minimized by improving security of work place and system of teacher transfer, scale of salary, enhancing administrative support and facilitating profession development. Good induction program must be implemented to the newly employed teachers.

As it was stated by Hamond (1997) when beginning teachers get a continuous support from an experienced mentor. They are much less likely to leave the profession: Duke, Karson and Wheeler (2006) suggested that school district should implement policies such as increase access to induction program for all beginning teacher and allow campus level discretion tailoring induction and mentoring to meet local needs. Accordingly, providing support to never teachers has been considered as an effective strategy to retire teachers. Broadly speaking, quality induction program provide the solid foundation that Novice teachers needs they are enter the profession in increasing complexity new challenges thus, increase teachers retention and reduces teaching staff turnover particularly for newly employed teachers.

In order to monitor and control turnover of teachers, programs must be designed, initiated, administered, monitored, and changed to retain the valuable human resource assets. Turnover can be anticipated and controlled within acceptable limits. Because it is not something that just happens, it is caused by internal conditions that motivate the employees to seek more attractive conditions at competitive companies(Motuma , 2006) has stated that turnover could be minimized through:

1. Initiating teamwork among employees, implementing fair and equitable compensation system.
2. Improving and monitoring leadership and supervisory skills

3. Encourage freedom to discuss about turnover employees.
4. Improving work conditions of the school and introduces and propagates teacher's importance through radio, newspaper and other appropriate media for moral encouragement.
5. Building individual confidence.
6. Provide a definite salary scale comparable to other government departments and private agencies.
7. Improve selection, evaluation, preparation and appointment of educational leaders.

2.5. Theoretical Review

There are a number of theories that can help ones understanding of employee's turnover, and the next sub section sought to summarize theories that were relevant to the subject of this study.

2.5.1. Chapman's Theory and Holland's Theory of Vocational Choice

This theory describes employee vocational satisfaction and advocates that, stability and achievement depend on the congruence between one's personality and work environment, Career selection which propound that factors like genetic endowment and special abilities, environmental conditions, events learning experiences and task approach skills, explain the reason as to why individual change occupations throughout their lives. Employee retention and attrition is generally caused by individual characteristics such as; educational preparation, social and professional integration in the job and external influence as a factor, (Chapman's 1983, Ruhlands 2003).The theory was relevant to this study since it covers factors which are the main concern for this study.

2.5.2. Khatri, Budhwa and Ferns Model, (2001)

This model explains three groups of factors influencing employee turnover, these are demographic, uncontrollable and factors include; age, gender, education, tenure, income level of managerial and non-managerial position, while uncontrollable factors are the perceived alternative, employment opportunity and job hopping. Controllable factors include; Pay nature of work, supervision, organizational commitment, distributive justice and procedural (Khatri et al., 2001).

This model was relevant to this study since it was helpful in investigating factors such as demographic, leadership, employment opportunities and remuneration in influencing teacher's turnover in government secondary schools in Hadiya Zone.

2.5.3. Expectancy Theory

This theory view employee's expectations in relation to turnover, employees tend to quit employment if their expectations are not met by employer. Failure for an organization to realize employee's expectation leads to low commitment, low morale and eventually employees will leave the job. Employers need to treat employees well, provide better salary, allowances among others, (Vroom, 1964).This theory is relevant to this study since it help to investigate remuneration in relation to teachers' turnover.

CHAPTER THREE

3. Research Design and Methodology

3.1. Introduction

The objective of this study was to investigate the factors that affecting to teaching staff turnover in secondary schools of Hadiya Zone and their implications to schools success and thereby to suggest possible ways of reducing and controlling teachers' turnover. In order to achieve this objective the sources of data were determined and different data collection instruments and techniques of data analysis were employed. Therefore, this chapter presents the research method, sources of data, sample population and sampling technique, instrument of data collection, procedures of data collection and methods of data analysis.

3.2. Research Design

A research design is the plan that describes the conditions and procedures for collecting and analyzing data (McMillan and Schumacher, 2010). A descriptive survey research design was employed. The researcher would utilize descriptive survey research design in conducting of the study because descriptive research is a method used to obtain information relating to the exiting status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation.

The major purpose of descriptive survey is description of the states of affairs as it exists of a present; descriptive survey in social science widely used what has happened or what is happening in current situation. It enables the researchers to use facts or information already available, and analyze these to make a critical evaluation of the facts (Kothari, 2004).

Because a descriptive survey analysis was made on factors contributed of teachers' turnover and implication on quality of education in secondary school in Hadiya Zone, it was appropriate when a researcher wants to design to obtain information concerning the current status of teachers' turnover of study (Best and Kahn, 2003).

3.3. Research Methods

Method is a style of conducting a research work, which is determined by the nature of the problem. The data was gathered through the use of both quantitative and qualitative methods.

More emphasis was given to quantitative method than qualitative method because qualitative method is used to improve the research by supporting the quantitative method

3.4. Sources of data

The sources of data in this study were both primary and secondary sources. Primary data was obtained from practicing teachers, principals, former teacher, vice principals and Woreda education office experts. Because of they are more information about current condition of teachers' turnover from their practical experiences rather than other bodies. Whereas some information was also collected from the official statistical data reports obtained from woreda education office used as the secondary sources for the study.

3.5. The study site

Hadiya Zone is one of the 14 Zones and 4 special woredas found in Southern, Nations, Nationalities, and Peoples Regional (SNNPR) state of Ethiopia. Hadiya Zone is located at 70 3'19" - 70 56' 1" north latitude and 370 23' 14" - 380 52' 13" east longitude. It is bordered in the South by Kembata-Tambaro Zone Alaba Special Woreda, on the West by the Omo River which separates it from Oromiya Region State and the Yem Special Woreda, in the North by Gurage and Silte Zones, and in the East by the Oromiya Region state. An estimated area of Hadiya Zone is 346,958.14 hectares. Based on the statistical report of the 2007 population and housing census results, Hadiya Zone has total population of 1,243,776 of whom 625,531 were men and 618,245 were women. This implies that male to female ratio is almost equal. Its capital city, Hossana is 230 km away from Addis Ababa, the capital city of Ethiopia. The city Hossana is also 168 km and 200 km away from the capital city of the SNNPR Hawassa through Angacha and Durame respectively. Hadiya Zone has 11 woredas namely: Soro, Lemo, Anilemo, Shashogo, East Badawacho, West Badawacho, Duna, Gombora, Misha, Gibe and Hossana Town Administrative. It has 33 governmental secondary schools.

3.6. Target population

The target population of this research are all teachers in 33 secondary schools of Hadiya Zone; specially, secondary school practicing teachers (1305), former teachers (500), principals (33), vice principals (78) and Woreda education offices experts (11), a total of 1927.

3.7. Population and Sampling Technique

The study was conducted at Zonal level. Hadiya Zone has eleven Woredas. The researcher put them in to four clusters based on their geographical location i.e. North, South, West, and East. Among them the researcher selects two clusters (North and West) by using cluster sampling techniques to make study more manageable with in time and budget. The two clusters contain five Woreda. The total numbers of secondary schools in the five Woreda are fourteen. Out of fourteen governmental secondary schools eighty schools: - Heto secondary school, Fonko secondary school, Achamo secondary school, Balesa secondary school, Bonosha secondary school, Doisha secondary school, Morsuto secondary school and Lisana secondary school were selected by simple random sampling technique. Because in simple random sampling technique, every school is get an equal and independent chance to be selected to the sample. Then from total numbers of teachers in the selected secondary schools, 400 (100%) out of which 196 practicing teachers were randomly selected on the proportionality of numbers on the base that the researcher assumes that, they are relevant source of data for the study.

As per the data collected regarding former teachers using data collecting format prepared, a total of 101 teachers left the sample Government Secondary Schools between 2013/2014 to 2015/2016. However, due to the difficulty to get registered data regarding teachers who left the government secondary schools in some of the schools the researcher was forced to take the data provided by human resource officers in those schools. A total of 30 copies of questionnaire were distributed to former teachers with the intention of including 30% former teachers from the sample school. As it was difficult to find former teachers of sample schools snowball sampling technique was used to include them in the study.

Finally, in selected schools have 8(100%) principals, 16(100%) vice principals and 5(100%) woreda education office experts was included in the study by using purposive sampling technique because the researcher believes that they are relevant bodies to provide appropriate information for the study due to their high intimacy and proximity with teachers in their day to day activities.

3.7.1. Sample size determination of the study

The size of the sample is one of the most important decisions in the planning of the survey. Therefore, to determine the sample size variability, confidence level and margin of error is considered. The sample size was determined by using the following formula (Cochran, 1977).

$$n = \frac{\sum \frac{N_i^2 p(1-p)}{w_i}}{\frac{N^2 d^2}{Z^2} + NP(1-P)}$$

where

n = sample size needed for the study

N = Total number of population (Teachers) in the selected school

N_i = which is number of population in each selected schools

Z= the critical values of standard normal cumulative distribution that corresponding to $\alpha/2$

p= population proportion

d = margin error

W_i= estimated proportion of N_i to N

The total sample size obtained for the study based on the given information bellows as follow:

N = 400 (Total number of Teachers)

N₁ = 60 (Total number of Teachers in school one)

N₂ = 30 (Total number of teachers in school two)

N₃ = 67 (Total number of teacher in school three)

N₄ = 35 (Total number of teachers in school four)

N₅ = 50 (Total number of Teachers in school five)

N₆ = 83 (Total number of Teachers in school six)

N₇ = 30 (Total number of Teachers in school seven)

N₈ = 45 (Total number of Teachers in school eighty)

α = 5% level of significance.

Z $\alpha/2$ = 1.96 (Tabulated value from normal distribution table at $\alpha = 5\%$)

p = 0.5 there is no advance estimate of P, so P = 0.5 is assume, which yields the maximum sample size,

d = 0.05 (by assuming)

$$n = \frac{\sum \frac{N_i^2 p(1-p)}{w_i}}{\frac{N^2 d^2}{Z^2} + NP(1-P)}$$

$$W_1 = \frac{N_1}{N} = \frac{60}{400} = 0.15$$

$$W_5 = \frac{N_5}{N} = \frac{50}{400} = 0.125$$

$$W_2 = \frac{N_2}{N} = \frac{30}{400} = 0.075$$

$$W_6 = \frac{N_6}{N} = \frac{83}{400} = 0.21$$

$$W_3 = \frac{N_3}{N} = \frac{67}{400} = 0.17$$

$$W_7 = \frac{N_7}{N} = \frac{30}{400} = 0.07$$

$$W_4 = \frac{N_4}{N} = \frac{35}{400} = 0.09$$

$$W_8 = \frac{N_8}{N} = \frac{45}{400} = 0.11$$

The denominator is calculated as follows for simplicity of the calculation:

$$\frac{N^2 d^2}{Z^2} + NP(1-P) = \frac{400^2 \times 0.05^2}{1.96^2} + 400 \times 0.5 \times 0.5 = 204$$

$$n = \frac{\frac{60^2 \times 0.5 \times 0.5}{0.15}}{204} + \frac{\frac{30^2 \times 0.5 \times 0.5}{0.075}}{204} + \frac{\frac{67^2 \times 0.5 \times 0.5}{0.17}}{204} + \frac{\frac{35^2 \times 0.5 \times 0.5}{0.09}}{204} + \frac{\frac{50^2 \times 0.5 \times 0.5}{0.125}}{204} + \frac{\frac{83^2 \times 0.5 \times 0.5}{0.21}}{204} + \frac{\frac{30^2 \times 0.5 \times 0.5}{0.075}}{204} + \frac{\frac{45^2 \times 0.5 \times 0.5}{0.11}}{204}$$

$$n = 29 + 15 + 32 + 17 + 25 + 40 + 15 + 23$$

$$n = 196.$$

Generally, the total respondents of this study were 255.

Table 1: Sample size and Sampling technique

No	Selected Woredas	Selected school	Respondents															
			Total No. of Teachers	Selected Teachers			Principals			Vice-Principals			Former Teachers			Woreda education office experts		
				M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Anlemo	Fonko	60	25	4	29	1	-	1	2		2	4	1	5	1	-	1
		Aachamo	30	10	5	15	1	-	1	2		2	3	-	3	-	-	-
2	Lemo	Balesa	50	18	7	25	1	-	1	2	-	2	3	1	4	1	-	1
		Lisana	35	15	2	17	1	-	1	2	-	2	4	-	4			
3	Shashogo	Bonosha	83	32	8	40	1	-	1	2	-	2	4	1	5	1	-	1
		Doisha	30	12	3	15	1	-	1	2	-	2	2	-	2			
4	H.Admin	Heto	67	23	9	32	1	-	1	2	-	2	3	1	4	1	-	1
5	Misha	Morsuto	45	19	4	23	1	-	1	2	-	2	3	-	3	1	-	1
Total	5	8	400	154	42	196	8	-	8	16	-	16	26	4	30	5	-	5
Sampling techniques			-	Simple random sampling techniques			Purposive sampling techniques			Purposive sampling techniques			Snow ball sampling techniques			Purposive sampling techniques		

Source: School document and woreda education office in 2017.

3.8. Instruments of data collection

For this study, questionnaires, interviews, and document analysis were used as instrument of data collection.

3.8.1. Questionnaire

For this study, the researcher used questionnaire with both closed and open items were employed to collect quantitative data were adapted and developed from different literatures for practicing and former teachers. That is why questionnaires were convenient to conduct survey and to

acquire necessary information from large number of study subject within a short period of time. The questionnaires were prepared in English language because all of the sampled secondary school teachers can have necessary skills to read and understand the concepts that were incorporated in the questionnaires. The questionnaires were dispatched and collected through the assigned data collectors. To make the data collection procedure smart and cleared from confusions, the data collectors was properly oriented about the data collection procedures by the researcher. In addition to this, follow up were kept by the researcher.

The questionnaires had two parts. The first part of the questionnaires describes the respondents' background information and categories include: gender, age, level of qualification, length of service, field of study and monthly salary. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study. The closed ended items was prepared by using a likert scale model by which the researcher had the chance to get a greater uniformity of responses of the respondents that shall be helpful to make it easy to be processed. In addition to this, few open ended type of questions were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to teacher's turnover.

3.8.2. Interview

Structured interviews along with a few unstructured interviews was employed to get the detail information about factors contributed teachers' turnover from 8 school principals, 16 vice principals and 5 Woreda education office experts was included in the study because, they are more related to problem. Thus, the purpose of the interview is to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response.

3.8.3. Document Analysis

Analysis of content of records, documents and written materials constitutes the second use of survey to collect data for a research study. Therefore, data concerning the trend of turnover in the sample schools was obtained by examining and analyzing relevant documents. Accordingly, annual reports and Educational statistics from the each Woreda education office were analyzed in order to identify the trends of teachers' turnover.

3.9. Procedure of Data Collection

To answer the research questions, the researcher has gone through series of data gathering procedures. The researcher received the authorized official cooperation letters from Jimma University and education department of Hadiya zone. For ethical clearance, the researcher had introduced his objectives and a purpose of the study for participation. And then, gathered trust worthy data from respondents' questionnaires. The researcher administered questionnaires to 196 practicing teachers and 30 former teachers and interview for 8 principals, 16 vice-principals and 5 woreda education office experts. Finally, the researcher collected all the data from the participants to resume the research work

3.10. Validity and Reliability Checks

Validity means the ability of data collection instrument what is intended to be measured. To achieve the validity in the instrument of data collection, the instruments which are initially prepared in English language, checked by main advisor in order to comment the extent to which the items are appropriate in securing relevant information to address research question. As discussed above, all the items are addressed the research questions under investigation make to maintain validity of the instruments of the study. Best and Kahn (2002) describe that the items of the instrument shall represent a significant aspect of the purpose of the investigation. Content validation is established by cross-referencing the content of the instruments to those elements contained in the basic research questions. That is, the items constructed were going in line with the answers to the research questions. Content validity addressed to what extent the appropriate content is representing in questionnaires. Validity looks at whether instrument measures what it is intend to measure and whether the instrument draw accurate information. The researcher makes change or replaces the construction of some items in the questionnaires and interview guide based on the consultation of the after feedback received from advisors.

What had been checked before administering to targets of the study was the reliability of the items. Therefore, the reliability of the questionnaires was analyzed by using Crombach alpha method. The two sets of questionnaire items were calculated using the Crombach alpha test accordingly. Then the computed result for practicing Teachers' questionnaire items was found to be 0.771 and former teachers' questionnaire item was found to be 0.78. Therefore, all of the pilot test result revealed that the calculated values aimed to test the reliability of the instruments were

found to be relevant to measure the claim they were supposed to measure, because reliability calculated value above 0.775 is considered to be reliable instrument in the process.

3.11. Pilot Testing

To avoid ambiguity and to check the validity of the draft questionnaire, ten questionnaires were distributed to current teachers of Wachamo secondary school. Questionnaire prepared for former teachers was also pilot tested by taking two former teachers of Wachamo secondary school. Consequently, Wachamo secondary School and the former teachers of Wachamo secondary schools were not considered in the final study. Based on the feedback from both categories of respondents, the questionnaire was modified accordingly. Some redundant questions were taken out and numbers from five to one used as heading for the likert scale were replaced with word descriptions of agree-disagree continuum.

3.12. Method of data analysis

After the distributed questionnaires were collecting, the work of tabulation was carried out. The items are classified in to different tables in line with the basic questions. Each of the items were analyzed and interpreted. In analyzing the data both quantitative and qualitative methods were used. The data collected through interview are presented and analyzed qualitatively. The quantitative data obtained through questionnaire were tabulated, analyzed and interpreted by using appropriate statistical tools Package for Social Science (SPSS) version 20 were used in analyzing the collected data. Frequencies and percentages were used to analyze various characteristics such as sex, age, academic qualification, monthly salary and work experiences. Chi square test were used as statistical tools for analysis to identify whether or not there is the relationship between the categories of the respondents. The out puts of the data were presented appropriately depending on the respondents' responses. The end results were presented in written form and in the form of table. This made possible owing to descriptive statistics that is appropriately used for the understanding the main characteristics of the research problems. The percentage was used to compute so as to analyze the background information of the respondents.

3.13. Ethical Consideration

Ethical consideration plays an important role during data collection. The researcher is aware of following the ethical consideration related to the study. Furthermore, the first page of the

questionnaires displays an opening introductory letter that requests the respondents' cooperation to provide relevant information for the study. They were assured that the information they provided were kept confidential. To data collections from the study participants, all potential study participants are informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removes the respondents' information that requires identification of their names and other identifies. During the data collection, the data collectors' and researcher were make positive interaction with respondents in any activities that matter to the research study.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This chapter of the thesis deals with presentation, analysis and interpretation of the data. In this study, different groups of respondents were included to obtain the necessary information. The main purpose of this study was assess' factors *affecting teachers' turnover and their implications to school success in the Secondary Schools of Hadiya Zone*. To this end, two categories of respondents participated in responding to the two sets of questionnaires. These were practicing teachers who are currently serving in government secondary schools of the Zone, former teachers who left teaching profession in the Secondary Schools of Hadiya Zone from 2014-2016. Hence, 226 copies of questionnaires were distributed. Among these 196 (154 male and 42 female) practicing teachers; 30 (26 male and 4 female) former teachers respectively. Accordingly, out of the total of 196 copies of questionnaires distributed to practicing teachers 180(92%) of practicing teachers 140 (77.8% male and 40(22.2% female) filled in and returned; Out of 30 former teachers 29 (96.6%) of former teachers 25 (86.2%) male and 4(13.8%) female were filled the questionnaires and returned. In addition structured interviews along with a few unstructured interviews were conducted with 8 school principals, 16 vice principals and 5 woreda education office experts.

4.1. Demographic Characteristics of the Respondents

The study was conducted from March 15/2017 to April 15/ 2017 in selected secondary schools of Hadiya Zone SNNPR of Ethiopia.

During study time different respondents' participated in the study. Table 2 below shows that demographic characteristics of these respondents.

Table 2: The demographic data of practicing teachers, Principals, former teachers, Vice-principals and Woreda education office experts

Items	Characters	Respondents'		Principals		Vice-principals		Woreda edu.office Experts		Former teachers	
		Practicing teachers		F	%	F	%	F	%	F	%
Age	less than or equal to 25	55	30.6	-	-	-	-	-	-	10	34.5
	26-30	103	57.2	-	-	11	68.75	-	-	16	55.2
	31-35	10	5.6	2	25	5	31.25	-	-	2	6.9
	36-40	7	3.9	6	75	-	-	4	80	1	3.4
	Above 41 years	5	2.8	-	-	-	-	1	20	-	-
	Total	180	100	8	100	16	100	5	100	29	100
Sex	Male	140	77.8	8	100	16	100	5	100	25	86.2
	Female	40	22.2	-	-	-	-	-	-	4	13.8
	Total	180	100	8	100	16	100	5	100	29	100
Level of education	Diploma	7	3.9	-	-	-	-	-	-	-	-
	Degree	143	79.4	7	87.5	14	87.5	5	100	27	93.1
	Master	30	16.7	1	12.5	2	12.5	-	-	2	6.9
	Total	180	100	8	100	16	100	5	100	29	100
Years of service	<5 years	95	52.8	-	-	-	-	-	-	19	65.5
	5-10	70	38.9	-	-	-	-	-	-	8	27.6
	11-15	7	3.9	6	75	12	75	3	60	2	6.9
	16-20	8	4.4	2	25	4	25	2	40	-	-
	21 and above	-	-	-	-	-	-	-	-	-	-
	Total	180	100	8	100	16	100	5	100	29	100
Field of study	Natural science	95	52.8	5	62.5	10	62.5	-	-	20	69
	Social science	85	47.2	3	37.5	6	37.5	-	-	9	31
	Total	180	100	8	100	16	100	5	100	29	100
Monthiy salary	2059-2458 Birr	-	-	-	-	-	-	-	-	-	-
	2459-3066 Birr	156	86.7	-	-	-	-	-	-	1	3.45
	3067-3656 Birr	24	13.3	-	-	-	-	-	-	2	6.9
	3657-4734Birr	-	-	-	-	3	18.75	1	20	26	89.65
	Above 4734 Birr	-	-	8	100	13	82.25	4	80	-	-
	Total	180	100	8	100	16	100	5	100	29	100

As shown on the table 2, in items 1 age the data indicate, 55 (30.6%) of practicing teachers and 10 (34.5%) of Former teachers were in the age 25 and below, 26-30, 31-35, and 36 & above

respectively. This confirms that majority of practicing teachers and former teachers in Hadiya Zone were above the age 26 years old. With reference to the age of other respondents, all of the participants (principals, vice-principals and educational experts) were found in the ranges of 26-40 ages which are believed to be at their adult age. The finding shows that the majority of respondents were matured enough to know what has been happening in their respective schools. Hence, they were able to provide appropriate and detailed information about factors influencing teacher turnovers.

In terms of sex, out of 180 practicing teachers 140 (77.8%) were males and 40 (22.2%) females and 25 (86.2%) former teachers were male and 4(13.8%) were females. The result shows that majority of teachers in selected secondary schools of Hadiya Zone were males. According to the table above the sex of other respondents, 8(100%), 16(100%) and 5(100%) of principals, vice-principals and education experts were males respectively.

Regarding to educational level 7(3.9%) of practicing teachers had diploma and 143(79.4%), 7(87.5%), 14(87.5%), 5(100), 27(93.1) of practicing teachers, principals, vice-principals, education experts and former teachers had first degree holders respectively and 30(16.7%), 1(12.2%), 2(12.5%) and 2(6.9%) of practicing teachers, principals, vice-principals and former teachers had masters holders respectively. But for principals, criteria according to blue print of teachers development program (MOE, 2007) stated that the academic qualification required for secondary school principal is a master's degree.

With regard to work experience, 95 (52.8%) practicing teachers and 19(65.5%) of former teachers had the service of below 5 years. From this data it can be inferred that more of the less experienced teachers leave teaching profession than teachers who have long service years. Similarly, 70(38.9%) of practicing teachers and 8(27.6%) former teachers have 5-10 years work experience. On the other hand, the majority of school principals, vice-principals and woreda educational experts have 11-15 years work experience.

Regarding to field of study, being social science and natural science Degree and Masters holder, was also considered in this study and 95(52.8) of practicing teachers field of study was natural science while 20(69%) of former teachers studied natural science stream and 85(47.2%) of practicing teachers and 9 (31%) of former teachers studied social science. This shows that natural science stream had more job opportunity of teaching field while social had less according to the data.

With regarding to monthly salary 156(86.6%) of practicing teachers have earned below 3067 birr and 26(89.65%) former teachers have earned on average 4734 birr. The majority of the school principals, vice-principals and woreda education experts have earned above 4734 birr. This clearly shows that there is salary gap between teaching and non- teaching profession. This is obvious that, if the profession has low salary, teachers leave the profession when they get better salary earning job.

4.2. Trends of Teachers Turnover in sampled Secondary Schools of Hadiya Zone

As indicate table 3 below an average of 9.14% of teachers left sample secondary schools from 2014E.C.-2016E.C. When seen in the year 2014 E.C. 5.6%(293) male and 5.7% (70) female a average of 5.5% (363), in 2015E.C. 11.1% (243) male and 8% (99) female and a average of 10.2% (342) and in 2016E.C. 12.3% (300) male and 9%(100) female and average 11.5% teachers left sample secondary schools of Hadiya Zone. This shows that teachers turnover is increasing from year to year.

Table 3: Rate of Teacher Turnover in Secondary Schools of Hadiya Zone (2014-2016)

Gender	Rate of Teacher Turnover									Total		
	2014/5			2015/6			2016/7					
	Teach ers at work	Teachers left		Teachers at work	Teachers left		Teach ers at work	Teacher left		At work	Left	
		F	%	F	F	%	F	F	%	F	F	%
Male	293	16	5.6%	243	27	11.1%	300	37%	12.3%	836	80	8%
Female	70	4	5.7%	99	8	8%	100	9	9%	269	21	7.8%
Total	363	20	5.5	342	35	10.2%	400	46	11.5%	1105	101	9.14%

Source: *Reported Document from Hadiya Zone Education Department and Woreda Education office (2014-2016)*

As indicated in Table 3, within the last three years (2014- 2016) over 101(9.14%) sampled secondary school teachers, both degree and master holders left government secondary schools of Hadiya Zone. There were no well organized documents about those teachers who were retired, discharged and died in the Zone. Because of this fact the calculated rate of teachers' turnover was based only on those teachers who voluntarily left teaching profession. From this reality, one can easily understand that male teachers had high rate of turnover than female teachers. Thus, in most secondary schools of Hadiya zone, teaching learning process was delivered by less qualified and less experienced teachers. On the other hand, a great loss of qualified teachers negatively influences the provision of quality education which in turn leads to low achievement of student's performance.

4.3. School Related Factors for Teaching Staff Turnover

4.3.1. Working Condition as Cause for Teachers' Turnover

Poor working condition is one of the factors that repel teachers from their job. It is fact that teachers in developing countries work in poor working conditions. Those conditions can affect teacher's moral and motivation to carry out their activities and may force them to quit their job. To examine the problem concerning the working conditions as a cause of teachers turnover, practicing teachers and former teacher were asked to rate factors related to poor working conditions using a likert scale: Strongly Agree=5; Agree=4; Undecided-3; Disagree=2 and Strongly Disagree =1. This fact was more illustrated in Table below.

Table 4: Poor Working Condition as Causes of Teachers' Turnover

No	Item	Respon den ts	Responces										Chi- squer s result	df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	f	%			
1	Poor Implementation induction program	PT	89	49.4	82	45.6	7	3.9	2	1.1	-	-	13.37	4	0.0095
		FT	10	34.5	16	55.2	0	0	2	6.9	1	3.4			
2	Poor relationship with administrators	PT	70	38.9	95	52.8	3	1.7	5	2.8	7	3.9	8.23	4	0.083
		FT	19	65.5	10	34.5	0	0	0	0	0	0			
3	Lack of School facilities (staff room, recreation center, toilet, electricity, internet access, etc.)	PT	67	37.2	98	54.4	3	1.7	4	2.2	8	4.4	2.61	4	0.625
		FT	12	41.4	17	58.6	0	0	0	0	0	0			
4	Poor collegial relationship among teachers	PT	50	27.8	80	44.4	10	5.6	25	13.9	1	8.3	15.52	4	0.1590
		FT	17	58.6	12	41.4	0	0	0	0	0	0			
5	Low status teaching profession by parents and friends in other profession	PT	25	13.9	150	83.3	1	.6	4	2.2	-	-	6.591	4	0.0037
		FT	3	10.3	25	86.2	0	0	1	3.4	0	0			
6	Large class size and class room conditions	PT	70	38.9	85	47.2	3	1.7	15	8.3	7	3.9	4.233	4	0.37
		FT	10	34.5	14	48.3	2	6.9	3	10.3	0	0			
7	Lack of support from the school community	PT	60	33.3	90	50	10	5.6	15		5	2.8	8.244	4	0.083
		FT	16	55.2	13	44.8	0	0	0	0	0	0			

NB. PT- Practicing Teachers, FT= former Teachers -If the calculated P value is greater than 0.05, there is no significant difference.

-If the calculated P value is less than 0.05, there is significant difference.

Implementations of poor induction program negatively influence teachers' with holding in the school. As indicated in item 1 of table 4 about, 89 (49.4%) practicing teachers and 10(34.5%) former teachers were strongly agree and 82(45.6%) practicing teachers and 16(55.2%) were agree on poor implementation induction program.

Few number of practicing teachers and former teachers reported that there was good implementation of induction program in secondary schools. From this, one can easily understand that there was very poor implementation of induction program in the secondary schools of Hadiya Zone. In this study implementations of poor induction program have significant relationship with teacher turnover (Chi square critical=13.37, df=4, at 0.0095 level of significance difference)

An interview conducted with school principals, vice-principals and woreda education office experts indicates that:

'.....there was no conducive working condition at school level. This means that there was no induction program, there was very poor classroom conduciveness, there was shortage of school facilities such as lack of staffroom, lack of recreation center for teachers, lack of computer, shortage of toilet, health care service, lack of tap water, lack of library, lack of laboratory, etc were the factors that forced teachers to quit teaching profession. All these problems were poor working condition related factors that repel teachers from teaching profession....'

As shown in the Table 4 item 2, about 70 (38.9%) of practicing teachers and 19(65.5%) former teachers were strongly agree on poor relationship with administrators and 95(52.8%) practicing teachers and 10(34.5%) former teachers were agree that there was poor relationship with administrators. This shows that there was poor interpersonal relationship with administrators. This in turn forced teachers to quit teaching profession and increased teaching staff turnover in secondary school of Hadiya Zone. Accordingly, the calculated chi-square result for poor relationship with administrators had no significant relationship ($\chi^2=8.23$, df=4p= 0.083).

In item 3 of the same table about 67(37.2%) practicing teachers and 12(41.4%) former teachers were strongly agree on lack of School facilities and 98(54.4%) practicing and 17(58.6%) former teachers were agree on item 3. This shows that there was lack of School facilities was forced teachers to quit teaching profession and increased teaching staff turnover in Hadiya Zone.

An interview conducted with 48 years male school principal, indicates that:

“...there was lack of School facilities staff room, recreation center, toilet, electricity and internet access was reason for teachers to quit teaching profession...”

As shown in the same table in item 4, about 50 (27.8) of practicing and 17(58.6%) former teachers respond that there was strongly agree in poor collegial relationship among the staff and 80 (44.4 %) practicing teachers and 12(41.4%) former teachers respond that there was agree in poor collegial relationship among the staff. This shows that there was poor interpersonal relationship among the staff member. This in turn forced teachers to quit teaching profession and increased teaching staff turnover in the study area. Poor collegial relationship among the staff had no significant relationship in teachers turnover ($\chi^2=15.52,df=4 p=0.1590$).

Regarding in item 5 on the same table about, 25(13.9%) practicing teachers and 3(10.3%) former teachers, were strongly agree and 150(83.3%) of practicing teachers and 25(86.2%) of former teachers were agreed on low status teaching profession by parents, government officials and friends in other profession. This shows that there was lack of respect and recognition by officials, community and the society at large. In this study low status teaching profession by parents, government officials and friends in other profession have significant relationship with teacher turnover ($\chi^2=6.591,df=4 p=0.037$).

This result was supported by an interview respond with school principals indicated that:

“...teaching profession has very low social status, meaning that ever body considers teaching profession as an ordinary profession”.

As show in the item of the same table, about 60(33.3%) practicing teachers and 16(55.2%) of former teachers were strongly agree on lack of support from the school community and about 90 (50%) of practicing teachers and 13(44.8%) of former teachers, were agreed. Very few numbers of practicing teachers and former teachers were disagreed on the items mentioned above.

An unknown age male Principals from interview reported

“... lack of supporting of the school community make teachers uninterested to continue with teaching profession and to leave school”.

The chi-squares result showed that there no significant relationship with turnover and in practicing teachers and former teachers ($\chi^2 = 8.244, df=4, p=0.08$). This may imply that on lack of encouraging teachers from the school community it leads staff turnover.

4.3.2. School Administrative Systems

Inefficient school administrators are one of the major factors that induced teachers to leave teaching profession at secondary schools. With regard to poor school administrators, practicing teachers and former teachers were asked to rate the items related to administrative problems using a likert rating scale as followed: Strongly Agree 5; Agree=4; Undecided=3; Disagree=2 and Strongly Disagree= 1. This fact was more illustrated by Table 5 as follow.

Table 5: School Administrative System as Causes of Teachers' Turnover

A likert rating scale as followed: Strongly Agree- 5; Agree=4; Undecided=3; Disagree=2 and Strongly Disagree= 1 This fact was more illustrated by Table 5 as follow

No	Item	Res pon ses	Rating scores										Chi-squers result	df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	School administrators are well qualified in leading school	PT	1	0.5	1	0.5	4	2.2	80	44.4	94	52.2	1.008	4	0.908
		FT	0	0	0	0	0	0	0	13	44.8	16			
2	School administrators are well committed in their work	PT	2	1.1	6	3.3	1	0.5	90	50	81	45	1.886	4	0.75
		FT	0	0	0	0	0	0	0	17	58.6	12			
3	Teachers have positive attitude towards school leaders	PT	2	1.2	10	5.6	3	1.7	110	61.1	55	30.6	2.566	4	0.63
		FT	1	3.4	2	6.9	1	3.4	14	48.3	11	37.9			
4	Inefficient school leaders are one of the reason for teachers turnover	PT	80	44.4	93	51.6	2	1.1	3	1.7	2	1.1	2.5974	4	0.0045
		FT	10	34.5	19	65.5	0	0	0	0	0	0			
5	Career promotion and salary adjustment delays	PT	88	48.9	60	33.3	10	5.6	20	11.1	2	1.1	5.0809	4	0.27
		FT	15	51.7	9	31	1	3.4	2	6.9	2	6.9			
6	Decision making is not participatory	PT	90	50	44	24.4	16	8.9	20	11.1	10	5.6	3.975	4	0.40
		FT	16	55.2	9	31	2	6.9	0	0	2	6.9			

NB. PT- Practicing Teachers, FT- Former Teachers

- If the calculated P value is greater than 0.05, there is no significant difference.
- If the calculated P value is less than 0.05, there is significant difference.

As indicated in table 5 item 1 about, 80(44.4%) practicing teachers and 13(44.8%) former teachers were disagree on school administrators leading school and 94 (52.2%) practicing teachers and 16(51.1%) former teachers were strongly disagree on Item 1. The chi-squares result shows that ($\chi^2=1.008$, $df=4$ $p=0.908$) there is no statistically significant relationship between in practicing teachers and former teachers in their perception of administrative related factors for teaching staff turnover. This implies that most of secondary school administrators were inefficient in school administration.

As can be seen majority 90(50%) of practicing teachers and 17(58.6%) former teachers were disagree on committed school administrators in their work and 81(45%) practicing teachers and 12(41.4%) former teachers were strongly disagree on poor committed administrators in their work. The chi-squares had no significant relationship in both practicing teachers and former teachers ($\chi^2=1.886$, $df=4$, $p=0.75$). The interviews made with 53 years old male vice-principals and with 51 years old male werada educational experts reported that:

‘.... school administrators were not qualified in educational leadership and management, they were busy in administrative work and teachers have no positive attitude towards school principals’.

Item 3 of the same table the respondents were requested to respond on the way of teachers have positive attitude towards school leaders, the majority of 110(61.1) practicing teachers (calculated mean value 4.14) and 14(48.3) former teachers were disagree were disagreed on Item 3. The chi-squares result shows that there is no statistically significant association between both in practicing teachers and former teachers ($\chi^2=2.566$, $df=4$ $p=0.63$).. However, the interview asked 39 year old male school vice-principal reported that:

“...most of the time we busy by serious meetings as a result we lost most of the time by participating in meetings at different level than carrying out their educational responsibilities and the teachers have negative attitude towards school leaders”.

On the table 5 item 4 about, 80(44.4%) practicing teachers and 10(34.5%) former teachers were strongly agree on inefficient school leaders are one of the reason for teachers turnover and

93(51.6%) practicing teachers and 15(65.5%) former teachers were agree on inefficient school leaders are one of the reason for teachers turnover. The chi-squares result shows that there is statistically significant relationship in both practicing teachers and former teachers ($\chi^2=2.597$, $df=4$, $p=0.045$). This may imply that low respect accorded to teachers by the inefficient school leaders was demoralized teachers and forced them to quit teaching profession. The interviews made with school vice-principals revealed that:

'... school administrators were not qualified in educational leadership and management, they were busy in administrative work and teachers have no positive attitude towards school principals.

Item 5 was about the decision making is not participatory the large number of practicing teachers 90 (50%) (Calculated mean value 1.98) and former teachers 16(55.2%) were strongly agreed and 44(24.4%) practicing teachers and 9(31%) former teachers were agree on decision making is not participatory. The chi-squares result shows that there is no statistically significant relationship between both in practicing teachers and former teachers ($\chi^2=3.975$, $df=4$ and at 0.40 level of significance difference). This implies that lack of participatory in decision making was factors for teachers' leaves from teaching profession.

4.3.3. Lack of Good Technical Support and Supervision

It is fact that technical support and supervision are very essential at secondary schools in order to encourage teachers in their work and promote conducive teaching learning environment. However, one of the major problems in education system is poor technical support and supervision. These facts were more summarized by Table as follows A rating score was used as Strongly Agree=5; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1.

Table 6: Technical Support and Supervision as Causes of Teachers' Turnover.

No	Item	Responses	Responses										Chi-squer Result	Df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	School supervisors are well qualified In supervising schools	PT	1	.5	1	0.5	-	-	77	42.7	101	56.1	8.992	4	0.034
		FT	0	0	1	3.4	1	3.4	10	34.5	17	58.6			
2	Supervisors are fault finders than giving constructive support for teachers	PT	94	52.2	80	44.4	2	1.1	1	6	-	-	2.991	4	0.559
		FT	15	51.7	13	44.8	0	0	1	3.4	0	0			
3	Woreda and Zone educational supervisors failed to give technical support to teachers	PT	80	44.4	94	52.2	3	1.7	1	6	2	1.1	3.928	4	0.415
		FT	15	51.7	12	41.4	0	0	1	3.4	0	0			

A rating score was used as Strongly Agree=5; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1.

In item 1 of Table 6 the majority of 101(56.1%) of practicing teachers and 17(58.6) former teachers were strongly disagree on item 1. This implies that supervisors at different levels were not qualified in supervising and giving necessary technical support for teachers.

The computed chi-square result shows that the opinion of the two categories did indicate a statistically significant difference for items 1 (Chi square critical 8.992, df=4 and at 0.0034 level of significance difference).

From the above data and interview with principals and vice-principals, said that

.....the professional efficiency of Hadiya Zone supervisors are less experienced than principals and vice-principals.

The data given under the poor supervision and technical support obviously show that most teachers turnover from the Hadiya Zone secondary schools as a result of inefficiency on the supervision. Moreover, as justified in interview session, Educational supervisors and principals are assigned on the basis of political leaders rather than their professional efficiency and they were assigned on loyalty of political members. It is better political assignment plus supervisory training follow rather than one side assignment. School supervisors were assigned randomly

without the necessary technical training to support for teachers. They wrongly used their power and tried to tension teachers rather than relaxing and encouraging.

On the same table in item 2 shown 93(52.2%) practicing teachers and 15(51.7) former teachers were strongly agreed on the items 2 dislike supervisor because supervisors are fault finders' whereas 80 (44.4%) practicing teachers and 13(44.8) were agreed on the idea. Thus, it is safe to conclude that the technical and supervision support given to the teachers was weak. In this study lack of good technical support and supervision had no significant relationship with teacher turnover in both practicing teachers and former teachers ($\chi^2 = 2.991$, $df=4$, $p=0.559$). Therefore, the data indicated that poor technical support and supervision was one of the reasons for teachers' turnover.

4.3.4. Students' Characteristics and Misbehavior

Many studies adequately; evidenced those students' characteristics and misbehavior is one of the major factors that forced teachers to dislike teaching profession. For instance, (Cockburn and Hayden, 2004) asserted that the most commonly mentioned a school factor cited by teachers was the difficulty and frustration of dealing with disruptive students.

Table 7: Students' character as cause of teachers' turnover

No	Teachers dislike teaching profession Because	Responses	Responses										Chi-squers Result	Df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	Most students have no respect for teachers	PT	75	41.7	93	51.6	6	3.3	4	2.2	2	1.1	2.341	4	0.673
		FT	10	34.5	17	58.6	2	6.9	0	0	0	0			
2	Most of the current students have no motivation to learn	PT	109	60.6	64	35.6	4	2.2	3	1.7	-	-	15.68	4	0.054
		FT	13	44.8	14	48.3	0	0	0	0	2	6.9			
3	Students' cheating in exams and quizzes	PT	99	55	71	39.4	5	2.8	3	1.7	2	1.1	2.143	4	0.709
		FT	15	51.7	12	41.4	2	6.9	-	-	-	-			
4	Students' absenteeism and lateness	PT	89	49.4	81	45	4	2.2	4	2.2	2	1.1	3.576	4	0.464
		FT	14	48.3	12	41.4	2	6.9	0	0	1	3.4			
6	Negligence of students in doing assignments and homework	PT	80	44.4	90	50	5	2.8	3	1.7	2	1.1	3.245	4	0.51
		FT	16	55.2	12	41.4	0	0	0	0	1	3.4			

A rating score was used as Strongly Agree=5; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1.

Regarding to students characteristics and misbehavior, majority of practicing teachers, about, 93 (51.6%) and about 17(58.6%) former teachers were agreed on most students have no respect for teachers.

A chi-squares result was most of current students did not respect for teachers there is no significant association in turnover in practicing teachers and former teachers

The result revealed that the critical value of chi-square test was found to be greater than the calculated value in all items in the table (Chi square critical=2.341 df=4 at 0.673 level of significance difference). This means that the opinions of the two categories did not show a statistically significant difference. This may imply that low respect accorded to teachers by the students was demoralized teachers and forced them to quit teaching profession.

The Table 7 also depicted that majority of practicing teachers 109(60.6%) and 13(44.8%) former teachers' were strongly agree and 64(35.6%) practicing teachers and 14(48.3%) former teachers

were agree in item 2. The chi-squares result showed that there is no significant relationship between student motivation to learn with turnover in both practicing teachers and former teacher teachers ($\chi^2=15.68,df=4, p=0.056$). This may imply that low motivation of students demotivated teachers.

An interview conducted with 49 years old male school principal supported that

“...most students have no motivation to learn. These demotivated students were highly misbehaved and have no smooth relationship with their teachers. This in turn forced teachers to quit teaching profession and negatively influenced quality of education.”

As can be seen from the same Table item 3 majority 99(55%) of practicing teachers and 15(51.7%) of former teachers, were strongly agreed and 71 (39.4%) of practicing teachers and 12(41.4%) of former teachers, were agree students' cheating in exams and quizzes. The chi-squares result showed that there no significant relationship with turnover in practicing teachers and former teachers ($\chi^2=2.143, df=4, p=0.709$). This may imply that low motivation of students demotivated teacher.

As shown in Table 7 above, regarding negligence of students in doing assignments and homework, 80(44.4%) practicing teachers and 16(66.2%) former teachers were strongly agree and 90(50%) practicing teachers and 12(41.4%) former teachers were agree in the above item 6. The chi-squares result showed that there is no significant relationship with turnover in practicing teachers and former teachers ($\chi^2=3.245,df= 4, p=0.51$). This imply that negligence of students in doing assignments as a factor to teacher's turnover

4.4. Socio-Economic Related Factors

One of the major factors that induced teaches to leave teaching profession is low social status of teaching profession. Regarding to this Motuma (2006), Aleazer (2007), Temesgen (2005), and others revealed that the most frequently raised reasons for teachers to leave their job were inadequate salary and non-salary benefits. In line with this, practicing teachers and former teachers were asked to rate the items related to social status accorded to teachers and teachers salary and non- salary benefit or socio-economic related factors for teachers' turnover. 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 is shown in Table below, respondents were asked to

rate items that were listed to measure low status given to teachers by the society as a factor for teachers' turnover.

Table 8: Social Status and Inadequate Salary as Causes of Teachers Turnover

Using a likert rating scale as: Strongly agree=5; Agree=4; Undecided =3; Disagree=2, and Strongly Disagree=1

No	Item	Respondentes	Responces										Chi-squers result	df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	My income is insufficient to support my family and meet other obligations	PT	135	75	30	16.7	2	1.1	3	1.7	10	5.6	4.217	4	0.37
		FT	18	62.1	9	31	0	0	0	0	2	6.9			
2	Poor living environment (no house, health and transport is given to teachers) is one reason for teachers turnover	PT	142	78.9	30	16.7	3	1.7	2	1.1	3	1.7	11.276	4	0.22
		FT	16	55.2	11	37.9	0	0	0	0	2	6.9			
3	High mismatched of teachers' income and market situation repels qualified and experienced teachers	PT	154	85.5	20	11.1	3	1.7	2	1.1	1	0.5	6.634	4	0.023
		FT	20	69	6	20.7	2	6.9	1	3.4	0	0			

As indicated in item 1 of table 8, the majority 135(75%) of the practicing teachers and 18(62.1%) of the former teachers were positively strongly agreed on the fact that teachers income was insufficient to support family and meet other obligations. This may imply that inadequate salary is one of the major factors that induced teachers to dislike teaching profession. Therefore, qualified and experienced teachers left teaching profession for better benefits. In this study insufficient income was no significant relationship with teacher turnover in both groups of respondents ($\chi^2 = 4.217$, $df= 4$, $p=0.37$). This imply that negligence of students in doing assignments as a factor to teacher's turnover

An interview conducted with school principals and vice-principals indicates that

“... there was inadequate salary is one of the major factors that induced teachers to dislike teaching profession”.

The same Table 8 also displayed that both categories of respondents were positively agreed on item 3. This means, about 154 (85.5%) of practicing teachers and 20 (69%) of were strongly agreed on the fact that the highly mismatched of teachers' monthly income and market situation former teachers, repels qualified and experienced teachers from teaching profession. The suggestion of principals and vice-principals an interview said that

“... salary increment has no advantage unless the market situation was managed. Teachers' monthly income did not cover the house hold management Market situation therefore teachers engage in other economy improving profession, which highly influences teachers retention”.

In general, from the data investigated all items related to socio-economic related problems had adverse effect on teachers' retention' in the secondary schools of Hadiya Zone. In this study high mismatched of teachers' income and market situation repels qualified and experienced teachers had significant relationship with teacher turnover in both group of respondents ($\chi^2 = 6.634, df=4, p=0.023$).

4.5. Teachers Personal Related Factors

Teachers' personal related is one of the factors for teachers' turnover. Teachers' interest towards teaching profession, low commitment for teaching profession, teachers' satisfaction with their living environment and low morale are teachers' personal related factors. Some teachers enter teaching profession for using as stepping-stone and others enter teaching by accidental. These teachers may have negative attitude to the profession and stay for a short time in the profession.

Table 9: Personal Related Factors and Teachers Turnover

They are about the factors of low job satisfaction; using a likert rating scale as: Very high =5; High =4; Not sure =3; Low =2 and Very Low=1

No	Item	Responces	Responces										Chi-squeres result	df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	Teachers' interest in teaching profession in your school	PT	4	2.2	3	1.7	3	1.7	80	44.4	90	50	1.070	4	0.89
		FT	1	3.4	0	0	1	3.4	13	44.8	14	48.3			
2	Teachers' satisfaction with their living environment	PT	0	0	4	2.2	1	0.5	40	22.2	135	75	55.54	4	2.49
		FT	2	6.8	1	3.4	0	0	23	79.3	3	10.3			

As it can be shown in the table, 9 teachers were asked to rate their views towards the teachers' interest in teaching profession the majority of 90(50%) practicing teachers and 14(48.3%) former teachers were very low and 80(44.4%) practicing teachers and 13(44.8%) former teachers were low. In this study teachers' interest in teaching profession had no significant relationship with teacher turnover. The chi-square result indicated that ($\chi^2=1.070$, $df=4$, $p=0.89$).

Item2 in the same table shown those 40 (22.2%) practicing teachers and 23(79.3%) former teachers were low on teachers' satisfaction with their living environment and 135(75%) practicing teachers and 3(10.3%) former teachers were very low on teachers' satisfaction with their living environment. The low status given by society affect teachers' morale, teachers join teaching profession with positive attraction but now dissatisfying, teachers' status declined in society and lack of belongings in the schools. In this study Teachers' satisfaction with their living environment have no significant relationship with teacher turnover ($\chi^2=55.54$, $df=4$, $p=2.49$).

An interview conducted with school principals and vice-principals indicates that:

“...there was no conducive working condition at school level”.

4.6. Implications of Teachers Turnover on Quality Education

The second objective of the study was to assess the extent to which teachers' turnover affecting the provision of quality education. This objective was measured by asking the respondents to react to various statements describing the effect of teachers' turnover on the provision of quality education.

An interview conducted from vice- principal of one school expressed that:

“.....When teachers leave the job untimely, we cannot get the teachers to substitute immediately to precede the teaching learning activities I even face difficulties to transfer the class for the existing teachers, as they are already loaded. The school management has to report the case to Woreda Education Office, and then the process for hiring takes minimum two months. Till then, the class will remain without teacher. This class interruption can cause failure of quality of education or the implementation curriculum faces problem. On the other side teachers were given classes or subjects of which they had not been trained or minor subjects to handle. This happened due to shortage of teachers. Students performance declined, class repeating is maximized, poor national exam assessment score, portion timely uncovered students develop mal-behaviors skipping classes because a lot of time being in the class without teachers”.

Teachers' turnover has an impact on the quality education directly or indirectly. As documents assessed for the last three years show the student- teacher ratio increased from 85:1 to 90:1. This shows below standard designed for secondary schools. This problem created because of teachers' turnover and untimely teachers leave the profession; remaining teachers over loaded cover the quitted teachers. The other factors created by teachers' turnover are class repeating rates from previous years at fast rate increased in secondary schools.

4.7. Teachers' Intention to leave in their profession

Dissatisfied employees will always be ready to quit their current jobs if a better opportunity presented itself. The respondents in this study were requested to indicate if they had any intention of leaving their schools if better opportunities presented themselves

Table 10: Practicing Teachers Future Intention in Teaching Profession

No	Item	Responc es	Responces									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	Teachers stay in teaching profession until they get other job opportunity	PT	102	56.7	70	38.9	3	1.7	4	2.2	1	.6
2	Teachers want to stay in teaching profession until their retirement age	PT	120	66.7	53	29.4	2	1.1	3	1.7	2	1.1

A rating score was used as Strongly Agree=5; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1

As shown in Table 11, about 102 (56.7%) of practicing teachers, were strongly disagreed on item 1. This implies that, most of the teachers quit teaching profession if there is other job opportunity. This means that teachers joined teaching profession to use it as a spring board for other employment opportunity and 70(38.9) practicing teachers were disagreed.

Item 2 on the same Table also indicated that, 120 (66.7%) of practicing teachers were disagreed on the fact that teachers want to stay in teaching profession until their retirement year. The findings show that majority of the respondents agreed that they have intentions of leaving their schools. Most of the respondents cited poor payment and (insupportable) unbearable working conditions as the major contributors to their intention of leaving their current jobs. These findings conquer with (Mukuni, 2009) who revealed that most teachers in Hadiya Zone perceived their current stations jobs as ‘stepping stones’ to better paying jobs elsewhere and that they would not hesitate quitting if better opportunities came across.

Consequently, the future intention of teachers to stay in the profession is very frustrating in Hadiya Zone Woreda Education Office and secondary schools of the town.

Generally, a clear conducive result from the data in table 10 is that most of the Current Teachers have no intention to stay long in their respective schools and in the profession as well. This intention will unquestionably affect the current and future effectiveness, motivation and other professional quality of the teachers and their friends.' It means they will lack the requirement needed for the improvement of the quality of education on the part of teachers.

In the interview session, in relation to this all principals and vice-principals, expressed their concern and fear about current teachers' future intention,

In similar words as one principal said," After 2-5 years our secondary schools will face a challenge of shortage of experienced and qualified teachers, because many of the teachers are dissatisfied with poor payment of education sector when compared to other sectors. Many teachers are earning other degrees on their own, and looking for other jobs, and quitting teaching..." They added that the problem have already caused difficulties in the schools

Table 11: Former Teachers' Future Intention

No	Item	Respondentes	Rating scores									
			5		4		3		2		1	
			F	%	F	%	F	%	F	%	F	%
1	I have the intention to turn back to teaching profession	FT							19	62.1	10	37.9
2	I do not encourage the other generation to be a teacher	FT	11	34.5	18	62.1						

As indicated in item 1, about 19 (62.1%) of former teachers were disagreed intention to turn back to teaching profession. This fact highly shows that former teachers strongly disliked teaching profession. This in turn discourages the practicing teachers and increases teachers' turnover.

The second item also indicated that, 18 (62.1%) of former teachers were do not encourage the other generation to be a teacher. This implies that former teachers have no intention to encourage the future generation to join teaching profession.

4.8. Mechanisms to Reduce Teaching Staff Turnover

According to Ingersoll (2001) revealed that teacher recruitment programs traditionally common in the policy area would not solve the staffing problems of the schools if they do not also address the organizational sources of low teacher retention. These different retention mechanisms should be devised to increase teachers' retention. From the above realities, it can be concluded that on below the following table.

Table 12: Major Mechanisms to Minimizing Teaching Staff Turnover

No	Item	Responses	Respondents'										Chi-squeres result	df	P Value
			5		4		3		2		1				
			F	%	F	%	F	%	F	%	F	%			
1	Facilitating teachers' promotion by improving Salary and non- salary benefits.	PT	120	66.7	47	26.1	3	1.6	7	3.9	3	1.7	5.936	4	0.204
		FT	15	51.7	13	44.8	0	0	0	0	1	3.4			
2	Facilitating professional development and increase support	PT	136	75.5	36	20	3	1.6	3	1.7	2	1.1	2.74	4	0.601
		FT	20	69	8	27.6	0	0	0	0	1	3.4			
3	Assigning qualified and competent administrators and increase support	PT	110	61.1	60	33.3	2	1.1	5	2.8	3	1.7	4.82	4	0.306
		FT	15	51.7	12	41.4	0	0	0	0	2	6.9			
4	Improving working condition	PT	90	50	80	44.4	0	0	6	3.3	4	2.2	8.709	4	0.06
		FT	11	37.9	16	55.2	1	3.4	0	0	1	3.4			
5	Increasing status of teaching profession through giving recognition to teachers.	PT	52	28.8	120	66.7	3	1.6	4	2.2	1	.6	7.60	4	0.107
		FT	14	48.3	14	48.3	0	0	0	0	1	3.4			
6	Minimizing Student's disciplinary problems by properly applying the school rule and regulations set by ministry of education.	PT	156	86.6	15	8.3	4	2.2	3	1.7	2	1.1	4.62	4	0.32
		FT	26	89.7	1	3.4	0	0	2	6.9	0	0			
7	Involving teachers in decision making	PT	40	22.2	135	75	1	.6	2	1.1	2	1.1	9.252	4	0.055
		FT	14	48.3	15	51.7	0	0	0	0	0	0			

NB. PT - Practicing teachers, FT- Former teachers

A rating score was used as Strongly Agree=5; Agree=4, Undecided =3; Disagree=2 and Strongly Disagree= 1.

As shown in Table 13 regarding to improving salary and non-salary benefits majority of practicing teachers' 120 (66.7) and 15 (51.7) former teachers were strongly agreed on improving salary and non-salary benefits and 47(26.1%) practicing teachers and 13(44.8%)

former teachers were agree that improving teachers salary was very important mechanisms to reduce teachers' turnover.

The same Table about 136(75.5%) practicing teachers, 20(66%) former teachers responded strongly agreed that facilitating professional development and increase support was important in reducing teaching staff turnover.

The same table also indicated that, about 120 (66.7%) of practicing teachers and 14 (48.3%) former teachers were strongly agreed, increasing status of teaching profession through giving recognition to teachers and Very few numbers of practicing teachers and former teachers, were considered increasing status of teaching profession through giving recognition to teachers as the less important to reduce teachers' turnover.

As it was indicated in the same Table, about 156 (86.6%) practicing teachers and 26 (89.7%) of former teachers were strongly agree on minimizing Student's disciplinary problems by properly applying the school rule and regulations set by ministry of education.

Regarding to Participating teachers in decision making, about 40(22.2%) practicing teachers and 14(48.3%) former teachers were strongly agreed on increasing status of teaching profession through giving recognition to teachers and about, 135 (75%) practicing teachers and 15(51.7%) former teachers were agreed.

More over in an interview with the sample principals , vice-principals and werada education office experts most of the interviewee 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 turnover and increase teachers retention.

To sum up, the results of table indicated that the chi-square test value was calculated to investigate whether there was statistically significant difference between the two categories of respondents. The statistical result revealed that the critical value of chi-square test was found to be greater than the calculated value in all items in the table. This means that there no statistically significant difference between both categories of rating scores.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with the Summary of the major Findings. Conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the Factors Affecting teacher turnover and their implications to schools success in selected secondary schools of Hadiya Zone.

5.1. Summary of the Findings

The main purpose of this study was to assess the factors that force teachers to leave teaching profession and their implications to school success in secondary schools of Hadiya Zone, SNNPR.

In order to achieve this purpose, the study attempted to answer the following basic questions.

1. What are the internal and external factors that contribute teachers' turnover in secondary school of Hadiya Zone?
2. To what extent teachers' turnover affect Teaching-learning process in secondary school of Hadiya Zone?
3. To what extent do teachers in the system intention to leave the profession?
4. What should be done in order to reduce teachers' turnover in secondary school of Hadiya Zone?

So as to deal with the basic questions relevant literature were reviewed to investigate what had so far been done in relation to the problem, documentary statistical analysis was made and internet was used to get recent information in relation to the problem under the study. Furthermore, three types of data gathering instrument (questionnaire, interview and document analysis) were conducted.

A total of 196 practicing teachers were selected through random sampling technique, especially lottery method, to participate in the study and former teachers were selected through snow ball sampling technique. Furthermore, 8 principals, 16 vice-principals and 5 woreda education office experts' respondents were selected through using availability sampling technique because the researcher believes that they are relevant bodies to provide appropriate information for the study

due to their high intimacy and proximity with teachers in their day to day activities. To gather necessary information on the issue 196 questionnaires were distributed to practicing teachers (current teachers), and only 180 are properly filled and returned, 30 questionnaires were distributed to former teachers respondents only 29 were properly filled and returned.

The statistical tools used to analyze the data were percentage of the frequency, calculated mean value, standard deviation, chi-square were used and qualitative data were analyzed through as to substantiate the quantitative data

To facilitate clarity of interpretation and to answer the basic research questions, the five questionnaire response categories (strongly agree=1; agree=2; undecided: 3; disagree=4; strongly disagree=5. As the major factors for higher rate of teachers' turnover, this research has come up with the following findings.

1 In terms to the age of respondents 55 (30.6%) of Practicing teachers and 10 (34.5%) of Former teachers were in the age 25 and below. The majority of 103(57.2%), practicing teachers, 11(68.75%) vice-principals and 16(55.2%) former teachers were with the age range of 26-30 years. Among 180 practicing teachers 140 (77.8% male constituted 40(22.2%) where as female. Out of 29 former teachers 25 (86.2%) male and 4(13.8%) were female. All principals 8(100%), 16(100%) vice-principals and 5(100%) woreda education office were male. Regarding the woreda education office experts 4(80%) was within the age range of 36-40 years old.

2. Regarding to educational level 7(3.9%) of practicing teachers had diploma and 143(79.4%), 7(87.5%), 14(87.5%), 5(100), 27(93.1) of practicing teachers, principals, vice-principals, education experts and former teachers had first degree holders respectively and 30(16.7%), 1(12.2%), 2(12.5%) and 2(6.9%) of practicing teachers, principals, vice-principals and former teachers had masters holders respectively. In relation to monthly salary 156(86.6%) of practicing teachers have earned below 3067 birr. Concerning the salary of former teacher 26(89.65%) have earned between 4734 birr. The majority of the school principals, vice-principals and woreda education experts have earned above 4734 birr.

3. The finding indicated that the annual average rate of teachers' turnover in sampled secondary schools of Hadiya Zone was 101(9.14%) in the last three years (2014-2016E.C). The findings of the study indicated that the rate to increase from year to year. In relation to their academic

qualification degree holder teachers left the school at higher rate 27 (93.1%) and 2(6.7%) master degree holder were left from professions.

4. The weightiest school related factors for teaching staff turnover were; poor working condition, poor school administration, lack of good supervision and technical support and students' misbehavior.

These working condition related factors include poor induction program, unconduciveness of class room condition, lack of school facilities such as lack of staff room, lack of technological materials, shortage of pure water, shortage of toilet, lack of recreation centre, lack of technological materials, lack of health care service for teachers and students and unattractive physical environment of the school.

School administrators' related problems include lack of qualification in educational leadership and management, lack of commitment for education responsibility, and negative perception of teachers towards school administration. School supervisors' related problems include incompetent supervisors, improper use of supervisory system, and lack of commitment to give a necessary support for teachers by woreda supervisors.

Students' characteristics and misbehavior related problems include; low respects accorded to teachers by most current students, low motivation of most current students to learn ,student's lack of self reliance during exam unnecessary freedom given to the students, and lack of fair measures taken against misbehaved students.

5 The findings also shown that socio-economic related factors are the other most important factors for teaching staff turnover.

The socio-economic related factors for teaching staff turnover include low social status accorded to the teaching profession and teachers compared to other jobs and inadequate salary paid for teachers, poor living environment of the teachers (no house and place given to teachers), and high mismatch between the salary of teachers and market situation. The possible reasons for low social status of teaching profession were low salary of teachers.

6. The major finding for teacher Turnover in Secondary Schools of Hadiya Zone

6.1 Inadequate salary. In this study both practicing teachers and former teachers of the targeted schools indicate that high mismatched of teachers' income and market situation is a main factor for teachers' turnover. The chi-squares result shows that there was statistically significant relationship between with teacher turnover and mismatched of teachers' income and market situation ($\chi^2=6.634$, $df=4$, $p= 0.023$). The respondents expressed that dissatisfaction of teachers by teaching salary; inadequate salary increment and insufficiency of teachers' income to meet their financial obligation to support their relatives were major areas of dissatisfaction of teachers that can result in turnover. From the obtained result it is possible to conclude that high mismatched of teachers' income and market situation is a factor that influences teachers' turnover in government secondary schools of Hadiya Zone. This result was also confirmed by the qualitative data, in the interview with principals, vice-principals and woreda education office in the selected sampled of government schools expressed that inadequate salary that teachers earn is a factor in causing turnover. The principals and vice-principals of the government school said that in spite of the housing allowance given to teachers by the government, teachers have continued to leave because of the dissatisfaction that they have with the salary they get. This finding was contrary with studies conducted by different researchers (Lock burn and Hayder, 2004) which indicated that student' character and misbehavior is the most significant factor that contributes to teacher turnover.

6.2. Low social status accorded to teachers by the society: This my finding shows that practicing teachers and former teachers of the targeted schools indicated that low social status accorded to teachers by the society as a factor that compels teachers to quit teaching profession. The chi-square result was computed to check if there were perceptual differences between the two groups. The result of this study showed that there is significant relationship between teachers' turnover and low social status accorded to teachers by the society as a factor that influence teachers decision to leave their profession ($\chi^2=6.591$, $df=4$, $p=0.037$).

Practicing teachers and former teachers respondents expressed that teaching as a profession has low socio-economic status in general, 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 students and parents, there is low level of recognition for secondary school teachers by government officials were factors that teachers turnover. In addition, in the interview with principals, vice-principals and woreda education of the selected

sample schools it was confirmed that low social status given teachers to by the society is influential reason for teachers' turnover. This finding was contrary with studies conducted by different researchers (Ellickson, 2001) which indicated that teachers' career opportunity is the most significant factor that contributes to teacher turnover.

6.3 Lack of good technical support and supervision: The majority of practicing teachers and former teachers were indicated that supervisors were not qualified in supervising and giving necessary technical support for teachers. Thus, incompetent supervisors were one of the major factors for teacher turnover. The chi-squares result shows that there is statistically significant relationship between teachers turnover lack of good technical support and supervision ($\chi^2 = 8.992, df=4, p=0.034$). Interview school principals' and vice-principals said that school supervisors usually came to the school when there was certain problems in the school, they usually gave unfair criticism, they acted as inspectors than providing appropriate support and they usually came to school either at the beginning of the lesson or at the end of the lesson to find mistakes on the teachers. From these facts one can understand that school supervisors were fault finders. Thus, teachers have no positive outlook towards supervisors. This in turn increased teachers' turnover and negatively affected the provision of quality education. This founding is similar with study conducted by (Darge, 2002), teachers were dissatisfied with technical support given by supervisors and this in turn leads to teachers' turnover.

6.4 Poor Working Condition: This finding proved that Poor working condition was also one of the factors that force out teachers from schools. The majority of practicing teachers and former teachers' respondents' of the targeted schools indicate that poor working conditions that exist in a school influence teachers' decision to leave their profession. The result of this study showed that there is significant association between teachers' turnover and poor working condition as a factor that influence teachers decision to leave their profession ($\chi^2 = 13.37, df=4, 0.0095$)

.....In addition, in the interview responses, the government secondary school principals, vice-principals and woreda education office confirmed that poor working conditions like inadequate instructional materials, poor classroom conditions, and to some extent large class size is a factor in causing turnover.

6.5 Poor Administrative Support: Practicing teachers and former teachers of the targeted schools indicate that poor administrative support is a factor for teachers' turnover in secondary

schools of Hadiya Zone. The chi-squares result showed that there is significant relationship between teachers turnover and poor administrative support ($\chi^2 = 2.5974$, $df=4$, $p=0.045$). *...Interview school principals, vice-principals and woreda education office experts said that insufficient school management support, salary adjustments, unfair promotion opportunity and teachers' performance evaluation not being on the basis of teaching learning activities were major factors that hamper teaches retention in the schools.'*

But different research findings show that job dissatisfaction is major factor that contributes to teacher turnover (Gupta, 2010).

7. With regard to impacts of teachers' turnover in quality of education. The need for improving and ensuring quality of education demands, among other things the presence of committed quality teachers. In the government secondary schools under study well qualified and skilled teaching professionals, mostly younger left their schools at different times of the academic years causing, " Several impacts " to the schools and to quality of teaching-learning processes. The current turnover in these schools created instability to school managements, longer interruptions of instructional programs, reduced students' performance, over loaded the remaining teachers, demoralized these teachers and the students who had to stay long without teachers. These impacts affects the declined students performance; students class repeating has increased, national exam assessment of students showed declined as document and interview data analyzed show.

Hence, high teachers' turnover has directly and indirectly deteriorating impacts on the quality of education. In other words, teachers turnover affected the moral and commitment of the existing teachers which, added to disruption of student performance, in turn affects the expected quality of schooling goals as evidenced in this study. Generally, the internal efficiency of schools found affected by teachers turnover which is one of the domain indicators of quality education.

8. Generally, the findings indicated that most of the practicing teachers have no intention to stay in teaching profession. Most teachers have the intention to stay in teaching until they get other job opportunity and have no intention to stay in teaching until their retirement age. Similarly, teachers who left teaching profession and engaging in different sectors (offices) also have no intention to return back to teaching profession even if the salary of teachers was increased .In

addition they did not have the intention to encourage the new generation to be a teacher in the future.

9. Finally the finding shows that mechanisms that should be used to reduce teachers' turnover were: facilitating teachers' promotion by improving Salary and non- salary benefits; facilitating professional development and increase support; assigning qualified and competent administrators and increase support; improving working condition; increasing status of teaching profession through giving recognition to teachers; increasing status of teaching profession through giving recognition to teachers; minimizing Students' disciplinary problems by properly applying the school rule and regulations set by ministry of education; participating teachers in decision making; improving of supplies of instructional materials and equipments and reducing teachers work load by assigning reasonable periods per week.

5.2. Conclusion

Based on the findings of the study, it is possible to arrive at the following conclusions.

- The quality of education is determined by the level of student learning, which the result is of qualified, experienced and committed leadership. However, the status of teachers' turnover is increasing from time to time. Majority of the teachers as found out in this study are leaving the profession to join other sectors mainly to support their financial needs, where salary after few years' service would be automatically increased there than teaching profession.
- As findings indicated, there are several factors that directly or indirectly influence teachers' morale to stay in the profession. Inadequate salary payment for teaching profession is one such factor dissatisfying most secondary school teachers. Again, poor incentive system was the other factors to be attracted/ pushed to other sectors. That means lack of incentive like travel allowance, house allowance, health insurance, training and long distance from residence to schools which expose teachers to late coming and conflict with schools management.
- Further, the value given for teachers and their profession that resulted in declined/ low status of teachers in society and forced teachers to have negative attitude to stay in the profession. Poor working environment is also one of the major factors for teachers' turnover. Teachers work under poor environment or in unattractive school environment that likely causes or forces teachers to quit the profession. Finally, poor administrative

system was found to be one the factors which lead the work force to quit their jobs. This was attributed to the failure on the part of stakeholders to provide coaching, mentoring, assistances, giving professional support and rewarding for better achievement of school communities.

- The implication of teacher turnover on the quality of education has been evidenced: is longer interruption of instruction programs, creates instabilities of school managements, lose/ waste periods, portion uncover, sitting for examination of interrupted subject, have all negative effects on learners performance, learning outcomes and hence affects the desired quality of education. Teachers' turnover has a demoralizing effect on the remaining teachers, student teacher ratio increased as already discussed in the analysis part. Because teachers are forced to cover the classes of the left teachers unwillingly, they would be upset by the overloaded and double preparations for the classes. The above implication affected the internal efficiency of quality education which is indicators of quality education.
- Improving initial salary payments, adequate salary, incentive, two- years-service salary increment, are one the economic factors those are recommended as retaining strategies. In addition, reducing class size, providing induction, appreciating teachers' work and societies give resection for teaching profession are possible recommendation for staying teachers in teaching profession.
- In short, this study has come up with the above findings and further confirmations to the reasons for the increasing rate of secondary schools' teachers' turnover. It clear that in schools where turnover is aggravated by open job opportunities, it may demand complex measures/work to reduce the rate of turnover and to retain ensuring the quality of education is clearly based on the organizational efforts to alleviate the increasing turnover rate. Quality of education demands existence of quality teachers.
- The future intention of teachers leave in the teaching profession and to continue was revealed by most of the current teachers that they planned to leave the profession. As already mentioned in the findings a few teachers remain devoted to their professions, personal factors, low commitment for the profession, job dissatisfaction and these worsen factors directly or indirectly push way teachers to look for more incentive or payment

elsewhere and this is frustrating the schools to implement the curriculum and goals of education sector.

5.3. Recommendations

In view of the findings of the study and the conclusions drawn, the following recommendations are forwarded.

1. To minimize the increasing rate of teachers turnover, on the parts of the schools' leadership should seriously conduct appropriate induction, create sense of belongingness, ensure profession freedom, implement, continuous technical supports as its maximum efforts.
2. The inadequate salary payment and unfair salary increment between teaching profession and non-teaching profession gaps should be narrowed. Different incentive mechanisms can motivate teachers at Administrative Town levels, for example, providing home/ shelter to teachers with consulting local administrative and stakeholders, and working in intimate with municipality, convincing, education is the promise of the development and arranging transport system for teachers who come from distant and giving recognitions for teachers work.
3. There should be teachers' retention policy at national level; because, at this rate of speed, teachers' turnover will soon be a crisis for education sectors in the future.
4. The two- years- service salary increment affects teachers' morale. Interruption of the two years- service salary increments that devalued service of teachers and concentrated them on similar scales should be reconsidered. This can be one way of retaining qualified and experienced teachers in the system.
5. The school management and supervisory approach was undemocratic they were found inefficient to render technical support, coaching, guiding, mentoring, give induction, program, assistances. The school management and education office supervisors should be professionals and well trained, qualified and up-to date skilled in pedagogical training. Supervisors' assignment should be by profession/merit based rather than political oriented. Supervisory works should also focus on teaching -learning process.

6. Working environment as factors of teachers' turnover necessitate coordination of leadership and stakeholders and the society. Absence of basic amenities toilet, water, lack of good staff-rooms should, never affect teachers of 21st century. The school managements should find solution for basic amenities in collaboration with stakeholders. Priority should be given to make the school attractive/ conducive work environment for teachers and students.
7. The teachers' future intention is to quit profession. This is an alarming sign of crisis for education sectors. To assure the quality of education the means is retaining qualified and experienced teachers. Providing incentives and working with teachers and responding to their question. Improving the living condition of teachers can activate their positive attitude and intentions to stay and love their profession. In the long run, installing the love for the teaching profession in students through 'future teachers club' could be the other strategy.

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Appendix A
Jimma University
College of Education and Behavioral Science
Department of Educational Planning and Management
Questionnaire to be filled by secondary school practicing teachers

Dear Respondent:

I am MA student of Jimma University. I am conducting a study on the topic' *Factors contributing teacher turnover and their implication to quality education' in secondary schools of Hadiya Zone*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

Thank You!!

Instructions: - No need of writing your name.

- If the questions aren't clear and need extra support, ask the data collector before you providing your answer.
- Your answer should represent your direct feelings.
- Be sure to keep the statement in your mind before you decide how you feel about aspect of your job.
- Be frank. Give a true current picture of what you are feeling about teacher turnover.

Section 1. Characteristics of respondents

Please indicate your choice by making an "X" or write the information / Mark on the relevant answer for personal information.

1. Name of the school -----

2. Age-----

3. Sex -----

4. Level of education-----

6. Total Years of service in teaching: -----

5. Area of specialization -----

7. Your Monthly Salary -----

Section 2 School Related Factors

- a. Different statements are listed below. The characteristic of environment and working condition factors. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Reasons related to environment and working condition	Choices				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1	Poor implementation of induction program					
2	Poor relationship with administrators					
3	Lack of School facilities (staff room, recreation center, toilet, electricity, internet access, etc.)					
4	Poor collegial relationship among teachers					
5	Low status teaching profession by parents and friends in other profession					
6	Large class size and class room conditions					
7	Lack of support from the school community and management					

5) If any others, please specify

- a. Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Level of agreement		Levels of disagreement		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School administrators are well qualified in leading school					
2	School administrators are well committed in their work					
3	Teachers have positive attitude towards school leaders					
4	Inefficient school leaders are one of the reason for teachers turnover					
5	Career promotion and salary adjustment delays					
6	Decision making is not participatory					

5) If any others, please spec

- c. Different statements are listed below. They are about the effectiveness of school supervisors. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School supervisors are well qualified in supervising schools					
2	Supervisors are fault finders than giving constructive support for teachers					
3	Woreda and Zone educational supervisors failed to give technical support to teachers					
4	Supervisors are not well committed in discharging their responsibilities					

5) If any others, please specify

d. Different statements are listed below. They are about the problem of students' misbehavior. Read each statement carefully and put "X" mark below your response for each statement (filled by practicing teachers).

No	Teachers dislike teaching profession Because	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Most students have no respect for teachers					
2	Most of the current students have no motivation to learn					
3	Students' cheating in exams and quizzes					
4	Students' absenteeism and lateness					
5	Negligence of students in doing assignments and homework					
6	Students' noisiness and disturbance in the classroom					

6) If any others, please specify

Section 3 Socio-Economic Related Factors

- a. Different statements are listed below. They are about Teachers’ salary and social status. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	My income is insufficient to support my family and meet other obligations					
2	Poor living environment(no house, health and transport is given to teachers)is one reason for teachers turnover					
3	High mismatched of teachers’ income and market situation repels qualified and experienced teachers					

5) If any others, please specify

Section 4. Personal Related Factors

- a. Different statements are listed below. They are about the factors of low job satisfaction. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Very high	High	Not sure	Low	Very Low
1	Teachers’ interest in teaching profession in your school					
2	Teachers’ satisfaction with their living environment					

4) If any others, please specify

Section 5 They are about Teachers’ Intention in the Future

- A. Different statements are listed below. They are about teachers’ intention in the future. Read each statement carefully and put “X” mark below your response for each statement as usual (filled by practicing teachers).

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Teachers stay in teaching profession until they get other job opportunity					
2	Teachers want to stay in teaching profession until their retirement age					

3. What about your intention?

Is it to continue in teaching profession until retirement age? If your answer is yes or no why? ----

4) if any others, please specify-----

6 Mechanisms of Minimizing Teaching Staff Turnover

Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Facilitating teachers’ promotion by improving Salary and non- salary benefits.					
2	Facilitating professional development and increase support					
3	Assigning qualified and competent administrators and increase support					
4	Improving working condition					
5	Increasing status of teaching profession through giving recognition to teachers.					
6	Minimizing Student’s disciplinary problems by properly applying the school rule and regulations set by ministry of education.					
7	Participating teachers in decision making					

10) Considering the major factors that cause Teaching Staff Turnover and its influences in secondary schools of Hadiya Zone in particular, please write any Possible Solutions and Practical recommendations that you think are appropriate to alleviate the problem on the space provided below (You can use any language you like).

- a. -----
- b. -----
- c. -----

Appendix B
Jimma University
College of Education and Behavioral Science
Department of Educational Planning and Management
Questionnaire to be filled by former teacher

Dear Respondent:

I am MA student of Jimma University. I am conducting a study on the topic; *Factors contributing teacher turnover and their implication to quality education' in secondary schools of Hadiya Zone'*. Thus, the main purpose of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

Thank You!!

Instructions:-No need of writing your name.

- If the questions aren't clear and need extra support, ask the data collector before you providing your answer.
- Your answer should represent your direct feelings.
- Be sure to keep the statement in your mind before you decide how you feel about aspect of your job.
- Be frank. Give a true current picture of what you are feeling about teacher turnover.

Section 1. Characteristics of respondents

Please indicate your choice by making an "X" or write the information / Mark on the relevant answer for personal information.

1. Name of the school -----
2. Age-----
3. Sex -----

4. Level of education -----

6. Total Years of service in teaching: -----

5. Area of specialization -----

7. Your Monthly Salary-----

Section 2. School Related Factors

a. Different statements are listed below. The characteristic of environment and working condition factors. Read each statement carefully and put “X” mark below your response for each statement (filled by former teacher).

No	Reasons related to environment and working condition	Choices				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree
1	Poor implementation of quality induction program					
2	Poor relationship with administrators					
3	Lack of school facilities (staff room, recreation center, toilet, electricity, internet access, etc.)					
4	Poor collegial relationship among teachers					
5	Low status accorded to the teaching profession by parents and friends in other profession					
6	Large class size and class room conditions					
7	Lack of support from the school community and management					

5) If any others, please specify

- b. Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Level of agreement		Levels of disagreement		
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School administrators are well qualified in leading school					
2	School administrators are well committed in their work					
3	Teachers have positive attitude towards school leaders					
4	Inefficient school leaders are one of the reason for teachers turnover					
5	Career promotion and salary adjustment delays					
6	Decision making is not participatory					

5) If any others, please specify

c. Different statements are listed below. They are about the effectiveness of school supervisors. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	School supervisors are well qualified in supervising schools					
2	Supervisors are fault finders than giving constructive support for teachers					
3	Woreda and Zone education supervisors failed to give technical support to teachers					
4	Supervisors are not well committed in discharging their responsibilities					

5) If any others, please specify

d. Different statements are listed below. They are about the problem of students' misbehavior. Read each statement carefully and put "X" mark below your response for each statement (filled by former teachers).

No	Teachers dislike teaching profession Because	Choices				
		Strongly Agree	Agree	Undecided	Disagre e	Strongly disagree
1	Most students have no respect for teachers					
2	Most of the current students have no motivation to learn					
3	Students' cheating in exams and quizzes					
4	Students' absenteeism and lateness					
5	Negligence of students in doing assignments and homework					
6	Students' noisiness and disturbance in the classroom					

6) If any others, please specify

Section 3 Socio-Economic Related Factors

- a. Different statements are listed below. They are about Teachers’ salary and social status. Read each statement carefully and put “X” mark below your response for each statement (filled by former teachers).

No	Item	Choices				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	My income is insufficient to support my family and meet other obligations					
2	Poor living environment(no house, health and transport is given to teachers)is one reason for teachers turnover					
3	High mismatched of teachers’ income and market situation repels qualified and experienced teachers					

5) If any others, please specify

Section 4. Personal Related Factors

- a. Different statements are listed below. They are about the factors of low job satisfaction. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Very high	High	Not sure	Low	Very Low
1	Teachers’ interest in teaching profession in your school					
2	Teachers’ satisfaction with their living environment					

4) If any others, please specify

Section 5 They are about Former Teachers' Future Intention

- a. . Different statements are listed below. They are about teachers’ intention in the future. Read each statement carefully and put “X” mark below your response for each statement as usual (filled by former teachers).

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I have the intention to turn back to teaching profession					
2	I do not encourage the other generation to be a Teacher					

Section 6. Mechanisms of Minimizing Teaching Staff Turnover

a. Different statements are listed below. They are about the effectiveness of school administrators. Read each statement carefully and put “X” mark below your response for each statement (filled by practicing teachers).

No	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Facilitating teachers’ promotion by improving Salary and non- salary benefits.					
2	Facilitating professional development and increase support					
3	Assigning qualified and competent administrators and increase support					
4	Improving working condition					
5	Increasing status of teaching profession through giving recognition to teachers.					
6	Minimizing Student’s disciplinary problems by properly applying the school rule and regulations set by ministry of education.					
7	Involving teachers in decision making					

10) Considering the major factors that cause Teaching Staff Turnover and its influences in secondary schools of Hadiya Zone in particular, please write any Possible Solutions and Practical recommendations that you think are appropriate to alleviate the problem on the space provided below (You can use any language you like).

- a. -----
- b. -----
- c. -----
- d. -----

Thank You!!!!

Appendix C

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

An Interview for principals, vice-principals and Woreda Educational Office Experts

- 1 What are the trends of teacher turnover in the selected schools?
- 2 What are the major reasons that make the teachers leave or move from the school?
- 3 How do you think that this turnover affect teaching-learning process?
- 4 Which group is more to leave or move from the school in terms of sex?
- 5 What mechanisms should be taken to reduce the teachers' turnover?
- 6 If you have any other suggestion or comment in factor leads to teachers' turn over?

Thank You!!!!

