AN ASSESSMENT OF TEACHERS' TURNOVER AND ITS IMPACT ON ACADEMIC PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS IN MBOZI DISTRICT, TANZANIA

ESTHER J.K. JESTON

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2013

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2013

CERTIFICATION

I, the undersigned, certify that I have read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: *"An Assessment of Teachers' Turnover and its Impact on Academic Performance in Government Secondary Schools in Mbozi District, Tanzania",* in partial fulfilment of the requirements for the degree of Master of Education Administration, Planning and Policy Studies of the Open University of Tanzania.

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Dr. M.W. Ng'umbi

(Supervisor)

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Date

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DECLARATION

I, Esther J.K. Jeston hereby declare that this dissertation is my own original work and that it has not been and will not be presented to any other University for similar or any other degree award.

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Signature

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Date

DEDICATION

The work is dedicated to my husband Edson Mtawa and my four sons for their material and moral support. May almighty God bless them!

ACKNOWLEDGEMENTS

I wish to extend my sincere thanks to those who contributed in one way or another to my study success. Special thanks are due to my supervisor Dr. Michael W. Ng'umbi whom I am really indebted for his guidance throughout the period of preparing this dissertation; although he had many academic and administrative responsibilities but he was able to provide suggestions and good criticisms which shaped this dissertation. Other special thanks go to the entire staff of the Open University of Tanzania who ran various courses in proposal and dissertation writing. Thanks also go to my colleagues 2010/2012 for MED (Education Administration, Planning and Policy Studies) programme for their maximum cooperation, advice and encouragement they rendered me throughout the programme.

My heartfelt thanks go to Mbeya Regional Administrative Secretary, Mbozi District Administrative Secretary and all leaders who assisted me towards authorizing my investigation permit. Great thanks go to the District Secondary Education Officer, Teachers' Trade Union Secretary, Teachers' Service Department Secretary, Heads of secondary schools and all secondary school teachers for their moral and material support. My appreciation will be incomplete without mentioning Mr. Msokwe for his guidance, encouragement and contribution to this dissertation by spending a lot of his valuable time in giving me suggestions and comments.

ABSTRACT

This study investigated the attitude of teachers towards teaching profession, the existence and causes of teachers' turnover and the impact of teachers' turnover on academic performance in government secondary schools in Tanzania particularly Mbozi District. Stratified and simple random sampling techniques were used. Stratified was used to select schools from rural and urban areas while simple random sampling was used to select 200 respondents. Data collection methods were; documentary search, questionnaires and interviews. Data analysis was based on quantitative and qualitative techniques. Statistical Package for the Social Sciences and Microsoft excel were used to arrive at percentages and frequencies, tables, charts and graphs as well as chi square test. The findings indicated that there were different reasons for becoming a teacher, perception of teaching profession, satisfaction and choice for further career. Teachers were interested in teaching profession at a larger proportion whereas few opted for teaching profession due to lack of other jobs and others became teachers just temporarily. Different perceptions were also observed; some teachers reported that their job meant a lot more than just money. Job satisfaction had increased because of flexibility and in case of further choice career, it was found that there was a likelihood of choosing the same career again. The study found the existence of teachers' turnover in the study area which was caused by socio-economic and political factors. Teachers' turnover was found to be one of the contributing factors for the decline of academic performance. The researcher recommends that, the government should provide decent accommodation and overtime payments for extra duties to teachers and also policies should be supportive.

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LIST OF ABBREVIATIONS

CGE	Global campaign for Education
DSEO	District Secondary Education Officer
EFA	Education for All
HOS	Head of School
IIEP	International Institute for Education Planning
INSET	In-service Training
LIDCs	Low Income Developing Countries
MOEVT	Ministry of Education and Vocational Training
OECD	Organization for Economic Cooperation and Development
PEDP	Primary Education Development Plan
TSD	Teachers Service Department
TTU	Tanzania Teachers' Union
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United States of America
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for the Social Science
VSO	Voluntary Service Overseas

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter explains briefly about the background (meaning, types, factors, the attitude of teachers and the impact of teacher's turnover on academic performance in government secondary schools in Tanzania), statement of the problem, objectives, research questions, conceptual framework, significance of the study, delimitation of the study and limitation of the study.

1.2 Background to the Study

Secondary school teachers' turn over as a part of labour turn over in general means shifting of labour into and out of an organization. It is also defined as the movement of teachers in and out of the schools. This movement is a handicap for schools academic performance because it leads to the reduction in skill and efficiency in the industry including schools (Saleemi, 1997). There are five main types of teacher turnover.

These are departures of teachers at the school level, movement of teachers between public and private schools, teacher upgrading, occupational attrition (teachers leaving the profession to take up other jobs), and teachers' turnover at international migration (Acheampong, 2003). At international level there is a mounting concern about the migration of teachers from Low Income Developing Countries to the United Kingdom and other Organization for Economic Cooperation and Development countries. This movement from one country to another is known as brain drain. It is

argued that the brain drain of teachers to the North is negatively affecting teacher supply and retention in developing countries. The outcome of this movement is poor performance among the students.

There is evidence which shows that the overall impact on teachers supply in most Low Income Developing Country is likely to remain minimal for the foreseeable future due to increased number of universities. The large majority of overseas teachers (both on work permits and working holiday visas) are from the old Commonwealth countries such as Australia and South Africa and to a lesser extent, New Zealand and Canada. In many parts of Sub-Saharan Africa for example, the projected demand for secondary school teachers exceeds the projected supply.

There are different factors contributing to teachers' turnover at international level. Some of them are high rates of teacher attrition, illness, and bottlenecks in teacher preparation systems. In other areas teachers' turnover is caused by low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional treatment of teachers, lack of professional development opportunities and insufficient supportive supervision (World Bank, 2007). On the other hand there are factors that affect teachers' turnover at national and school level. Teachers' turnover at the school level is a combination of attrition through long-term illness and death, resignation, retirement, dismissal and transfers including lateral promotion and study leave. To some areas culture of discontinuity is found to influence teachers' turnover. The issue of culture is found to be dominant in rural areas (Acheampong, 2003).

Generally the main issue which cause teachers' turnover in many countries is the high rate of transfers and attrition per se. In case of attrition, it is more common

among secondary school teachers than primary school teachers. The reason is that primary school teachers do not have the education and qualifications which are marketable in private sector labour markets and international labour markets. In case of school category, the occupational attrition among contractual and community teachers is higher than private school teachers in some countries (Al-Samarrai & Bennell, 2003).

There are different strategies towards alleviation of the teachers' turnover in Tanzania and other parts of the world such as increasing salaries. It is also advised to make improvement in conditions of service in order to promote job satisfaction, motivation and promoting the retention of teachers (Mingat, 2002). Further, there should be better teaching and learning resources, supportive supervision and ongoing in-service professional development. There should be impressing and working policies which focus on improving the recruitment, retention, and retraining of secondary teachers (Farrell & Oliveira, 1993).

In the process of solving the problem of teachers' turnover few countries have managed to set strong policies, strategies and programmes for recruiting secondary school teachers. Tanzania is among those countries which have tried to retain teachers in their profession and working stations. It uses various efforts such as Mwalimu Nyerere foundation to recruit teachers from colleges and universities since 2000s' to work in more challenging regions like Rukwa. The strategies are not continuous in many countries. In Tanzania for example, the fiscal capacity of the government to improve teachers' compensation and conditions of service is extremely limited. This is due to reallocation of public funds from the ministry of

education and vocational training to other sectors, financial inability of the government to insure an adequate supply of qualified teachers (Bennell and Acheampon, 2003).

There is negative perception on teaching profession. This has been evidenced by observing the complaints of teachers. Many teachers are not well motivated to reach the extent of satisfaction. There are indicators that show de-motivation of teachers. Some of them include low output and productivity, frustration and unrest in the workforce, deviant and violent behaviour of workers at or outside the workplace, frequent confrontations with supervisors and managers, non-cooperation, strike, abuse and violent demonstration. All these lead to an increasing rate of absenteeism among workers and excessive turnover (Haldar, 2010).

Moreover teachers' contribution is neither recognized nor rewarded. Teachers feel that they are not important and that their work is not valued by the society. On one way or another failure to solve this problem is an expense to the country itself. This is because the long run of teachers' turnover has resulted to an increase of expenditure in teachers' orientation and training, hiring part time teachers, loss of production in time interval or chain between old and new teachers and decline of school performance.

1.3 Statement of the Problem

The overall research problem addressed in this study is that, there are complaints relating to high rate of teachers' turnover in government secondary schools in Tanzania. The Public Expenditure Tracking Survey (PETS) of the Ministry of Education, 2010 shows that 13 percent of the government secondary school teachers

are getting salaries without working due to attrition which brings about a loss of 11.7 billion Tanzanian shillings per year (United Republic of Tanzania [URT], 2010). Despite the efforts such as increasing the number of teachers' training colleges and universities to produce enough qualified teachers, increasing the opportunities for recruitment of teachers, slightly improving salaries and decentralization of supervision and management to local government taken by the government and non-governmental organizations yet teachers' turnover has not been resolved. Several research studies have been conducted on teachers' turnover but their reveal towards its causes and impact was not enough to satisfy the government and other educational stakeholders to take effective measures.

Therefore, it was the task of the researcher to conduct the study to explore much on the scenario to comprehend the effort done by the government and non-governmental organizations to fill the information gap on the impact of teachers' turnover on academic performance in government secondary schools.

1.4 General Objective

To make an assessment of teachers' turnover and its impact on academic performance in government secondary schools in Mbozi district.

1.4.1 Specific Objectives

(i) Assess the attitudes of teachers towards the teaching profession which are associated with teachers' turnover in government secondary schools in Mbozi district

(ii) Identify the factors behind teachers' turnover in government secondary schools in Mbozi district

(iii) Investigate the effects of teachers' turnover on academic performance in government secondary schools in Mbozi district.

1.5 Research Questions

(i) What are the attitudes of teachers towards the teaching profession which are associated with teachers' turnover in government secondary schools?

(ii) What are the factors behind teachers' turnover in government secondary schools in Mbozi district?

(iii) What are the effects of teachers' turnover on academic performance in government secondary schools in Mbozi district?

1.6 Conceptual Framework

Although there is an increase in number of secondary school teachers in recent years still the scarcity of teachers regardless of the increased number, continue to persist in many areas. In rural areas, culture was found to influence teachers' turnover (Acheampong, 2003). Low salary, arbitrary teacher deployment systems, unattractive work locations, unprofessional development opportunities and insufficient supportive supervision were the factors for teachers' turnover (World Bank, 2007).

Apart from what others did on teachers' turnover, this situation could also be associated with the attitudes of teachers towards teaching profession, demographic, socio-economic and socio-political factors. Attitudes of teachers are the morale or feelings of teachers towards the teaching profession. These are the mental states of

teachers which tend to act or respond or are ready to respond for or against the situation with which their vested feelings, effects, interests, liking and desires are directly or indirectly linked or associated. In this study, attitudes of teachers were examined in terms of decision for becoming a teacher, perception, satisfaction and career choices.

Demographic factors are personal background aspects that determine teachers' morale or attitudes towards teaching profession; these include gender, age, education background; and job experience among others. Teachers self-concepts and habits exercise a significant influence towards teaching profession.

Likewise socio-economic and socio-political factors could exercise a significant influence on teachers' turnover. Socio-economic factors are the social and economic experiences and realities that help to mould teachers' personalities, attitudes and lifestyles such as salaries, fringe and non-monetary benefits, promotion and leave payments

Furthermore, socio-political factors are the social and political conditions that inhibit teachers' voice in working places such as working conditions, accountability, government policies, living standards, accommodation and extra duties. In a long run the scarcity of teachers due to teachers' turnover will have an adverse effect on academic performance in government secondary schools. These are summarized in the conceptual framework Figure 1.1.

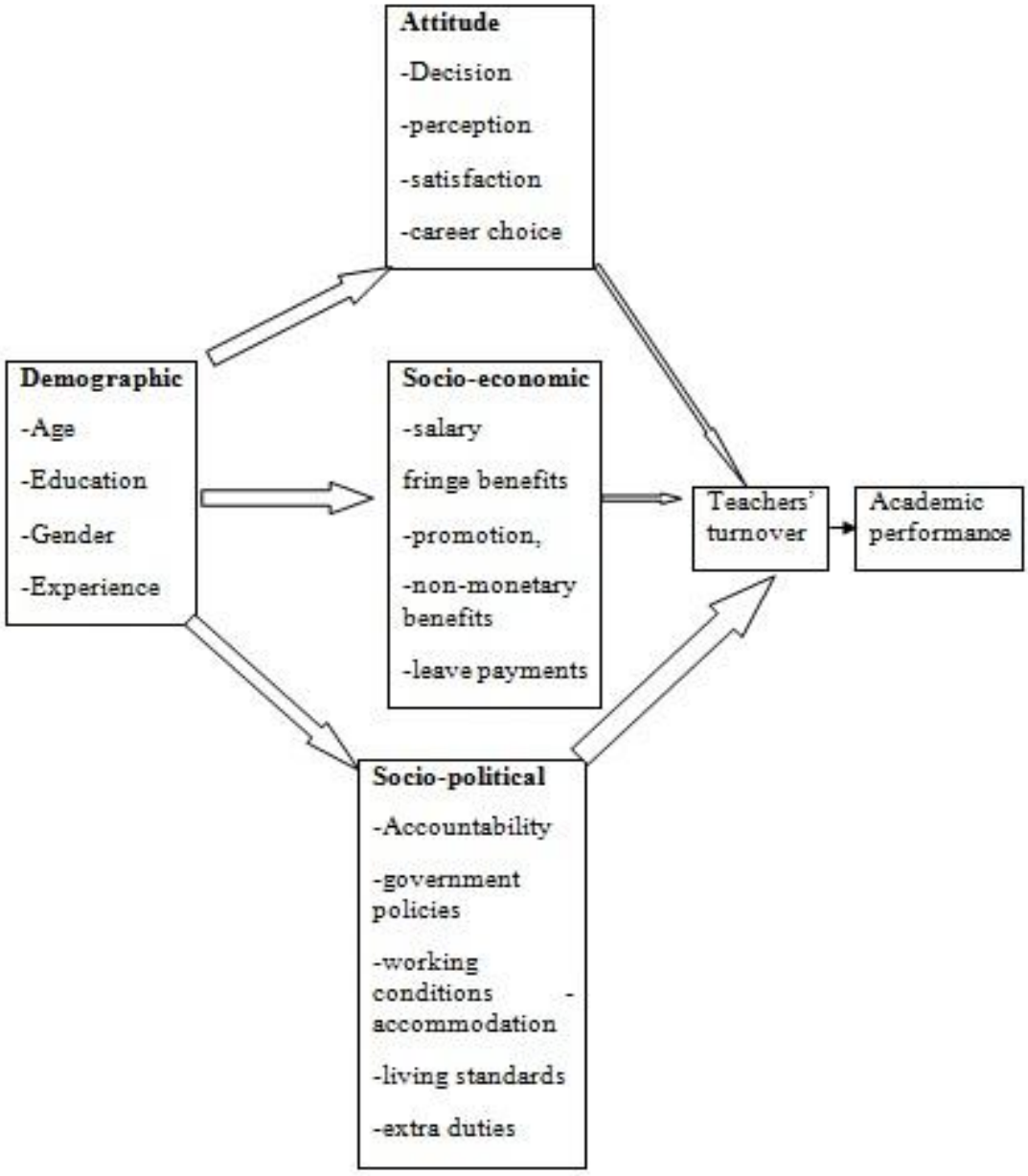

Figure 1.1 Conceptual Framework

Source: Author, (2012)

1.7 Significance of the Study

The study is considered useful to administrators and policy makers who may find the findings useful for formulating some policies to curb the problem of teachers' turnover in secondary schools. Doing so, it enables them to improve academic

performance and saving school funds and human resources by reviewing the recommendation about the causes and outcomes of teachers' turnover. Also the findings of the study will help to form a basis for formulating new strategies to complement the government efforts.

1.8 Delimitation of the Study

The study was conducted in government secondary schools in Mbozi district. Content wise, it focused on the teachers' turnover and its impact on academic performance.

1.9 Limitations of the Study

There were many problems in conducting the study. These included limited time that hindered the researcher from covering all secondary schools in Mbozi district. This was solved by drawing a sample of only 200 classroom teachers and 25 head of schools and three officials to represent the whole. Likewise, there were geographical barriers such as hindering the mobility of the researcher. The problem was solved by the use of cars as a means of transport which enabled a researcher to visit the selected schools.

1.10 Summary

This chapter contains presentation and discussion of the background of the study, statement of the problem, the objectives of the study, research questions, conceptual framework, significance, delimitation and limitations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

The detailed review of literature relating to factors influencing teachers' turnover and its impact on academic performance is presented in this chapter. These include attitudes of teachers towards teaching profession, demographic, socio- economic and socio- political factors.

2.2 General Overview on Teachers' Turnover

There are many factors that hinder teachers' job satisfaction and motivation in their working stations. These factors result to teachers' turnover. Some of them are demographic, socio-economic and socio-political factors. Haldar (2010) stated that a person to stay with an organization or leave, depends on the level of satisfaction derives from the work place. Hughes, Robert, and Gordon (2008) quoted reasons behind a person leaving an organization as limited recognition and praise, compensation, limited authority or low rate of promotion and personality conflicts.

Also, achievement, possibility of growth, advancement, salary, interpersonal relation, technical supervision, responsibilities, company policy and administration, working conditions and work itself, factors in personal life, status and job security are other factors for job satisfaction (Pestonjee, 1991). Spector (1994) identified nine facets of job satisfaction, namely pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, co-workers, nature of work and communication. Herzberg, Mausner, Peterson, and Capwell (1957) listed ten intrinsic aspects of job

satisfaction. These are supervision, working conditions, wages, opportunity for advancement, security, company and management, social aspects of the job, communication and benefits in which Pestonjee, (1991) justified that there is a high positive correlation between job satisfaction and performance.

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 behaviour 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. Other researchers like Bhattacharyya (2009) have also found that individuals have inherent psychological needs with respect to three key areas of their working lives. These are autonomy, competence and relatedness. Autonomy is a person's drive to retain a sense of agency regarding her or his actions. Competence is a desire to be good at what we value, and relatedness is the impulse to develop meaningful connections with others.

People are strongly motivated to satisfy these needs. If they are not fulfilled, they are likely therefore to become dissatisfied with their jobs and thus de-motivated, that leads to the search of other opportunities. Motivation starts with a physiological or psychological deficiency or need that activates behaviour. It is behavioural syndrome, which develops when there is a perceived incongruence in employees' needs and expectations (Bhattacharyya, 2009). Work motivation refers to the psychological processes that influence individual behaviour with respect to the

attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment (Maslow, 1943).

Herzberg (1966) developed the motivation-hygiene theory. The theory is based on a two-dimension paradigm of factors affecting people's attitudes about work. Factors such as interpersonal relations, working conditions and pay are hygiene factors which affect the behaviour of teachers. On the other hand, Hertzberg (1966) suggested five types of motivators which determine job satisfaction. These are achievement, recognition, the work itself, responsibility and advancement. Motivators are associated with long-term positive impacts on job performance while hygiene factors only tend to produce short-term changes in job attitudes and motivation, which quickly fall back to their previous level.

Locke (1976) argued that employee motivation and promotion are likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. These arguments raise important issues for educational systems in developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors.

Spear, Gould and Lee (2000) highlighted the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor

found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor pay, and perceptions of how teachers are viewed by society.

There is a wide range of views about teacher motivation in Africa and South Asia. Most of which are specific to a particular country. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low income developing countries (LIDCs) are poorly motivated due to a combination of low morale and job satisfaction, poor incentives and inadequate controls. For example, the 2000 Education for All (EFA) Country Assessment for Pakistan noted that poor teacher motivation is a 'colossal/huge problem', which is seriously compounded by political interference. The Voluntary Service Overseas (VSO) report on valuing teachers concludes that a potential crisis in the teaching profession threatens the ability of national government to reach internationally agreed targets to expand and improve education.

In many developing countries, the teaching force is demoralized and fractured (VSO, 2002). This was reported from four case studies, Tanzania, Malawi, Zambia and Papua New Guinea. The study focused on four factors which are conditions of employment of teachers, their situation as educators, their relationship with the local community and their voice in educational policy. Other problems included delayed payment of salaries, housing shortages, insufficient upgrading opportunities, lack of learning materials, a decline of inspectorate services and insufficient involvement of teachers' representatives in policy making. The report by the Global Campaign for

Education (GCE) explains that in five years since the Education for All goals were restated at Dakar, improving teacher motivation has still not been sufficiently prioritized as a major concern of national or international policy makers. As a result, teacher motivation and morale remained in a chronic state of decline. The main reasons for this decline are large class sizes, erosion in the quality of teacher training, the employment of Para-teachers, and other cost cutting measures such as multiple shifts and poor pay (GCE, 2005).

2.3 Demographic Factors

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

In case of gender, women are less satisfied than men due to fewer job opportunities for females. But female workers may be more satisfied due to their lower occupational aspiration. On the other hand, more educated teachers tend to be less satisfied with their jobs probably due to their higher job aspirations. Also, job satisfaction increases with increasing years of experience. But it may decrease after more than twenty years of experience particularly among people who have not realized their job expectations.

2.4 Attitudes of Teachers towards Teaching Profession

The attitudes of teachers towards teaching profession can be explained in terms of decision for becoming a teacher, perception on teaching profession, job satisfaction and further career choice. There is negative perception on teaching profession. This has been evidenced by observing the complaints of teachers. Many teachers are not well motivated to reach the extent of satisfaction. Haldar (2010) suggested some indicators that show de-motivation of employees which include, low output and productivity, frustration and unrest in the workforce, deviant and violent behaviour of workers at or outside the workplace, frequent confrontations with supervisors and managers, non cooperation, strike, abuse and violent demonstration. All these lead to an increasing rate of absenteeism among workers and excessive turnover.

Moreover teachers' contribution is neither recognized nor rewarded. Teachers feel that they are not important and that their work is not valued by the society. On one way or another failure to solve that problem is an expense to the country itself. This is because the long run of teachers' turnover has resulted to an increase of expenditure in teachers' orientation and training, hiring part time teachers, loss of production in time interval or chain between old and new teachers and decline of school performance. The head teachers and head of schools as well as teachers themselves believe that teachers at their schools have the necessary knowledge and skills to perform their jobs well but most of them are unable to master the rural environment as a result they go back to towns to seek for other jobs in other institutions. The main implication of this finding is that teachers are not motivated in their capacities as teachers. Nonetheless, the demand to upgrade qualifications and

attend in-service training courses is still high which lead many teachers to leave from schools to colleges or universities (Mulkeen, 2005). Babyegeya (2002) argued that a significant number of teachers in the developing countries have low level of academic knowledge before they are recruited and trained to become teachers.

Some of secondary school teachers are Form Six leavers with minimum training or without professional training thus, the possibility for them to move or to quit is higher particularly when opportunities for higher education arise. Rural areas have more under qualified teachers than urban areas. Those teachers do not approach the level of mastery and accuracy needed to teach secondary school students effectively. Also in some cases where the education and training level of headmasters and headmistresses is hardly lower than that of their teaching staff, they face problems when it comes to orienting the new staff or carrying out managerial duties, they become less confident, suspicious to advice from the staff and act offensively.

Low and declining quality of the primary and secondary school teachers is identified as a major factor contributing to low occupational status and poor motivation in many findings. In most countries, vocational commitment and occupational status is closely related to limited vocational commitment to teaching among the majority of teachers. According to Babyegeya (2002) teachers' status has declined substantially, in developing countries. Low pay and subsequently low purchasing power is one of the factors that reduce the status of teachers. The teaching profession is no longer attractive and fewer qualified graduates, particularly male graduates in Tanzania, do not want to enter the teaching profession. Some of those teachers join teaching

profession as a last resort. Teachers also complain that the emergence of the Para-teacher in many countries has reduced the status of regular teachers. The shortening of pre-service training in many African countries to just one year in colleges followed by one year of supervised on the job training has also lowered the overall standing of teaching in relation to other professions.

It has further been observed that the loss of teachers' status is due to poor housing and travel. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers. Travel to work tends to be a much bigger problem for urban teachers. The high cost of travel contributes to teacher absenteeism and lateness in urban schools.

2.5 Socio-economic Factors

There are different socio-economic factors that underpin teachers' turnover. Some of them have been explained hereunder:

2.5.1 Salaries

It is revealed that teachers are underpaid when comparing to other workers with the same level of education. World Bank (2004) showed that, there is poor motivation among teachers in Sub Saharan countries because of underpayment. Payment is the key factor undermining teachers' morale and motivation. The decline of morale and motivation in Africa is a result of having dependants who cause them to search for green pastures in private institutions. Recently, it has been shown by Chamberlin,

Wragg, Haynes and Wragg (2002) that despite some improvement in pay in recent years in some countries, most primary and secondary school teachers, particularly in relatively high-cost urban centres, are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty.

Maslow's (1943) basic needs theory postulates that there are certain minimum requirements that are essential to a standard of living. These are known as physiological needs. They include food, shelter, health and clothing. These are primary needs that have to be catered for before other needs such as security and safety, sense of belonging and affection, love, esteem and self-actualization (Maslow, 1943). A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled. This theory seems particularly relevant to teachers in Less Developed Countries because due to the challenges of meeting the basic survival needs especially food and shelter. These can seriously impair the realization of higher level needs and without those needs; effective teacher performance cannot be attained. For better understanding, teachers who are tired, hungry and excessively preoccupied about meeting their household's livelihood needs, are unlikely to become strongly motivated by their involvement in professional development activities. Although Maslow's theory has received only limited empirical support by Hoy and Miskel (1991), it is a useful theoretical framework for this study. Low salaries often force teachers to seek additional work including part time in other schools which reduce the effectiveness in their allocated permanent stations.

Teachers' salaries in low-income countries have declined in both absolute and relative terms. In many countries the teaching force has been expanded, yet teachers' salaries have been eroded. This decline in wages often affects the attendance, motivation and performance of teachers which leads to poor quality of education. Wages and salaries in the organization should be in line with wages and salaries for comparable jobs in other organizations, otherwise the Ministry of Education and Vocational Training will not be able to attract and retain competent personnel (Gupta, 2010).

Teachers' salaries as it is in other areas of the public sector are declining in real terms. In Tanzania for example, teachers in 1987 had the purchasing power between 40 to 70 percent of the lowest paid teacher in 1977 (Babyegeya, 2002). This results into ineffective teaching because of absenteeism of teachers from work, illicit, practice moonlighting both during and after teaching hours and hence demoralized teaching work force. In the urban areas, teachers open small businesses or become causal taxi drivers while in the rural areas they spend more time in their farming plots. As a result they do not prepare and mark students work well.

2.5.2 Fringe Benefits

Fringe benefits include, pension, gratuity, encashment of earned leave, houses, leave travel concession, medical aid and interest free loans. Fringe benefits are supplements to regular wages or salaries. Every organization provides some benefits and services to its employees in order to attract and retain them, and to maintain loyalty towards the enterprise (Saleemi, 1997). Fringe benefits improve employees' performance to a large extent and help in recruiting and retaining potential

employees (Gupta, 2010). In fact in fields where there is a high demand for workers such as teaching, some unusual fringe benefits may be offered to attract employees. Since teachers' salaries are relatively low, fringe benefits should be offered. Thus in absence of these, there is a likelihood of turnover.

Also incentives can be given to employees to motivate them. Incentives are performance-linked remuneration paid with a view to inspire employees to work hard and do better (Gupta, 2010). Wage incentive plans should be designed to attract and retain talent, to motivate and to improve productivity by better utilization of human and material resources of the enterprise. The literature by International Institute for Educational Planning (IIEP) (2004) on teacher motivation and incentives in developed countries has many common or similar themes with very much more limited literature on this subject in low-income developing countries.

In particular, it is widely contended that the status of teachers in most Organization for Economic Cooperation and Development (OECD) countries has declined appreciably during the last fifty years, teacher autonomy and creativity has been curtailed by more control and regulation, and that teachers are being asked to do more with less. Teachers also complain about lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals and the limited linkage between their performance, teacher compensation and teacher development (IIEP, 2004).

With reference to specific incentives, Vroom's (1964) ''expectancy theory'' is relevant to this study especially in developing countries because of its recognition that the links between effort and reward may be very tenuous. For example,

improved pay for senior posts may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts. Work motivation has a collective, as well as an individual dimension which is explored by equity theories (Wilson & Rosenfeld, 1990). Therefore when teachers are dissatisfied and de-motivated they are likely to quit the job.

2.6 Socio-political Factors

Different literatures have explained the socio-political factors. These factors include; accountability, government policies and working conditions.

2.6.1 Accountability of Teachers

The degree to which teachers are properly accountable to their children, the parents, their heads of schools, the district and national level managers has a powerful influence on teacher motivation levels. In many areas there is poor accountability that leads to movement of teachers from the allocated centres. In South Asia, in particular, the accountability culture is very weak. The politicization of the teaching profession is perhaps the single most important reason for low teacher accountability and it affects nearly all aspects of job motivation including recruitment, deployment, promotion and management control.

The higher level of accountability of non-formal community schools to parents and the host communities are key reasons for their success. Communities have a sense of ownerships of their schools, which is largely lacking in government schools. However, these schools account for only a small share of total enrolments (Bennell, 2006). Notwithstanding that, but also teachers' accountability to school

managements and to parents and the community as a whole has not been increased. This is particularly the case at government primary and secondary schools in Tanzania and in most of South Asia where very limited teachers and schools accountability seriously undermine the provision of quality basic education.

2.6.2 Government Policies

The policy environment for Universal Primary Education (UPE) is the single most important education goal in nearly all low-income developing countries. However, the pursuit of this goal has both positive and negative impacts towards teacher motivation. Efforts to attain UPE goals are usually accompanied by much increase in resource from the support of international donor partners. But in Sub-Saharan countries, including Tanzania, teachers are demoralized, especially when teacher recruitment does not keep pace with rapidly increasing enrolments. Workloads and class sizes have increased appreciably in many countries as a direct result of the UPE policy. Teachers and teacher unions complain that most of the additional resources are being used to increase enrolment capacity and education quality without directly addressing the professional needs of teachers thus it increases the teachers' turnover (IIEP, 2004). The weak correlation between school enrolments and the numbers of teachers employed in each school is the most obvious indicator of poor deployment.

Variations in pupil-teacher ratios between schools are typically very large in most countries. Many countries have resorted to employing non-qualified or under qualified teachers. This approach raises serious problems, since in a long term perspective this will be detrimental to the education system as a whole. Quality will decline reducing teachers' status and peoples' belief in education system. In turn this

will drive away valuable candidates to the profession, leading them towards more attractive sectors. In Tanzania, for example, both Primary Education Development Plan (PEDP) and Secondary Education Development Plan (SEDP) have dramatically increased enrolments. According to Babyegeya (2002) some schools have more than enough qualified teachers while some have insufficient. Rural schools are resourced poorly in comparison to urban schools. The difference in resourcing is also observed in schools located in urban areas. Even in urban areas schools differ in locations and working environments. Some of them are well equipped while others not. Availability of social services attracts teachers to get in rather than getting out.

2.6.3 Working Conditions

The living condition of teachers is worsened by lack of appropriate accommodation to live in and walking long distance which sometimes cause absenteeism, lateness and turnover. These physical environments of schools are not attractive. Babyegeya (2002) explained that class sizes in many countries are very large. Although the average Pupil-Teacher Ratio (PTR) at secondary school level in Tanzania is 20:1. The class sizes vary from school to school depending on the location of the school, the sufficiency of classrooms and the number of teachers. Schools with enough teachers especially in urban areas, have relatively low PTR and subsequently small class sizes. In other schools because of few classrooms, several streams of the same class are combined to form one class which is very large and results to ineffective teaching and learning processes. Very large class sizes are the norm for most teachers in all the case study countries. In countries such as India and Pakistan, rural schools typically have just one or two teachers (Mulkeen, 2005).

Conflict and security, war, insurgency and insecurity have a major impact on teacher motivation and commitment. In some countries such as Sierra Leone, Nepal and Tanzania there are cross cutting conflicts which results to teachers' instability in their specific working stations. Lack of secure and safe school compounds is also a widespread concern, especially in urban schools in Africa (Locke, 1976). Certain stability in the job ensures future income and the employee is motivated by the consideration of job security (Saleemi, 1997).

Haldar (2010) suggested that coercive type of supervision or control may give an employee a feeling that he/she is not being trusted. When this feeling persists for a long time it is quite likely to cause de motivation and erode his/her interest in the work. If supervision is too coercive, the morale of the worker may be affected hence mistrust crops up. Consideration supervision tends to improve job satisfaction of workers. A considerate supervisor takes interest in his subordinates and allows them to participate in the decision making process. However authoritarian people may be more satisfied under the supervision of high status and strongly directive leaders (Gupta, 2010). Employee satisfaction from supervisory behaviour depends upon the influence which the supervisor exercises on his own superior. The indications of de motivation at work place includes low output and productivity, frustration and unrest in the work place, deviant and violent behaviour at or outside the work place, frequent confrontations or arguments within supervisors and managers, non cooperation, strike, abusive and violent demonstrations and finally increasing of absenteeism among workers and excessive turnover (Haldar, 2010). Frustration is the most common manifestation of de motivation. Whenever it develops a worker will

either seek a better job elsewhere if he/she can or will develop a sense of apathy towards the organization and his /her work so that he/she would do as little as possible.

2.7 Academic Performance

One of the challenges facing government secondary schools is to achieve academic excellence. This academic performance is associated with many factors. However teachers' turnover has been considered as the main factor. A major perception of developed countries on school effectiveness is that achieving better learning outcomes depends fundamentally on improvements in teaching. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance.

Thus, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. A considerable amount of research has been conducted on what makes the 'effective' teacher. Yet, the focus on policy reforms in most countries has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training. However, the limited impact of many of these interventions has forced politicians and policymakers to focus increasingly on the needs of teachers.

2.8 Synthesis and the Research Gap

Different studies, as explored in literature, have investigated on teachers' turnover at a very broader context which becomes difficult to provide in-depth information. In

Tanzania for example very few studies have been conducted by providing the general knowledge. In case of time, as shown in the literature many studies were done before 2005. Thus the Ministry of Education and Vocational Training is lacking current data which can enable and simplify policy reforms. The issue of poor performance is also still a hypothetical situation since there are no clear specified causes. Therefore it is the task of the study to disentangle this phenomenon and come up with evidences.

2.9 Summary

This chapter reveals the presentation of literary works of other people relating to the attitudes of teachers towards teaching profession, demographic, socio-economic and socio-political factors that influence teachers' turnover and its impact on academic performance in government secondary schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

Research methodology is a system of models, procedures and techniques used to find the results of a research problem. It is a science of study on how research is done scientifically. Research methodology is not only research methods but also it makes consideration the logic behind the methods/techniques to be used. Thus research methodology is the way how the research is conducted (Kothari, 2004). The research methodology of the study elucidates the study area, the research design, sampling procedures, data collection, analysis and interpretation.

3.2 Description of the Study Area

The study was conducted in Mbozi district whose headquarter is Vwawa. This was due to the researcher being familiar with the district which will simplify accessibility of information. In terms of location, Mbozi district is located in the South Western corner of Mbeya Region, between latitudes 80 9’ 12” south of the equator and longitudes 320 7' 30" and 330 2' 0" east of Greenwich meridian. It is bordered with Malawi in the south, Zambia in the western part, Rukwa region in the Northwestern, Chunya district in the North, Mbeya rural district in the east and Ileje district in south-east. Mbozi district consists of dynamic population which increases time to time. According to the 1988 Census, Mbozi district had a population of 330,282. About 157,325 were males and 172,957 were females from 59,674 households. Through 1978–1988 census report, the annual average population growth rate was 3.4 percent. Thus, Mbozi district still had the highest growth rate out of all districts

in the region. It had been observed that between 1967 - 1978 and 1978 - 1988, when the country's population was growing at an average rate of 3.3 percent and 2.8 percent respectively, Mbozi district population grew at the rate of 4.3 percent and 3.4 percent respectively (URT, 2002). According to the 2002 census, Mbozi district had a population of 513600 whereas 243948 were males and 269652 were females from 99674 household in which the growth rate was 3.1 percent (Mbozi district profile, 2002). Likewise, the main activities are agriculture, forestry, fishing, mining and quarrying, trade and commerce, public administration and education. Agriculture constitutes of 88.9 percent, forestry and fishing accounts for 3.5 percent, trade and commerce comprises of 3.8 percent, public and economic sectors and other categories consist of 1.9 percent each (URT, 2002). In terms of the number of secondary schools, the district consists of fifty four Government secondary schools with five hundred and fifty-nine teachers (Mbozi district TSD Office, 2011).

3.3 Research Approaches

The researcher used both quantitative and qualitative approaches. Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion while qualitative approach is concerned with the subjective assessment of attitudes, opinions and behaviour. Qualitative approach generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis (Kothari, 2004). Quantitative data is hard, rigorous, credible and scientific while qualitative is sensitive, nuanced, detailed and contextual (Chakraborty, 2009). Therefore, there was a need for applying both techniques in order to get a comprehensive report.

3.4 Study Design

Study design is a plan in which data is collected and analyzed so as to obtain the required information (Orodho, 2003). It is a detailed blue print used to guide a research study towards achieving its objectives. A complete research design also spells out the constraints anticipated in the execution of the research proposal. In the study, the researcher applied both quantitative and qualitative approaches. The researcher used cross-sectional survey design as one of the most important design in applied social research. This design allowed useful information to be collected from different categories of people at the same time.

Also it was used to assess the relationship which exists in two or more variables in the selected title. More, the design was considered favourable because of time limit and resources available for the data collection. First the researcher gathered quantitative data through group administered questionnaires from teachers in the selected schools and then qualitative data were collected through personal interviews from heads of schools, Teachers Service Department (TSD) and Teachers Trade Union (TTU) officers. Qualitative data were used to enrich quantitative data.

3.5 Type of the Research

This research is an applied research since it deals with the teachers' turnover which is a societal problem. The study brought about deeper insights and better understanding of the problems facing teachers. Applied research has the explicit purpose of improving a product such as academic performance among students by solving the actual problems of teachers.

3.6 Targeted Population

Population is a group of individuals, objects or items from which the samples is taken for measurement (Best and Kahn, 2006). The population of the study was all teachers from government secondary schools in Mbozi district and members from the Teachers Service Department, Teachers' Trade Union and the DEOs office.

3.7 Computation of Sample Size

A sample is a small proportion of a population selected for observation and analysis (Best and Kahn, 2006). It is a finite part of a statistical population whose properties are studied to gain information about the whole. Sample size is the number of items to be selected from the universe. The researcher computed the sample size of the respondents by using the estimation of the sample proportions in which q = $\frac{x}{n}$ is used as an estimate of ɵ, we can assert with (1-ά) 100% confidence that the error (ę) is less than Zά⁄2 times under root ɵ times (1- ɵ) or p over n, where n is a number of samples that the researcher sampled, ά is a confidence interval, ɵ is a population proportions. Its formula is given by $n = \frac{Z_{\frac{\alpha}{2}}^2 Pq}{e^2}$. The researcher used α =0.05, p=0.5, for $q = 1 - p$ consequently $q = 1 - 0.5$ = 0.5, e=0.065, $Z_{\frac{\alpha}{2}}$ =1.96 is a constant coefficient associated with the confidence level that is being used; and hence $\frac{1.96 \times 1.96 \times 0.5 \times 0.5}{0.065 \times 0.065}$ = 227.3136095 ≈ 228 respondents.

The above computations enabled the researcher to get 228 respondents from which 200 were normal classroom teachers who responded to questionnaires. Apart from that, 25 were heads of schools and other officials who participated through

interviews. From the category of other officials, there was a TSD member, DSEO and TTU-member. The response rate of both questionnaires and interviews was 100 percent.

3.8 Sampling Procedures

Sampling is a procedure which a researcher uses to gather people, places or things to study (Kombo & Tromp, 2006). It is a process of selecting a number of individuals from a population which is a representative of a population. For this research, Stratified and simple random sampling techniques were applied in selecting secondary schools. Two strata were formed from 54 government secondary schools, 9 schools were in urban and 45 schools were in rural area. The researcher selected twenty eight schools in which 5 out of 9 were from urban area and 23 out of 46 were from rural area.

These schools were stratified purposely in order to avoid biasness and to involve teachers working in different socio-cultural environments. In sampling the number of teachers, the researcher applied the probability proportional to size (PPS) which is given by PPS= $\frac{x}{N}$ x n; where x is a number of teachers for a particular selected school, n is the sample size of teachers (200) and N is the total population (349).

3.9 Research Methods

The study involved different methods in the single study. They were a survey, focus group discussion and interview. A questionnaire, which was used during survey, usually consists of a number of questions printed or typed in a definite order on a form or set of forms while interview data collection is the presentation of oral-verbal

stimuli and reply in terms of oral-verbal responses (Kothari, 2004). For the study, the researcher administered the questionnaires and then personal interview in a form of face-to-face contact.

Table 3.1: Sample Size

SCHOOL	NUMBER OF TEACHERS	Sample size
ISANGU	21	12
ILOLO	26	14
MLOWO	21	12
JM KIKWETE	16	9
MPAKANI	18	10
CHIKANAMLILO	10	5
HAMPANGALA	9	4
HEZYA	7	3
IDIMI	14	8
IGAMBA	15	9
IGANDUKA	8	4
IHANDA	26	14
IPUNGA	15	8
ISALALO	8	4
ISANDULA	13	7
ITAKA	12	6
ITUMPI	9	4
IVUNA	12	6
KAPELE	11	6
KILIMAMPIMBI	9	4
MOMBA	14	8
MSANGANO	16	9
MSANKWI	10	5
MSENSE	15	9
NAMBINZO	13	7
NAMOLE	7	3
SHAJI	10	5
UWANDA	10	5
Total	349	200
HOS	25	25
DSEO	1	1
TSD	1	1
TTU	1	1
Total	28	28
TOTAL	**377**	**228**

Source: DSEO –Office (July, 2012)

3.9.1 Primary Data Collection

Administered questionnaires were used to collect primary data from normal class room teachers for each selected school while personal interview was employed to heads of schools of those selected schools and educational officers. In order to search for in-depth information, there was a need of Focus Group Discussion.

3.9.2 Secondary Data Collection

The researcher used secondary data which was obtained from a review of various documents relevant to the study. These were Secondary Schools Statistical Forms and National Examinations Records. Also the researcher used some references, especially in a part of research proposal.

3.10 Data Organisation and Analysis

The data collected were sorted, coded and summarized before analysis. Analysis was done by using the computer software known as Statistical Package for the Social Sciences (SPSS) and manually. Descriptive statistics, tables, and graphs were used to simplify the process of analysis. Cases which were difficult to be analyzed quantitatively then qualitative method of analysis were applied. Likewise the data from the field were subjected to some statistical analysis such as cross-tabulation and chi-square in validating the similarities and variations of findings.

3.11 Ethical Issues in Data Collection

To motivate the respondents the researcher explained briefly the nature and importance of the study and assuring them with confidentiality as research

autonomy. Permission to conduct the research was obtained from relevant authorities.

3.12 Summary

In this study, quantitative and qualitative approaches were used to get a comprehensive report on teachers' turnover and its impact on academic performance in government secondary schools. The study applied survey design to collect both quantitative and qualitative data through questionnaires and interviews. The sample involved 200 classroom teachers who responded to questionnaires, 25 heads of schools and 3 officials who responded to interviews. Stratified and simple random sampling was used to select number of schools. Probability proportional to size was used to get a number of teachers for a particular selected school. Data collected were sorted, coded, summarized and analyzed both quantitatively and qualitatively.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1 Overview

This chapter constitutes of four sections. The first section presents the demographic characteristics of the respondents. The second section examines the attitudes of teachers towards teaching profession. The third section contains the analysis of the factors of secondary school teachers' turn over and the fourth section is on the effects of teachers' turnover on academic performance in government secondary schools.

4.2 Demographic Characteristics of the Respondents

This section describes the gender, age, education level and experience of the respondents of the study area. It has been shown by Gupta (2010) that these demographic factors play a great role in influencing teachers' turnover in many areas. Therefore, it was important for the study to explore those demographic variables which influenced teachers' turnover by identifying the similarities and variations of the study findings. The findings are presented hereunder.

4.2.1 Gender

Gender is an important demographic variable that could determine teachers turn over. Their frequency and percentage distributions are shown in Table 4.1.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percentage
Female	70	35.0
Male	130	65.0
Total	**200**	**100.0**

Source: Field survey, 2012

From Table 4.1 a larger proportion of the respondents were males. Males constituted 65 percent of the total respondents. It was followed by females whom accounted for a smaller proportion (35 percent). This distribution was enough for answering the study objectives since it reflects Tanzanian teachers that there is a large number of male than female teachers.

4.2.2 Age of the Respondents

The study constituted the respondents with different ages. Three age groups were considered and presented in Figure 4.2.

Table 4.2: Age of the Respondents

Age	Frequency	Percentage
20-34	162	81.0
35-49	35	17.5
50+	3	1.5
Total	**200**	**100.0**

Source: Field survey, 20

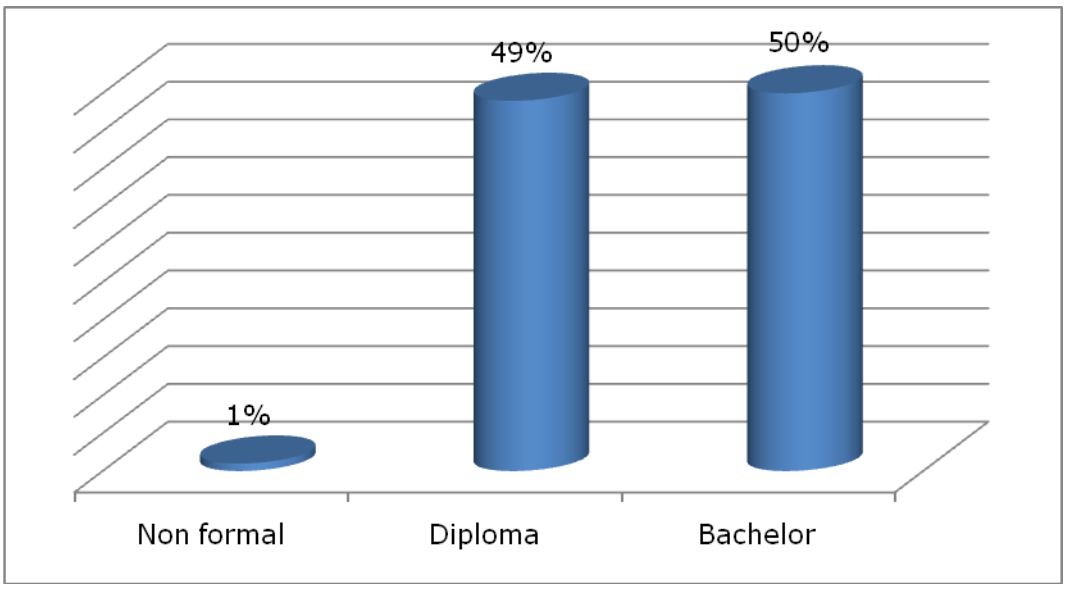

Figure 4.1: Education Levels of the Respondents

Source: Field survey, 2012

4.2.3 Education Level

The context of education level is a fundamental factor which influences teachers' turn over. The study explored the respondents with different levels of education. The results are presented in Figure 4.1.

The findings in Figure 4.1 show that 50 percent of the respondents were degree holders, 49 percent were diploma holders and one percent had no formal education or below diploma. Hence there is a slight difference between the diploma and degree holders. These results reflect the current situation where most of the teachers are degree holders.

4.2.4 Experience of the Respondents in Teaching

In teaching profession one's experience can determine the turnover and academic performance of a certain school. The interval of teaching differed among the respondents. The distribution data of working experience are presented in Figure 4.2

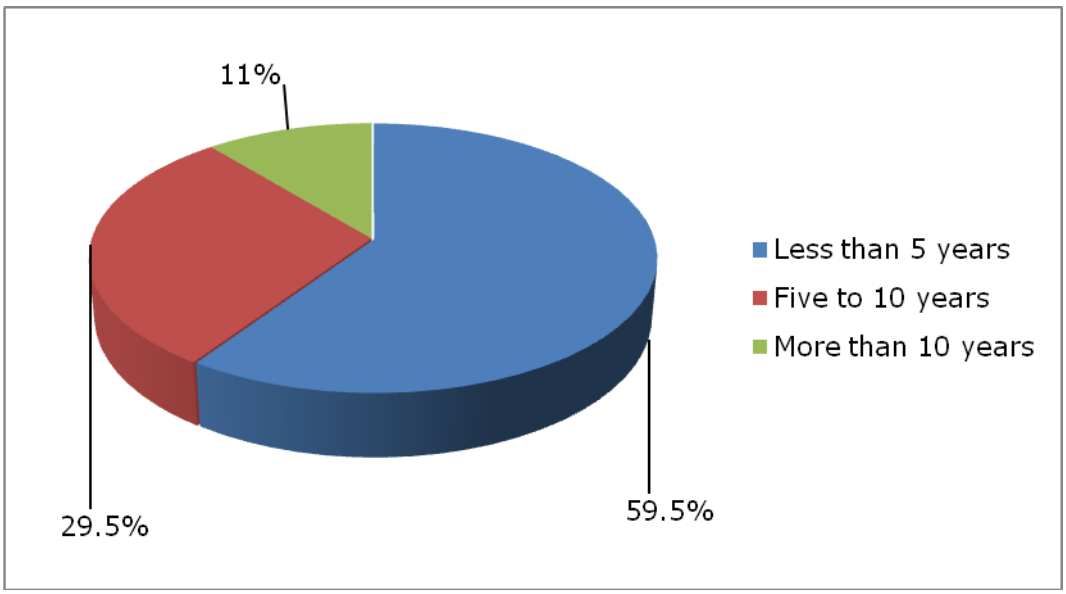

Figure 4.2: Teaching Experiences of the Respondents
Source: Field Survey, 2012

From Figure 4.2 majority of the respondents had less than five years in their teaching profession which was 59.5 percent. It was followed by the respondents who had worked for five to ten years that accounted for 29.5 percent whereas 11 percent of the respondents had an experience of more than ten years.

4.3 The Attitudes of Teachers towards Teaching Profession

The attitudes of teachers towards teaching profession were found to be the cause of teachers' turnover. The attitudes influence teachers' turnover in four aspects. These are decision, perception, satisfaction and career choice as explained below.

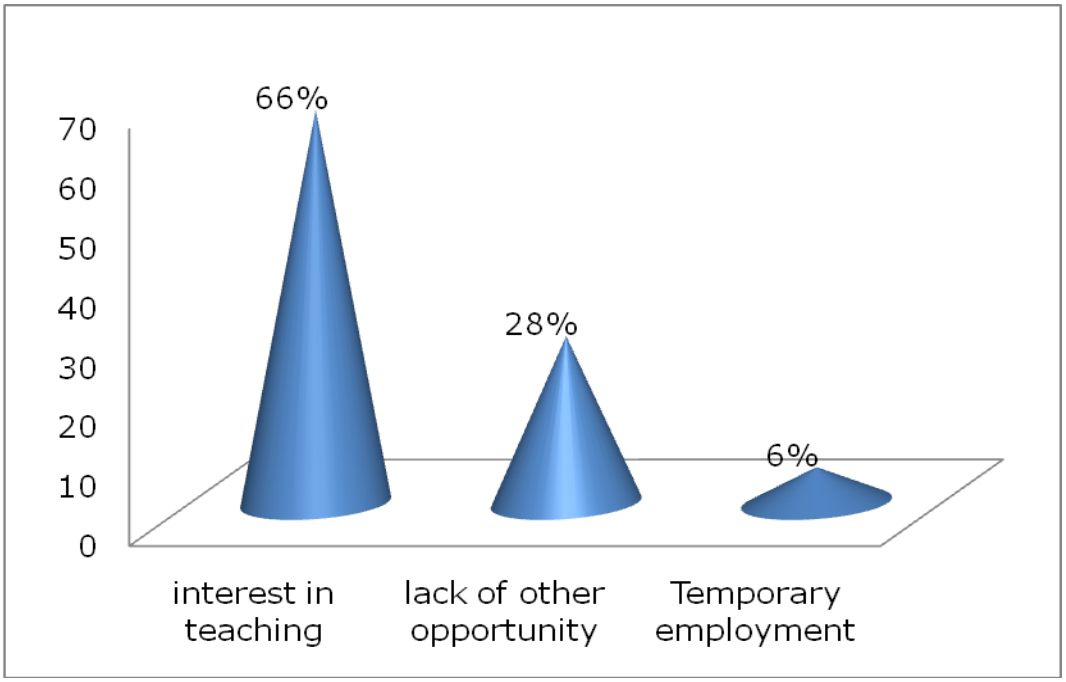

Figure 4.3: Reasons for Becoming a Teacher

Source: Field Survey, (2012)

4.3.1 Decision for Becoming a Teacher

Decision towards teaching profession is the aspects that enable the assessment of teachers' attitude. Al-Samarrai and Bennell (2003) explained that lack of alternative

employment opportunities keeps people to become teachers in most countries. The study explored whether one had an interest in teaching profession or not. The distributions of their responses towards teaching profession are presented in Figure 4.3.

From Figure 4.3 a larger proportion (66 percent) of the respondents were interested in teaching whereas 28 percent of the respondents opted teaching profession because of lack of other opportunities and 6 percent opted for teaching as a temporary employment. From this distribution it can be concluded that many people are interested in teaching from their prior decision to join the college because of socio-economic issues. More, it was quoted from some key informants who were not interested and those who became teachers just temporarily that:

In real situation the teaching profession has lost it's direction. Teachers have low morale and this leads to high rate of absenteeism, teachers' turnover, excessive complaints and grievances, frustration and friction among supervisors, antagonism towards the school and its management, resistance to change and hence poor academic performance (Source: Female head of school, July, 2012).

In the past teachers were respected. Teachers' status started to decline during the implementation of SEDP in 2004 because many community secondary schools were built and opened, at least one for each ward without teachers. Due to the high demand of teachers, the government decided to train Form Six leavers by crush programme for one month and recruit them to curb the problem. That was the period when most youth with low passes and with no interest started to join teaching

profession because it was the only profession which provides employment in a large number and also it was a bridge to get admission and loan for further studies (Source: Another female head of school, July 2012).

These findings concur with Cole's (1995) report which explained that the different in attitudes at workplace can cause considerable disruption to the nature, pace and efficiency of work. Cross-tabulations on the reasons for becoming a teacher with various demographic characteristics of the respondents revealed some interesting variations and similarities. The characteristics considered were age, gender, education levels and experience of the respondents.

(i) Reasons for Becoming a Teacher and Age of the Respondents

On age of the respondents, Spear et al. (2000) explained the wide range of attitude in the context of one's decision to become a teacher. Some of the teachers continue with their career in order to have economic well-being in their livelihood. The study findings have also shown that the reasons varied by age. Three main reasons were common in the study. The findings are presented in Table 4.3.

Table 4.3: Reasons for Becoming a Teacher and Age

Decision for being a teacher	**Age**			
	20-34 (n = 162)	35-49 (n = 35)	50 or above (n = 3)	Total (n = 200)
Interest in teaching (n = 132)	66.7%	62.9%	66.7%	66.0%
Lack of other opportunities (n = 57)	28.4%	31.4%	33.3%	28.5%
Temporary employment (n = 11)	4.9%	5.7%	0.0%	5.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 53.46$, p-value = 0.254, degree of freedom = 4

Source: Field Survey, 2012

From Table 4.3 the cross tabulation about the decision for becoming a teacher by age showed some variations and similarities. A large proportion (66.7 percent) of the respondents with 20-34 years was interested in teaching. The data from key informants revealed that teaching career advances one's area of specialization whereas a smaller proportion of 28.4 percent lacked other opportunities and 4.9 percent were just temporarily in teaching profession due to lack of other incentives. Further, 62.9 percent of the respondents with 35-49 years were interested in teaching and 31.4 percent lacked other opportunities whereas 5.7 percent of the respondents opted teaching temporarily. On the other side, the respondents with age 50 or above, 66.7 percent were interested in teaching and 33.3 percent lacked other opportunities due to the same reasons as stated in age group 20-34. These variations are not statistically significant since the p-value is 0.254. Therefore, there is no direct correlation between age and the reasons for becoming a teacher.

(ii) Reasons for Becoming a Teacher and Gender of the Respondents

There are variations and similarities in the decision for becoming a teacher and gender. The study identified those similarities and differences. The results are presented in Table 4.4.

Table 4.4: Reasons for Becoming a Teacher and Gender

Decision for being a teacher	Gender		
	Male (n = 68)	Female (n = 132)	Total (n = 200)
Interest in teaching (n=132)	64.7%	66.7%	66.0%
Lack of other employment opportunities (n=57)	32.4%	26.5%	28.5%
Temporary employment (n=11)	2.9%	6.8%	5.5%
Total (n=200)	100.0%	100.0%	100.0%

$\chi^2 = 17.89$, p-value = 0.409, degree of freedom = 2

Source: Field Survey, 2012

The results presented in Table 4.4 show the reasons for becoming a teacher by gender. Among male, about 64.7 percent were interested in teaching, 32.4 percent became teachers because of lacking other employment opportunities and 2.9 percent were teachers temporarily. The patterns of males' findings are likely to be similar to female. Majority (66.7 percent) of female respondents were interested in teaching, 26.5 percent did not get other employment opportunities and 6.8 percent decided to start with teaching profession and later they shift to other jobs. The results indicated that everyone has his/ her own perception in becoming a teacher. Some find the job as more important in wealth accumulation whereas others do not find that they will benefit from teaching rather than getting torture during working. These similarities and variations are statistically insignificant as suggested by the chi-square test whose p-value = 0.409.

(iii) Reasons for Becoming a Teacher and Education Level of the Respondents

Regards reasons for becoming a teacher and education level of the respondents it was disclosed that education level is one of the demographic characteristic that determines the attitude of teachers towards teaching profession. The reasons for becoming a teacher were found to vary by levels of education. These variations are presented in Table 4.5.

The results in Table 4.5 show that 50 percent of the respondents below diploma level of education were interested in teaching and 50 percent join teaching profession as a temporary job. On the other hand, majority (60.2 percent) of the respondents with diploma were interested in teaching whereas 34.7 percent lacked other employment

opportunities and 5.1 percent became teachers temporarily. Among the bachelor holders, 72 percent of them were interested in teaching, 23 percent lacked other jobs and 5 percent were temporary teaching while searching for green pastures elsewhere. These variations are statistically significant since the p-value is 0.023 hence there is a strong association between decision for becoming a teacher and levels of education.

Table 4.5: Reasons for Becoming a Teacher and Education Level

Reasons for being a teacher	Education level			
	Untrained (n = 2)	Diploma (n = 98)	Bachelor (n = 100)	Total (n = 200)
Interest in teaching (n = 132)	50.0%	60.2%	72.0%	66.0%
Lack of other employment opportunities (n = 57)	0.0%	34.7%	23.0%	28.5%
Temporary employment (n = 11)	50.0%	5.1%	5.0%	5.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 113.47$, p-value = 0.023, degree of freedom = 4

Source: Field Survey, 2012

(iv) Reasons for Becoming a Teacher and Experience of the Respondents

On reasons for becoming a teacher and experience of the respondents, the responses towards decisions for becoming a teacher vary with one's experience. The study identified these variations. The outcomes are presented in Table 4.6.

Table 4.6 shows the extent to which experience determines the decision for becoming a teacher. About 68.1 percent of the teachers with an experience less than five years were interested in teaching whereas 26.1 percent lacked other opportunities and 5.9 percent were there temporarily so that they continue seeking for other jobs. Teachers who had been teaching for five to ten years had also

different responses. More than half (62.7 percent) were interested in teaching where as 30.5 percent lacked other opportunities and 6.8 percent became teachers temporarily. Moreover, the variations among teachers with more than ten years were found. It was found that 63.6 percent were interested in teaching career and 36.4 percent lacked other employment opportunities and no one was there temporarily. These variations were statistically insignificant since P-value = 0.659.

Table 4.6: Reasons for Becoming a Teacher and Experience

Reasons for being a teacher	Experience			
	<5 years (n = 119)	5 to 10 years (n = 59)	>10 years (n = 22)	Total (n = 200)
Interest in teaching (n = 132)	68.1%	62.7%	63.6%	66.0%
Lack of other employment opportunities (n = 57)	26.1%	30.5%	36.4%	28.5%
Temporary employment (n = 11)	5.9%	6.8%	0.0%	5.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 24.21$, p-value = 0.659, degree of freedom = 4				

Source: Field Survey, (2012)

4.3.2 Perception on Teaching Profession

There are negative and positive perceptions in teaching profession. Some teachers have negative perception due to low productivity of the profession, thus most of them are likely to quit the job (Gupta, 2010). The respondents were asked whether or not their job means a lot more than just money. Figure 4.4 shows the responses.

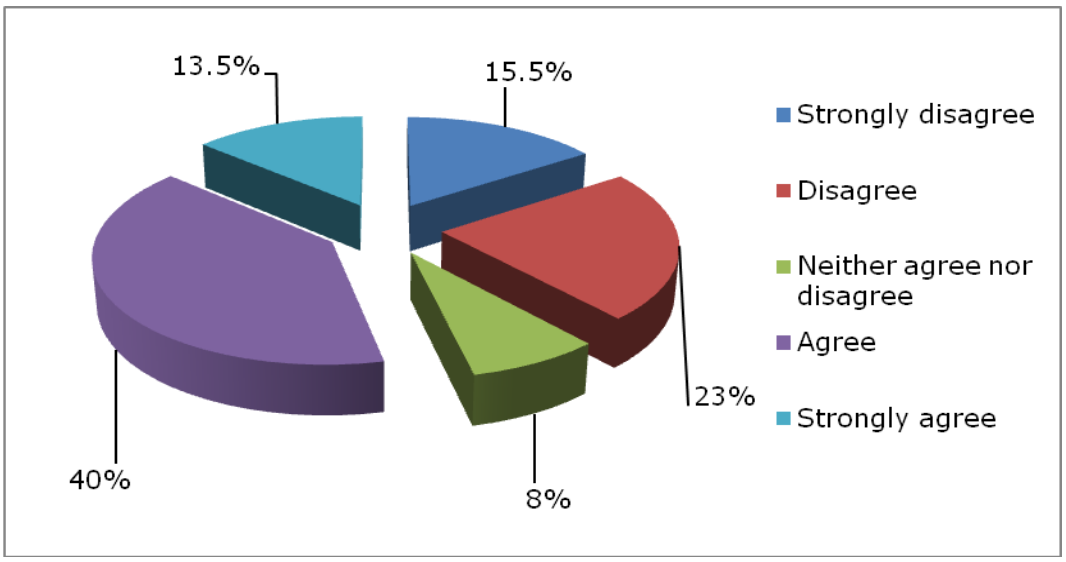

Figure 4.4: Perception on Teaching Profession

Source: Field Survey, (2012)

With reference to Figure 4.4, about 38.5 percent reported that their job does not mean a lot more than just money (23 percent simply disagreed and 15.5 percent strongly disagreed), 53.5 percent reported that their job means a lot more than just money (40 percent simply agreed and 13.5 percent strongly agreed) and 8 percent were neutral. On the other hand, majority of the interviewees had negative perceptions towards teaching profession; they said that teaching is not a respected profession any more. They feel that the low status of teachers in the society is because of low income and poor working conditions, which lead them not to be respected by students as well as other communities. Some key informants argued that:

Teaching is not a respected and liked profession because of poor salaries. In fact teachers cannot build their own houses or buy vehicles like workers in other professions do. They go to school on foot like their students. Further, their living standards are at low level, so many people are not attracted and convinced to become teachers (Source: TTU Official, July, 2012).

Teachers are not respected by any one. Even our students respect us as long as we are at the school compound. Once we are outside the school, there is no respect. I have tried to convince and encourage my students even my children to opt for teaching profession, they all laugh at me. When looking at their eyes and faces I see them as if they are saying "We do not want to be like you". Students and our children see the conditions in which we live and the kind of life we have, so they do not want to become like us (Source: Male head of school, July, 2012).

Students who get the lowest principals in their Form Six examinations are the ones who become teachers. I wonder what kind of teaching they will make. This leads to the decline of teachers' status. There is no respect for teachers both among students we teach and the community at large. They say teaching is a profession for failures (Source: Female head of school, July, 2012).

(i) Variation in Perception on Teaching Profession

Cross-tabulations about the perception in teaching profession with various demographic characteristics of the respondents revealed some variations and similarities. The characteristics considered were age, gender, education levels and experience.

(a) Variation in Job Perception and Age of the Respondents

The perception on job was analyzed by the age of the respondents. The results are indicated in Table 4.7.

Table 4.7: Job Perception and Age

Job means more than just money	Age (years)			
	20-34 (n = 162)	35-49 (n = 35)	50+ (n = 3)	Total (n = 200)
Strongly disagree (n = 31)	13.0%	25.7%	33.4%	15.5%
Disagree (n = 46)	21.0%	31.4%	33.3%	23.0%
Neither agree nor disagree (n = 16)	8.6%	5.7%	0.0%	8.0%
Agree (n = 80)	43.8%	22.9%	33.3%	40.0%
Strongly agree (n = 27)	13.6%	14.3%	0.0%	13.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 93.21$, p-value = 0.316, degree of freedom = 8

Source: Field Survey, (2012)

From Table 4.7, 13 percent of respondents with age 20 to 34 simply strongly disagreed, 21 percent disagreed and 8.6 percent neither agreed nor disagreed. About 44 percent simply agreed and 13.6 percent strongly agreed that their job is more than just money. On the other side, the respondents within age group 35-49 about 31.4 percent simply disagreed, 25.7 percent strongly disagreed, 22.9 percent simply agreed 14.3 percent strongly agreed and 5.7 percent neither agreed nor disagreed on the same. Further, 33.4 percent of the respondents with age 50 years and above strongly disagreed, 33.3 percent of the respondents simply disagreed and agreed on the same and none strongly agreed and also neither agreed nor disagreed. The results were statistically not significant as suggested by the p-value = 0.316.

(b) Variations in Job Perception and Gender of the Respondents

The perception of teaching profession varies with the gender of teachers. This study investigated on these variations. The results are identified in Table 4.8.

Table 4.8: Job Perception and Gender

Job means more than money	Gender (n = 200)		
	Male	Female	Total
Strongly disagree (n = 31)	14.7%	15.9%	15.5%
Disagree (n = 46)	16.2%	26.5%	23.0%
Neither agree nor disagree (n = 16)	11.8%	6.1%	8.0%
Agree (n = 80)	45.6%	37.1%	40.0%
Strongly agree (n = 27)	11.8%	14.4%	13.5%
Total (n = 200)	100.0%	100.0%	100.0%
$\chi^2 = 49.87$, degree of freedom = 4, p-value = 0.289			

Source: Field Survey, (2012)

From Table 4.8 majority (45.6 percent) of male agreed that their job means a lot more than just money whereas 16.2 percent simply disagreed, 14.7 percent strongly disagreed and similar proportion (11.8 percent) neither agreed nor disagreed and strongly agreed on the same. The patterns of males' responses are likely to be similar from those of female. About 37.1 percent simply agreed and 26.5 percent disagreed. Moreover, 15.9 percent of female strongly disagreed and 14.4 percent strongly agreed whereas 6.1 percent were neutral on the same. The variations are statistically insignificant since p-value = 0.289.

(c) Variation in Job Perception and Education Level of the Respondents

On the variations in job perception and education level of the respondents, the research findings revealed similarities and variations among the respondents with different levels of education.

Table 4.9: Job Perception and Education Level

Job means more than money	Education level			
	Untrained (n = 2)	Diploma (n = 98)	Bachelor (n = 100)	Total (n = 200)
Strongly disagree (n = 31)	0.0%	14.3%	17.0%	15.5%
Disagree (n = 46)	50.0%	21.4%	24.0%	23.0%
Neither agree nor disagree (n = 16)	0.0%	8.2%	8.0%	8.0%
Agree (n = 80)	50.0%	42.9%	37.0%	40.0%
Strongly agree (n = 27)	0.0%	13.3%	14.0%	13.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 22.62$, degree of freedom = 8, p-value = 0.972

Source: Field Survey, 2012

With reference to Table 4.9, about 50 percent of the respondents simply disagreed, whereas the remaining proportion simply agreed that their job is more than just money. Among the diploma holders, 42.9 percent agreed, 21.4 percent simply disagreed, 14.3 percent strongly disagreed, whereas 13.3 percent strongly agreed and 8.2 percent were neutral on the same. The responses from bachelor holders show that 37 percent simply agreed and 24 percent simply disagreed, on other side, 17 percent strongly disagree and 14 percent strongly agree whereas 8 percent were neutral on the same. Statistically the results are not significant (p-value = 0.972).

(d) Variation in Job Perception and Experience of the Respondents

Similarly the experience of teachers and job perception was analyzed in order to assess the attitude of teachers toward teaching. The findings revealed some variations and similarities. Their distributions are shown in Table 4.10.

The results in Table 4.10 indicate that 39.5 percent of the respondents who had worked for less than five years simply agreed that their job means more than just

money. Despite that, 27.7 percent simply disagreed, 13.5 percent strongly disagreed, 10.1 percent strongly agreed and 9.2 percent neither agreed nor disagreed on the same. Moreover, 39.0 percent of the respondents with 5-10 years working experience simply agreed, 22.0 percent strongly disagreed, 16.9 percent simply disagreed 13.6 percent strongly agreed and 8.5 percent were neutral on the same. Those who had worked for more than ten years their data distribution show that 45.5 percent simply agreed and 31.8 percent strongly agreed whereas 13.6 percent simply disagreed, 9.1 percent strongly disagreed and no one neither agreed nor disagreed on the same. The variations have no statistical correlation since chi-square test whose p-value = 0.080 suggested the same.

Table 4.10: Job Perception and Teaching Experience

Job means more than money	**Experience (years)**			
	< 5 (n = 119)	5-10 (n = 59)	>10 (n = 22)	Total (n = 200)
Strongly disagree (n = 31)	13.5%	22.0%	9.1%	15.5%
Disagree (n = 46)	27.7%	16.9%	13.6%	23.0%
Neither agree nor disagree (n = 16)	9.2%	8.5%	0.0%	8.0%
Agree (n = 80)	39.5%	39.0%	45.5%	40.0%
Strongly agree (n = 27)	10.1%	13.6%	31.8%	13.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 14.076$, degree of freedom = 8, p-value = 0.080

Source: Field Survey, (2012)

4.3.3 Satisfaction on Teaching Profession

Different literatures have investigated the satisfaction on teaching profession in order to study teachers' attitude. Spector (1994) for example identified nine facets of job satisfaction, namely pay, promotion, supervision, fringe benefits, contingent rewards,

operating procedure, co-workers, nature of work and communication. Similarly to this study the respondents were asked on their level of job satisfaction as compared to the last three years. The results varied from one respondent to another. The general outlook is presented in Figure 4.5.

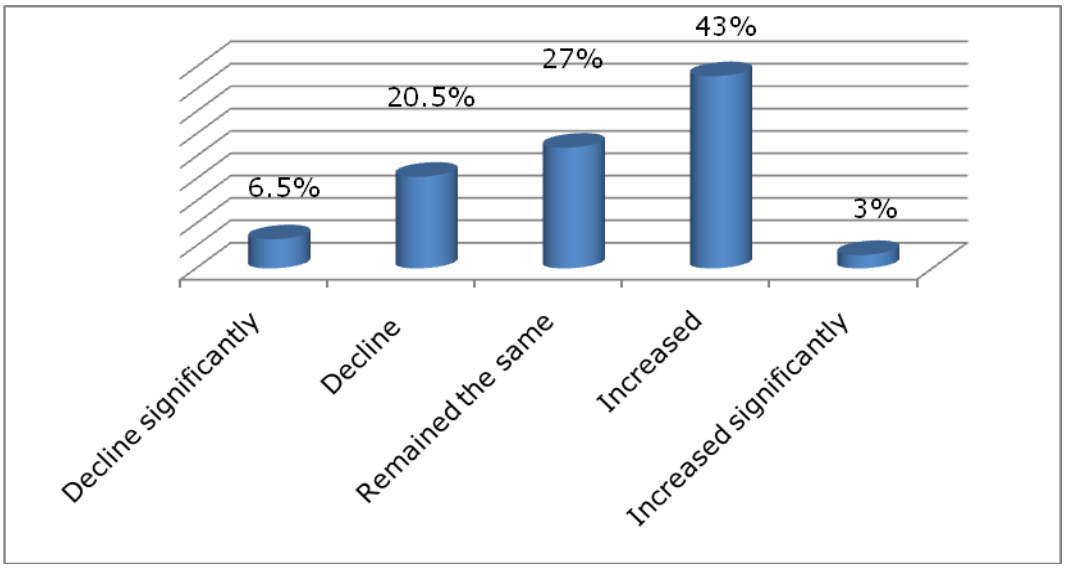

Figure 4. 5: Satisfactions on Teaching Profession
Source: Field Survey, (2012)

The findings in Figure 4.5 indicate that 43 percent of the respondents reported that job satisfaction has increased, 27 percent said it has remained the same, 20.5 percent said it has declined whereas 6.5 percent said it has declined significantly and 3 percent said the satisfaction has increased significantly.

(i) Variation in Job Satisfaction on Teaching Profession

Cross-tabulation on the job satisfaction in teaching profession with various demographic characteristics of the respondents revealed some variations and similarities. The characteristics considered were gender, age, education levels and experience of the respondents.

(a) Variation in Satisfaction on Teaching Profession and Gender of the Respondents

In any profession there is a likelihood of an increase or decrease of job satisfaction which may differ by gender. The study explored the trend of job satisfaction among teachers as compared to the past. The results are presented in Table 4.11

Table 4.11: Satisfaction on Teaching Profession and Gender

Levels of Job Satisfaction	Gender		
	Male (n = 68)	Female(n = 132)	Total (n = 200)
Decline significantly (n = 13)	4.5%	7.6%	6.5%
Decline (n = 41)	19.1%	21.2%	20.5%
Remained the same (n = 54)	27.9%	26.5%	27.0%
Increased (n = 86)	48.5%	40.2%	43.0%
Increased significantly (n = 6)	0.0%	4.5%	3.0%
Total (n = 200)	100.0%	100.0%	100.0%

$\chi^2 = 46.45$, degree of freedom = 4, p-value = 0.326

Source: Field Survey, 2012

From Table 4.11, a larger proportion (48.5 percent) of males reported that job satisfaction has increased. It was followed by those who said it has remained the same. This accounted to 27.9 percent of male respondents. About 19 percent and 4.5 percent of males reported that job satisfaction has declined and declined significantly respectively. Similarly among females, a larger proportion (40.2 percent) reported that the job satisfaction has increased, 26.5 percent said it has remained the same, 21.2 percent of females said it has declined whereas 7.6 percent argued that it has declined significantly and 4.5 percent said it has increased significantly. Although the statistical distribution is insignificant (p-value = 0.326) but majority of the respondents showed that there was an increase of job satisfaction because it was their preference choice from the beginning of their recruitment.

(b) Variation in Job Satisfaction on Teaching Profession and Age of the Respondents

Different literatures have explained the similarities and variations of job satisfaction by age. In this study the variations and similarities are shown by the statistical data in Table 4.12.

Table 4.12: Satisfaction on Teaching Profession and Age

Levels of job satisfaction	Age (years)			
	20-34 (n = 162)	35-49 (n = 35)	50+ (n = 3)	Total (n = 200)
Decline significantly (n = 13)	6.2%	8.6%	0.0%	6.5%
Decline (n = 41)	19.1%	28.5%	0.0%	20.5%
Remained the same (n = 54)	26.5%	28.6%	33.4%	27.0%
Increased (n = 86)	45.1%	34.3%	33.3%	43.0%
Increased significantly (n = 6)	3.1%	0.0%	33.3%	3.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 13.515$, degree of freedom = 8, p-value = 0.095				

Source: Field Survey, (2012)

From Table 4.12, three age groups are presented with various statistical distributions in regard to job satisfaction. The nearest half (45.1 percent) of the respondents in age 20-34 reported that job satisfaction has increased if compared to the past whereby 26.5 percent said it has remained the same, 19.1 percent reported that it has declined while 6.2 percent said it has declined significantly and 3.1 percent said it has increased significantly. Within 35-49 years, 34.3 percent reported that the satisfaction has increased, 28.6 percent said it remained the same whereas 28.5 percent said it has declined and 8.6 percent said it has declined significantly. On the other side, the respondents with 50 years or above, 33.4 percent reported that it remained the same and those who reported that it increased and increased

significantly were accounted to 33.3 percent each. These variations and similarities are statistically insignificant as suggested by p-value = 0.095.

(c) Variation in Satisfaction on Teaching Profession and Education Level of the Respondents

The levels of education have shown some interesting variations and similarities in job satisfaction in many studies. The study also explored the context of job satisfaction and education levels. The results are presented in Table 4.13.

Table 4.13: Satisfaction on Teaching Profession and Level of Education

Levels of job Satisfaction	Education level			
	No formal (n = 2)	Diploma (n = 98)	Bachelor (n = 100)	Total (n = 200)
Decline significantly (n = 13)	0.0%	2.0%	11.0%	6.5%
Decline (n = 41)	0.0%	23.5%	18.0%	20.5%
Remained the same (n = 54)	0.0%	26.5%	28.0%	27.0%
Increased (n = 86)	100.0%	43.9%	41.0%	43.0%
Increased significantly (n = 6)	0.0%	4.1%	2.0%	3.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

Source: Field Survey,(2012)

The presented data in Table 4.13 shows that respondents with no formal education almost all (100 percent) of them said the satisfaction has increased. Among diploma holders about 43.9 percent reported that job satisfaction has increased, 26.5 percent said it has remained the same, 23.5 percent reported that it has declined, 4.1 percent argued that it has increased significantly and 2 percent said it has declined significantly. More the bachelor holders also revealed some variations. About 41 percent of bachelor holders reported that it has increased, 28 percent said it has

remained the same. Likewise, 18 percent of the respondents within bachelor holders said it has declined whereas 11 percent reported that it has declined significantly while 2 percent said it has increased significantly. These variations and similarities are statistically not significant as suggested by chi-square test = 10.362, p-value = 0.241 and degree of freedom = 8.

(d) Variation in Satisfaction on Teaching Profession and Experience

In the study, experience of teachers was one of the determinants of job satisfaction. The pattern shows the similarities in almost all categories of experiences. The results are therefore presented in Table 4.14.

Table 4.14: Satisfaction on Teaching Profession and Experience

Job satisfaction	**Experience**			
	< 5 (n = 119)	5-10 (n = 59)	>10 (n = 22)	Total (n = 200)
Decline significantly (n = 13)	5.0%	10.2%	4.5%	6.5%
Decline (n = 41)	21.0%	18.6%	22.7%	20.5%
Remained the same (n = 54)	30.3%	20.3%	27.3%	27.0%
Increased (n = 86)	40.3%	47.5%	45.5%	43.0%
Increased significantly (n = 6)	3.4%	3.4%	0.0%	3.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

Source: Field Survey, (2012)

The findings in Table 4.14 show that respondents with less than five years reported differently in the context of job satisfaction. About 40.3 percent of them reported that there is an increase in job satisfaction compared to the past whereas 30.3 percent reported that it has remained the same. On the other side, 21 percent of the respondents with less than five years said the satisfaction has declined whereas 5 percent said it has declined significantly and 3.4 percent reported that it has increased significantly.

On the second category of 5-10 years, 47.5 percent said it has increased, 20.3 percent argued that it has remained the same, 18.6 percent said it has declined, 10.2 percent said it has declined significantly and 3.4 percent said it has increased significantly. Finally those who had worked for more than ten years, 45.5 percent reported that job satisfaction has increased whereas 27.3 percent said it has remained the same. In the same category 22.7 percent reported that the satisfaction has declined whereas 4.5 percent said it has declined significantly. The results show that there is no statistical correlation between job satisfaction and one's experience (Chi-square test = 4.586, p-value = 0.801 and degree of freedom = 8).

Generally the results about job satisfaction and other demographic characteristics reveal that the satisfaction has increased due to salary increment. The report from different interviews shows that lack of satisfaction for some teachers is because of an increase cost in all aspects of life, thus an increase of salary does not enable teachers to fulfil their needs. Other reasons for lack of job satisfaction in teaching profession were found to be poor and harsh environment in teaching profession as compared to other jobs and lack of regularly incentives. These results are in line with Hertzberg's (1966) findings that absence of hygiene factors can create job dissatisfaction.

4.3.4 Desire for Further Choice on Teaching Profession

The magnitude towards the teachers' attitudes was studied in the context of further choice. The respondents were asked whether they would like to choose teaching profession again or not. The outcomes are presented in Table 4.15.

Table 4.15: Desire for making the same Choice of Teaching Profession

Responses	Frequency	Percent
Yes	125	62.5
No	75	37.5
Total	**200**	**100.0**

Source: Field Survey, (2012)

Majority (62.5 percent) of the respondents as shown in Table 4.15 were able to make a further choice for teaching profession, while 37.5 percent were not able to make a further choice; rather they were interested in other professions. Similar to the findings, Spear *et al.* (2000) highlighted the causes for one's decision towards satisfaction and further choice of teaching profession. Some of the determinants were the nature of the workload, poor pay and negative perceptions of teachers among the society. The same reasons were found in the study area.

(i) Variation in The Desire for Making the Same Choice of Teaching Profession

Cross-tabulations on the desire for making the same choice in teaching profession with various demographic characteristics of the respondents indicated some similarities and variations. The characteristics considered were gender, age, education levels and experience of the respondents.

(a) Desire for Further Choice on Teaching Profession and Gender of the Respondents

The choice of the respondents on teaching profession was analyzed by gender of the respondents in order to study teachers' attitude and its impact on teachers' turnover and performance. The results are presented in Table 4.16.

Table 4.16: Further Choice in Teaching Profession and Gender

Responses	Gender		
	Male (n = 68)	Female (n = 132)	Total (n = 200)
Yes (n = 125)	64.7%	61.4%	62.5%
No (n = 75)	35.3%	38.6%	37.5%
Total (n = 200)	100.0%	100.0%	100.0%
$\chi^2 = 0.214$, degree of freedom = 1, p-value = 0.644			

Source: Field Survey, (2012)

The results from Table 4.16 show that, majority (64.7 percent) of the male respondents was likely to be interested in teaching since they were willing to make further choice in the profession. In the other side, 35.3 percent of males which is the smaller proportion did not prefer teaching in the further choices. The same pattern has found among females respondents. More than half (61.4 percent) were able to make choice in the same occupation and few (38.6 percent) were not. Although the variations are not statistically significant (p-value = 0.644) the pattern shown by the data enabled the researcher to conclude that majority of teachers' are interested in teaching profession.

(b) Desire for Further Choice on Teaching Profession and Age

The desire for further choice in teaching career depends on the age of a person. In this study the respondents with different ages were asked whether they will be interested in teaching career again or not. Their responses are shown in Table 4.17.

Table 4.17: Desire for Choice on Teaching Profession and Age

Responses	Age			
	20-34 (n = 162)	35-49 (n = 35)	50+ (n = 3)	Total (n = 200)
Yes (n = 125)	64.8%	51.4%	66.7%	62.5%
No (n = 75)	35.2%	48.6%	33.3%	37.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 2.223$, degree of freedom = 2, p-value = 0.329				

Source: Field Survey, (2012)

From Table 4.17, about 64.8 percent of the respondents in age group 20-34 were willing to make further choice in the same career whereas 35.2 percent were not. Among those with age 35-49 years 51.4 percent were willing to choose teaching profession while 48.6 percent were not willing and those with 50 years or above 66.7 percent were interested to make a further choice in teaching career whereas 33.3 percent were not willing. Generally majority of teachers in all age groups were interested in teaching. These variations are statistically insignificant since p-value = 0.329.

(c) Desire for Further Choice on Teaching Profession and Education Level

The level of education is found to be an instrumental factor towards further choice in teaching career. In most cases the one who had already acquired a diploma or degree in teaching profession has a likelihood of selecting the same career or other courses. The results of responses are presented in Table 4.1.

Table 4. 18: Desire for Choice on Teaching Profession and Education Level

Responses	Education Level			
	No formal (n = 2)	Diploma (n = 98)	Bachelor (n = 100)	Total (n = 200)
Yes (n = 125)	50.0%	60.2%	65.0%	62.5%
No (n = 75)	50.0%	39.8%	35.0%	37.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 0.620$, degree of freedom = 2, p-value = 0.733				

Source: Field Survey, (2012)

With reference to Table 4.18, the data from the respondents with no formal education did not reveal some interesting variations since 50 percent of them reported yes and the remaining reported no, meaning that the proportion of those who were willing to make a further choice were equal to those who were not willing. A large difference was observed among the teachers with diploma and bachelor holders. The distributions show that 60.2 percent of the diploma holders were interested to make further choice in teaching career whereas 39.8 percent were not interested. Moreover, a total of 65 percent of teacher with bachelor were interested in making further choice of the same profession and 35 percent were not. These data are not statistically significant (p-value = 0.733). Generally, the results enabled the researcher to justify that teaching profession is preferred by almost more than half of all the respondents.

(d) Desire for Further Choice on Teaching Profession and Experience

Experience is reported to be one of the factors that affect one's desire to make a further choice or not. The variations and similarities of the outcomes are presented in Table 4.19.

Table 4.19: Desire for Choice on Teaching Profession and Experience

Responses	Experience			
	< 5 (n = 119)	5-10 (n = 59)	>10 (n = 22)	Total (n = 200)
Yes (n = 125)	61.3%	57.6%	81.8%	62.5%
No (n = 75)	38.7%	42.4%	18.2%	37.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 4.169$, degree of freedom = 2, p-value = 0.124				

Source: Field Survey, (2012)

The results presented in Table 4.19 show that 61.3 percent of the respondents who had worked for less than five years were ready to make the same choice, whereas 38.7 percent were not. It was also found that the respondents who had worked for five to ten years, 57.6 percent of them were willing to make further choice in teaching profession while 42.4 percent were not. Among the respondents with more than ten years experienced, 81.8 percent of them were interested to choose the same profession for the further studies while 18.2 percent were not. These variations are statistically insignificant (p-value = 0.124). Hence it can be concluded that there is no correlation between experience and the decision for further choice.

Generally the data indicate that the decision towards further choice cannot affect teachers' turnover and performance since most of teachers prefer to choose teaching profession again rather than other careers. According to the interview conducted, this preference is due to the fact that teaching has many aspects that bring satisfaction. These results concur with Hertzberg *et al.* (1957) who have explained ten intrinsic aspects of job satisfaction; among them are supervision, working conditions and wages opportunity for advancement, security, company and management, social aspects of the job, communication and economic benefits.

4.4 Prevalence of Teachers' Turnover

Prior to the causes of teachers' turnover, the respondents were asked to state whether or not there is teachers' turnover in secondary schools. The results are indicated in Figure 4.6.

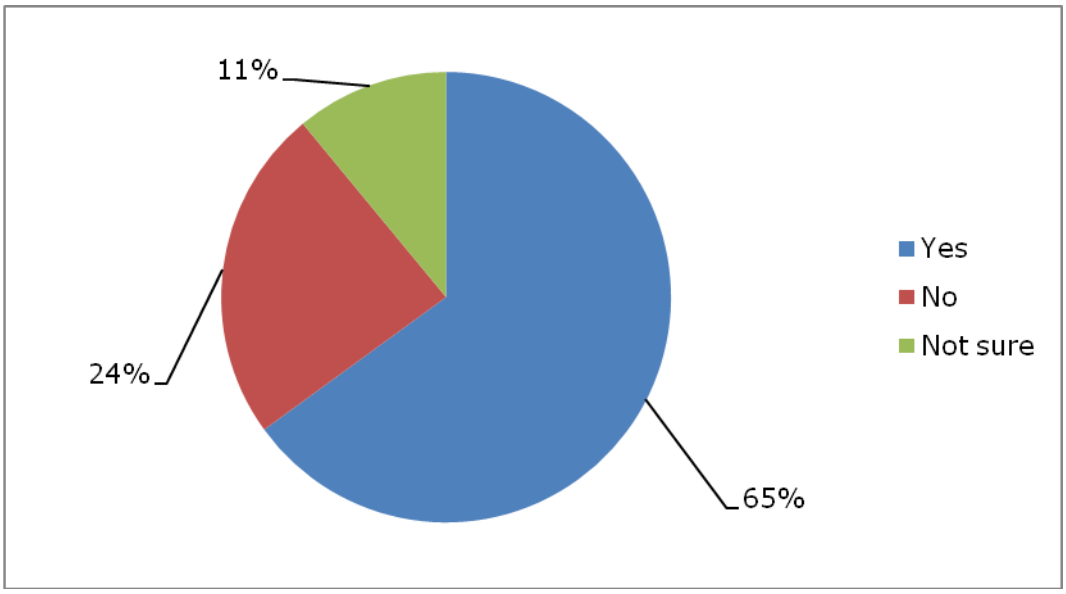

Figure 4.6: Prevalence of Teachers' Turnover

Source: Field Survey, (2012)

From Figure 4.6 about 65 percent of the respondents reported that there is teachers' turnover. On the other hand, 24 percent reported that there is no teachers' turnover whereas 11 percent were not sure on the prevalence of teachers' turnover. There is a likelihood of teachers' turnover in Tanzania since the proportion of those who reported the prevalence of teachers' turnover is larger than other responses (i.e. 'no' and 'not sure'). Also from the interview it was found that there is teachers' turnover due to stressful nature of the job as reported by one of the key informant hereunder. Teaching is a stressful job. In my school most of the teachers leave the field within the first five years of their recruitment, especially teachers who teach science

subjects and mathematics. Some opted for further studies and after completion they exit the field with the reason of low payment as compared to other jobs with the same qualifications and lack of decent accommodation (Source: Male head of school, July 2012).

Teachers' turnover is there, because teachers are getting in and out of schools regularly due to many reasons including leaving the profession to search for more payable jobs and others join the profession due to lack of other opportunities (Source: TSD-Official, July, 2012).

Teachers' turnover is dominant in every school. According to official statistics the average attrition rate of teachers due to different reasons is 12.7 percent. Getting in is about 28 percent per year (Source: Educational Official, July, 2012)

4.4.1 Variation on the Prevalence of Teachers' Turnover

Different literatures like Chamberlin *et al.* (2002) revealed the prevalence of teachers' turnover among teachers. The study also revealed that there were some similarities and variations on the respondents about the presence of teachers' turnover. To show these variations and similarities, cross tabulation was done by considering gender, age and experience of the respondents.

(i) Variation on the Prevalence of Teachers' Turnover and Gender of the Respondents

Various literatures have shown the presence of teachers' turnover in difference regions. This prevalence of teachers' turnover varies with gender. In the study the

responses were collected from both male and female. The results are presented in Table 4.20.

Table 4.20: Prevalence of Teachers' Turnover and Gender

Responses	Gender		
	Male (n = 68)	Female (n = 132)	Total (n = 200)
Yes (n = 130)	64.7%	65.2%	65.0%
No (n = 48)	27.9%	22.0%	24.0%
Not sure (n = 22	7.4%	12.9%	11.0%
Total (n = 200)	100.0%	100.0%	100.0%
$\chi^2 = 1.914$, degree of freedom = 2, p-value = 0.384			

Source: Field Survey, (2012)

With reference to Table 4.20, the pattern is slightly the same between male and female. About 64.7 percent of male reported that teachers' turnover exist. On the other side 27.9 percent reported that teachers' turnover do not exist and 7.4 percent were not sure. Apart from that, 65.2 percent of female reported the existence of teachers' turnover, 34.9 percent reported that there is no teachers' turnover and 12.9 percent were not sure. This distribution validates that there is teachers' turnover in Tanzania. These variations are not statistically significant as suggested by the chi-square test with p-value = 0.384.

(ii) Variation on the Prevalence of Teachers' Turnover and Age of the Respondents

The age of the respondents is one of the determining variables towards teachers' turnover. The study investigated the respondents with different age categories on the prevalence of teachers' turnover. The results are indicated in Table 4.21.

Table 4. 21: Existence of Teachers' Turnover and Age

Responses	Age			
	20-34 (n = 162)	35-49 (n = 35)	50+ (n = 3)	Total (n = 200)
Yes (n = 130)	63.0%	71.4%	100.0%	65.0%
No (n = 48)	25.3%	20.0%	0.0%	24.0%
Not sure (n = 22)	11.7%	8.6%	0.0%	11.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 2.556$, degree of freedom = 4, p-value = 0.635				

Source: Field Survey, (2012)

As presented in Table 4.21, large proportion (63 percent) of the respondents within 20 to 34 years said that teachers' turnover prevail. It was followed by those whose responses were no and not sure which accounted for 25.3 percent and 11.7 percent respectively. In the second age group (35-49), 71.4 percent of the respondents reported that teachers' turnover exists while 20 percent said no and 8.6 percent were not sure on the prevalence of teachers' turnover. Among the respondents with age 50 and above 100 percent reported that there is teachers' turnover. Although these variations are not statistical significant (p-value = 0.635) but in general the pattern in all age groups indicates the high prevalence of teachers' turnover.

(iii) Variation on the Prevalence of Teachers' Turnover and Experience of The Respondents

Since turnover is not a short term incidence, one's experience was found to be a suitable variable in the existence of teachers' turnover. The results show some similarities and variations (Table 4.22).

Table 4.22: Prevalence of Teachers' Turnover and Experience

Responses	Experience (years)			
	<5 years (n = 119)	5 to 10 years (n = 59)	>10 years (n = 22)	Total (n = 200)
Yes (n = 130)	66.4%	62.7%	63.6%	65.0%
No (n = 48)	21.8%	27.1%	27.3%	24.0%
Not sure (n = 22)	11.8%	10.2%	9.1%	11.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 0.829$, degree of freedom = 4, p-value = 0.935

Source: Field Survey, (2012)

In the context of teachers' turnover and experience, Table 4.22 shows that 66.4 percent of the respondents who had worked for less than five years reported that there is teachers' turnover whereas 21.8 percent said there is no and 11.8 percent were not sure on the prevalence of teachers' turnover. On other hand, 62.7 percent of the respondents with five to ten years working experience reported the prevalence of teachers' turnover whereas 27.1 percent disagreed on existence of teachers' turnover and 10.2 percent were not sure. Among the respondents who had worked for more than ten years, 63.6 percent said there is teachers' turnover whereas 27.3 percent disagreed and 9.1 percent were not sure on the same thing. All in all the data distribution show the existence of teachers' turnover but their variations are statistically insignificant (p-value = 0.935).

4.5 The Causes of Teachers' Turnover

The causes of teachers' turnover are presented in this section. These causes of teachers' turnover were in two categories. These are socio-economic and socio-political factors. Their in-depth explanations are provided below:

4.5.1 Socio-economic Factors

This study found different socio-economic factors. These are salary scale, fringe benefits, rate of promotion, non-monetary benefits and leave payments.

(i) Salary Scale

Gupta (2010) explained the levels of productivity in teaching profession. He justifies that low income status is due to poor salary scales. Also the study explored the issue of salary scale among the respondents and similar results were obtained. The outcomes were ranged from very good to very poor. Their distributions are presented in Figure 4.7.

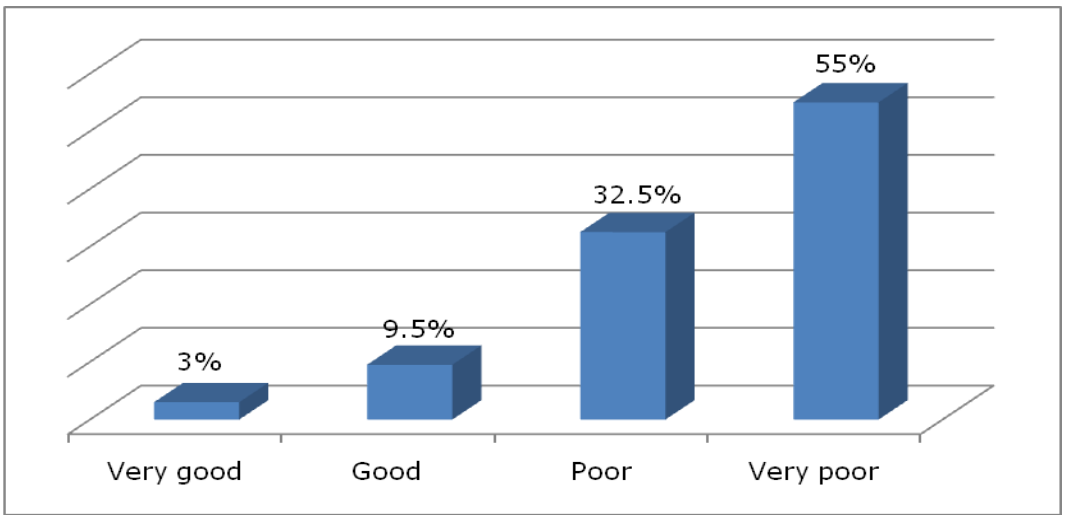

Figure 4.7: Responses towards the Salary Scale of Secondary School Teachers

Source: Field Survey, (2012)

From Figure 4.7 about 55 percent of the total respondents reported that there is very poor salaries. It was followed by those who reported poor which accounted for 32.5 percent. On the other side, 9.5 percent said the salary scale is good and 3 percent said it is very good. This pattern enabled the researcher to justify that the salary scale

among secondary school teachers is not satisfactory. This was also justified by one the interviewee as quoted below.

The teaching professional is respectable, but the salary that teachers get makes many people despise teaching. If you are a committed teacher you do not have to engage in any other activity. For example, once you finish teaching you are supposed to mark students' work. Then you prepare for the next day. As teachers spend a lot of time on their work thus the salary that they are paid should reflect what they do. They should at least be paid a salary that makes them live comfortably (Source: TSD Official, July 2012).

Teachers recommended that the salaries being paid are lower than in other professions. For example one of the key informants reported that:

The biggest problem for teachers is the salary that they get. The basic salary between teachers and other professions might be the same, the gap emerges from allowances whereby other professions have many allowances compared to teachers. Hence, teachers are a disadvantaged group (Source: Female Head of school, July 2012). Cross tabulation on the responses towards salary scale and demographic characteristics showed some variations and similarities. The demographic characteristics considered were education level and the working experience of teachers.

(a) Salary Scale and Education Level

Decline in performance is a result of poor payments (GCE, 2005). This study explored the aspect of salary that varies with education level of teachers. In this

context salary scale is an appropriate variable to measure whether or not it causes teachers' turnover. The findings have been presented in Table 4.23.

The findings in Table 4.23 show that, 100 percent of the respondents below diploma level reported that the salary scale is very poor. Among respondents with diploma level, 54.1 percent reported very poor, 32.7 percent reported that the salary scale is simply poor, 11.2 percent said it is good and 2 percent reported very good. Finally, the respondents with bachelor level of education had different opinions. About 55 percent reported that the salary scale is very poor whereas 33 percent reported simply poor and 8 percent reported that the salary scale is good whereas 4 percent said it is very good. Generally the findings show that the salaries are not adquate although the variation is not statistically significant as suggested by the chi square test whose p-value is 0.829.

Table 4.23: Salary Scale and Education Level

Education level	Salary Scale				
	Very good (n = 6)	Good (n = 19)	Poor (n = 65)	Very poor (n = 110)	Total (n = 200)
Below diploma (n = 2)	0.0%	0.0%	0.0%	100.0%	100.0%
Diploma (n = 98)	2.0%	11.2%	32.7%	54.1%	100.0%
Bachelor (n = 100)	4.0%	8.0%	33.0%	55.0%	100.0%
Total (n = 200)	3.0%	9.5%	32.5%	55.0%	100.0%

$\chi^2 = 2.837$, degree of freedom = 6, p-value = 0.829

Source: Field Survey, (2012)

(b) Salary Scale and Working Experience

Working experience is a demographic variable that enabled the researcher to investigate whether the salary scale is satisfactory. The findings have shown different responses. Their distributions is presented in Table 4.24.

Table 4.24: Salary Scale and Working Experience

Working experience (years)	Salary Scale				
	Very good (n = 6)	Good (n = 19)	Poor (n = 65)	Very poor (n = 110)	Total (n = 200)
< 5 (n = 119)	5.0%	15.1%	26.9%	52.9%	100.0%
5-10 (n = 59)	0.0%	1.7%	33.9%	64.4%	100.0%
>10 (n = 22)	0.0%	0.0%	59.1%	40.9%	100.0%
Total	3.0%	9.5%	32.5%	55.0%	100.0%

$\chi^2 = 21.731$, degree of freedom = 6, p-value = 0.001

Source: Field Survey, 2012

With reference from Table 4.24, 52.9 percent of the respondents with less than five years working experience reported that the salary scale is very poor, 26.9 percent said that the salary scale is simply poor whereas 15.1 percent and 5 percent reported that the salary scale is good and very good respectively. On the other hand, those with five to ten years working experience, 64.4 percent argued that the salary scale is very poor whereas 33.9 percent simply reported poor and 1.7 percent said that the salary scale is good. No one with more than ten years working experience reported that the salary scale is good or very good since 59.1 percent reported poor and 40.9 percent simply reported very poor. In most cases the pattern is likely to influence teachers' turnover. These variations are statistically significant since p-value = 0.001.

(ii) Fringe Benefits

The issue of fringe benefits is an influencing factor towards working performance (Herzberg et al., 1957). This study explored whether or not teaching profession has good or poor fringe benefits. The distributions of the results are shown in Table 4.25.

Table 4.25: Fringe Benefits among Teachers

Rate of fringe benefits	Frequency	Percentage
Very good	6	3.0
Good	77	38.5
Poor	74	37.0
very poor	43	21.5
Total	**200**	**100.0**

Source: Field Survey, (2012)

The results in Table 4.25 show that, 38.5 percent of the respondents reported that there are good fringe benefits, 37 percent reported poor and 21.5 percent reported very poor whereas 3 percent reported that the fringe benefits are very good.

Although there was no enough provision of fringe benefits which are excogitated to be the determining factor for teachers' turnover, the provision varied with the levels of education and working experience. Therefore, the section below presents these variations and similarities.

(a) Fringe Benefits and Education Level

Saleemi (1997) argued that every organisation provides some benefits and services to its employees in order to attract and retain them, and to maintain loyalty towards the enterprise. The study explored the extent to which the fringe benefits are provided by the levels of education among the respondents. The responses towards the provision of these fringe benefits varied with the levels of education. The outcomes are reported in Table 4.26.

Table 4.26: Fringe Benefits and Education Level

Education Level	Proportion of fringe benefits				
	Very good (n = 6)	Good (n = 77)	Poor (n = 74)	Very poor (n = 43)	Total (n = 200)
Below diploma (n = 2)	0.0%	50.0%	50.0%	0.0%	100.0%
Diploma (n = 98)	2.0%	29.6%	43.9%	24.5%	100.0%
Bachelor (n = 100)	4.0%	47.0%	30.0%	19.0%	100.0%
Total (n = 200)	3.0%	38.5%	37.0%	21.5%	100.0%

$\chi^2 = 8.456$, degree of freedom = 6, p-value = 0.207

Source: Field Survey, (2012)

The respondents below diploma level of education, 50 percent reported poor and the remaining proportion reported that there are good fringe benefits. On the other hand, 43.9 percent of the respondents with diploma reported that there are poor fringe benefits, 29.6 percent reported that there are good fringe benefits, 24.5 percent said there are very poor fringe benefits and only 2 percent said there are very good fringe benefits. Among the respondents with bachelor level of education, 47 percent reported that the fringe benefits are good whereas, 30 percent reported that there are poor, 19 percent said there are very poor whereas 4 percent reported that there are very good fringe benefits. Though the data showed that some are satisfied with fringe benefits but others are not, these variations are not statistically significant since p-value = 0.207.

(b) Fringe Benefits and Working Experience

Fringe benefits varied with the working experience of the teacher. This study has shown these variations. The results are indicated in Table 4.27.

Table 4.27: Fringe Benefits and Working Experience

Working experience (years)	Proportion of fringe benefits				
	Very good (n = 6)	Good (n = 77)	Poor (n = 74)	Very poor (n = 43)	Total (n = 200)
< 5 (n = 119)	2.5%	43.7%	31.1%	22.7%	100.0%
5-10 (n = 59)	5.1%	33.9%	42.4%	18.6%	100.0%
>10 (n = 22)	0.0%	22.7%	54.5%	22.8%	100.0%
Total (n = 200)	3.0%	38.5%	37.0%	21.5%	100.0%
$\chi^2 = 7.918$, degree of freedom = 6, p-value = 0.244					

Source: Field Survey, (2012)

It was found that majority (43.7 percent) of the respondents with less than five years working experience reported that there are good fringe benefits. It was followed by those who reported that the fringe benefits are poor, very poor and very good which accounted for 31.percent, 22.7 percent and 2.5 percent respectively.

On the other hand respondents with five to ten years showed the differences in their responses towards fringe benefits. About 42.4 percent said there are poor provision of fringe benefits, 33.9 percent said they are good, 18.6 percent reported very poor and 5.1 percent reported that there are very good provision of fringe benefits. Likewise, respondents with an experience of more than ten years varied in terms of their responses. About 54.5 percent of the respondents reported that there are poor provision of fringe benefits and 22.8 percent reported very poor whereas 22.7 percent reported that there is good provision of fringe benefits. Generally the distributions of data are not statistically significant as suggested by the p-value = 0.244.

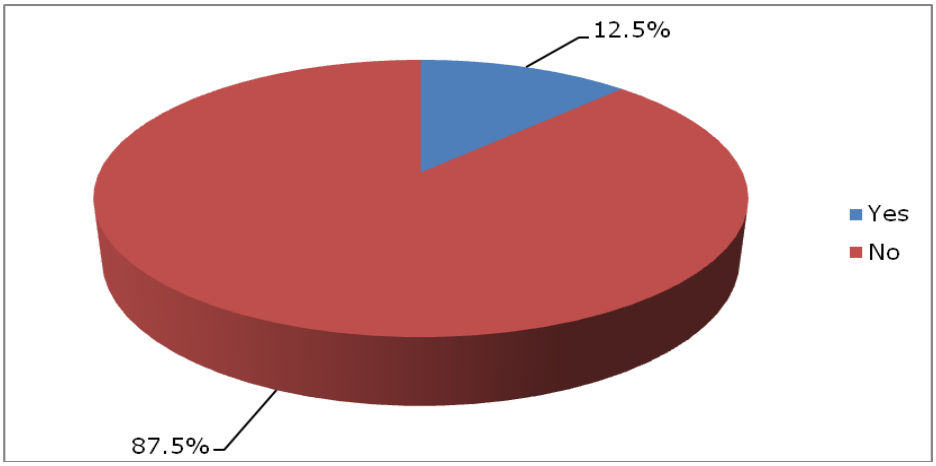

Figure 4.8: Non-monetary Benefits
Source: Field Survey, 2012

(iii) Presence of Non-Monetary Benefits

Social services including accommodation, health services and means of transportation are very important in teaching profession because they can determine the performance of a teacher. The study explored if there is a supply of those services. The results obtained are presented in Figure 4.8.

From Figure 4.8 about 87.5 percent of the total respondents reported that there is no provision of non-monetary services and 12.5 percent reported that there are some non-monetary services. Some of the respondents reported the presence of non-monetary benefits while the majority reported no non-monetary benefits, their results varied according to demographic characteristics. Some of these demographic factors are education level and working experience.

(a) Non-Monetary Benefits and Education Level

The responses towards non-monetary benefits varied with levels of education. The study has attested those differences. The results are shown in Table 4.28.

Table 4.28: Non-monetary Services and Education Level

Education level	Provision of non-monetary benefits		
	Yes (n = 25)	No (n = 175)	Total (n = 200)
Below diploma (n = 2)	0.0%	100.0%	100.0%
Diploma (n = 98)	6.1%	93.9%	100.0%
Bachelor (n = 100)	19.0%	81.0%	100.0%
Total (n = 200)	12.5%	87.5%	100.0%

$\chi^2 = 7.793$, degree of freedom = 2, p-value = 0.020

Source: Field Survey, 2012

From Table 4.28, 100 percent of the respondents below diploma reported that there are no non-monetary benefits whereas 93.9 percent of the respondents with diploma said there are no non-monetary benefits and only 6.1 percent said there is. On the other hand, 81 percent of respondents with bachelor reported that there are no non-monetary services and 19 percent reported that there are. The findings are statistically significant as suggested by the chi-square test whose p-value is 0.020.

(b) Non-Monetary Benefits and Work Experience

Non-monetary benefits are determined by the length of time one had been working. It was found that the responses about the provision of non-monetary services differed with the working experience. Therefore the results are presented in Table 4.29.

Table 4.29: Non-monetary Services and Working Experience

Working experience (years)	**Provision of non-monetary benefits**		
	Yes (n = 25)	No (n = 175)	Total (n = 200)
< 5 (n = 119)	10.9%	89.1%	100.0%
5-10 (n = 59)	15.3%	84.7%	100.0%
>10 (n = 22)	13.6%	86.4%	100.0%
Total (n = 200)	12.5%	87.5%	100.0%

$\chi^2 = 0.705$, degree of freedom = 2, p-value = 0.703

Source: Field Survey, (2012)

From Table 4.29, larger proportion (89.1 percent) of the respondents with five years working experience reported that there are no any provision of non-monetary services such as accommodation, electricity and health services while 10.9 percent reported that there are non-monetary services. On the other hand 84.7 percent of the respondents with five to ten years working experience reported that there are no non-monetary services while 15.3 percent reported that there are. Amidst, 86.4 percent of the respondents who worked for more than ten years said that there are no any non-monetary services in their schools and only 13.6 percent reported the presence of those services. The variations are statistically not significant since the p-value=0.703.

(iv) Payments for Leave

In the long run, teachers have been breaking for their working progress in order to have a rest. The study investigated whether or not there are payments of those leaves. The findings are indicated in Table 4.30.

Table 4.30: Payments for leave

Payments for Leave	Frequency	Percentage
Never	160	80.0
Once	27	13.5
More than one	13	6.5
Total	**200**	**100.0**

Source: Field Survey, 2012

In the payments for working leave, teachers had different responses. About 80 percent reported that they had never been paid, 13.5 percent had been paid once and 6.5 percent more than once. These statistical distributions of data are not enough to

justify the presence of leave payments. There were different opinions on the presence of leave payments. These differences were determined by the socio-economic and demographic variables. Some of these variables are education level and working experience.

(a) Payments for Leave and Levels of Education

With regard to education level, the outcomes were found to be different. Some respondents responded that they had been given once, more than once and others said they had never. Table 4.30 shows those differences and similarities.

Table 4.31: Leave payments and Education Level

Education level	Number of payment for leave			
	Never (n = 160)	Once (n = 27)	More than one (n = 13)	Total (n = 200)
Below diploma (n = 2)	50.0%	50.0%	0.0%	100.0%
Diploma (n = 98)	81.6%	9.2%	9.2%	100.0%
Bachelor (n = 100)	79.0%	17.0%	4.0%	100.0%
Total (n = 200)	80.0%	13.5%	6.5%	100.0%

$\chi^2 = 6.681$, degree of freedom = 4, p-value = 0.154

Source: Field Survey, 2012

Respondents below diploma level, about 50 percent had never been given those leave payments and the remaining proportion (50 percent) had given once. On the other side, 81.6 percent of those with diploma reported that they had never been given leave payments whereas those who reported that they had been given once or more than once accounted for 9.2 percent each which is the smaller proportion for one to continue with teaching profession. The same pattern is observed among respondents

with bachelor education level. About 79 percent had never been given, 17 percent had been given once and 4 percent more than once. These differences and similarities are not statistically significant since the p-value = 0.154.

(b) Payments for Leaves and Work Experience

The findings about leave payments and working experiences have shown some variations. The distributions are presented in Table 4.32.

Table 4.32: Leave payments and Working Experience

Working experience (years)	Number of payment for leave			
	Never (n = 160)	Once (n = 27)	More than one (n = 13)	Total (n = 200)
< 5 (n = 119)	84.9%	9.2%	5.9%	100.0%
5-10 (n = 59)	79.7%	16.9%	3.4%	100.0%
>10 (n = 22)	54.5%	27.3%	18.2%	100.0%
Total (n = 200)	80.0%	13.5%	6.5%	100.0%

$\chi^2 = 12.911$, degree of freedom = 4, p-value = 0.012

Source: Field Survey, 2012

With reference from Table 4.32, about 84.9 percent of the respondents with less than five years working experience had never been given leave payments, 9.2 percent had been given once and 5.9 percent had been given more than once. Among those who had worked for five to ten years, 79.7 percent said had never been given those payments, 16.9 percent had been given once and 3.4 percent more than once. On the other hand, 54.5 percent of teachers who had worked for more than ten years reported that they had never been given, 27.3 percent had been given once and 6.5 percent had been given more than once. The in-depth investigation from the key

informants showed that many teachers are not given their rights due to less priority of the occupation as compared to other occupations. These variations are statistically significant as suggested by the p-value = 0.012.

(v) Rate of Promotion among Secondary School Teachers

The rate of promotion is another determinant of teachers' turnover. It is explained by Locke (1976) that employees' motivation and promotion are likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback from their employers. This study explored the extent to which the rate of promotion leads to teachers' turnover. The findings are presented in Figure 4.9.

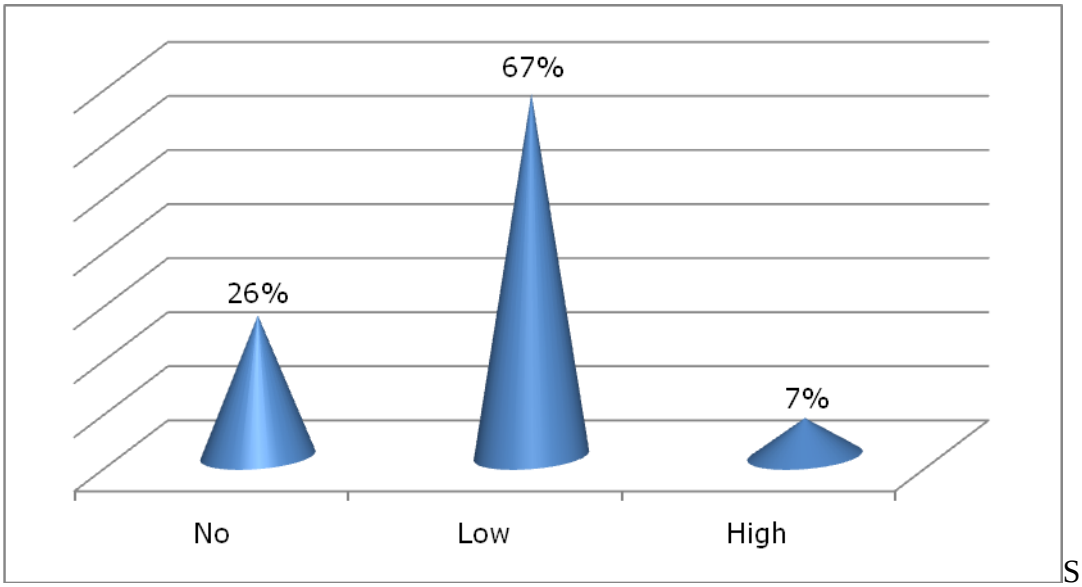

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Figure 4.9: Rate of Promotion among Teachers

Source: Field Survey, (2012)

From Figure 4.9 majority (67 percent) of teachers reported that there is low rate of promotion whereas 26 percent reported that there is no any promotion and only 7 percent said there is high rate of promotion among teachers. The information from

the key informants reported that apart from causing turnover, this also leads to conflicts between teachers and their bosses because if one had been working for long time usually expects some promotion in both monetary and non-monetary services.

The rate of promotion varies with the variation of demographic characteristics. The responses also varied according to these characteristics. Some of the characteristics considered were education levels and working experiences.

(a) Rate of Promotion by Education Level

The context of education level is the best aspect to analyze the rate of promotion among secondary school teachers. It was found that teachers with different education levels provided different opinions about the presence of promotion among them. Therefore, the data are presented in Table 4.33.

Table 4.33: Rate of Promotion and Education Level

Education level	Rate of Promotion			
	No (n = 52)	Low (n = 134)	High (n = 14)	Total (n = 200)
Below diploma (n = 2)	50.0%	50.0%	0.0%	100.0%
Diploma (n = 98)	28.6%	65.3%	6.1%	100.0%
Bachelor (n = 100)	23.0%	69.0%	8.0%	100.0%
Total (n = 200)	26.0%	67.0%	7.0%	100.0%
$\chi^2 = 1.617$, degree of freedom = 4, p-value = 0.806				

Source: Field Survey, (2012)

The results in Table 4.33 show the variations of responses. About 50 percent of the respondents below diploma reported that there is no promotion and the remaining

proportion reported that there is low promotion. About 65.3 percent of the respondents with diploma reported that there is low rate of promotion, 28.6 percent said there is no promotion and 6.1 percent said there is high rate of promotion. Similarly 69 percent of teachers with bachelor reported that there is low rate of promotion, 23 percent said that there is no promotion and the remaining 8 percent reported that there is high rate of promotion. These variations reveal that there is no statistical significant since the p-value = 0.806.

(b) Rate of Promotion by Working Experience

The rate of promotion was further analyzed by the working experience that a teacher had. The responses revealed some interesting variations. The distribution of their responses is presented in Table 4.34.

Table 4.34: Rate of Promotion by Working Experience

Working experience (years)	Presence of teachers promotion			
	No (n = 52)	Low (n = 134)	High (n = 14)	Total (n = 200)
< 5 (n = 119)	28.6%	62.2%	9.2%	100.0%
5-10 (n = 59)	27.1%	69.5%	3.4%	100.0%
>10 (n = 22)	9.1%	86.4%	4.5%	100.0%
Total (n = 200)	26.0%	67.0%	7.0%	100.0%

$\chi^2 = 6.592$, degree of freedom = 4, p-value = 0.159

Source: Field Survey, 2012

The findings presented in Table 4.33 reveals some differences. It was found that 62.2 percent of the respondents with less than five years working experience said there is

low rate of promotion, 28.6 percent argued that there is no promotion and 9.2 percent reported that the rate of promotion is high. Respondents with five to ten years working experience showed different responses. 69.5 percent reported that there is low rate of promotion, 27.6 percent said there is no promotion and 3.4 percent reported that there is high rate of promotion among teachers. Whereas 86.4 percent of teachers with ten and above years reported that the rate of promotion is low, 9.1 percent said there is no promotion and 4.5 percent showed that there is high rate of promotion. These variations are not statistically significant as supported by the chi-square test whose p-value = 0.159.

4.5.2 Socio-Political Factors

Teachers' turnover is also determined by some socio-political factors. This study attested these factors. Some of them are accountability, government policies, working conditions, accommodation, living standards and extra duties.

(i) Accountability

Accountability is one of the socio-political factors that influence teachers' turnover at large extent. The study explored whether accountability exists or not. The outcomes are presented in Figure 4.10.

There is a slight difference between those who agreed and disagreed. About 44 percent disagreed on the presence of accountability whereas 40.5 percent agreed. On the other side, 9 percent strongly agreed and 6.5 percent strongly disagreed on the same. These findings concur with Bennell (2006) who suggested that in public schools there is poor accountability as compared to private schools.

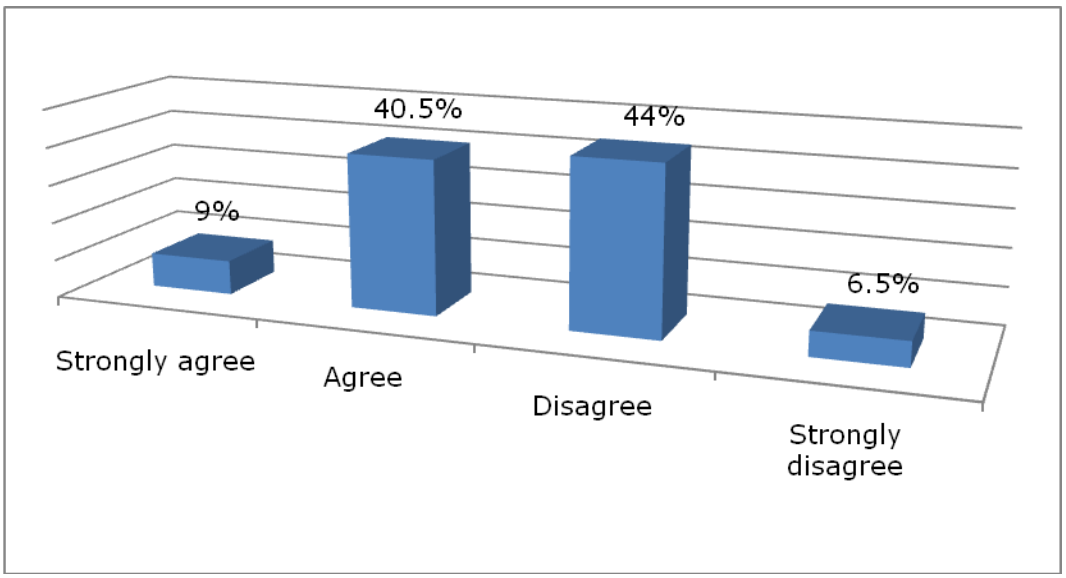

Figure 4.10: Accountability in Teaching Profession
Source: Field survey, (2012)

(a) Accountability and Age of the Respondents

The study explored the issue of accountability by the age of the respondents. The results have shown some variations and similarities. These patterns are presented in Table 4.35.

Table 4. 35: Accountability and Age of the Respondents

Age (years)	**Accountability creates undesirable atmosphere**				
	Strongly agree (n = 18)	Agree (n = 81)	Disagree (n = 88)	Strongly disagree (n = 13)	Total (n = 200)
20-34 (n = 162)	7.4%	42.0%	43.2%	7.4%	100.0%
35-49 (n = 35)	14.3%	37.1%	45.7%	2.9%	100.0%
50+ (n = 3)	33.3%	0.0%	66.7%	0.0%	100.0%
Total (n = 200)	9.0%	40.5%	44.0%	6.5%	100.0%

$\chi^2 = 6.428$, degree of freedom = 6, p-value = 0.377

Source: Field Survey, (2012)

Respondents with age 20-34 showed a slight difference and similarity. Larger proportion disagreed and agreed on the presence of accountability. This accounted

for 43.2 percent and 42 percent respectively. It was followed by the respondents who strongly agreed and disagreed, their proportions accounted for 7.4 percent each. The respondents in age 35-49 showed the similar pattern. It was found that 45.7 percent disagreed, 37.1 percent agreed, 14.3 percent strongly agreed and 2.9 percent strongly disagreed on the same. On the other hand respondents with 50 years and above, 66.7 percent simply disagreed and 33.3 percent strongly agreed on the same. Generally these findings are statistically insignificant (p-value = 0.377).

(b) Accountability and Education Level

In order to understand accountability, the in-depth analysis of accountability and education level was done. The findings are shown in Table 4.36.

Table 4.36: Accountability and Education Level

Education level	**Accountability creates undesirable atmosphere**				
	Strongly agree (n = 18)	Agree (n = 81)	Disagree (n = 88)	Strongly disagree (n = 13)	Total (n = 200)
Below diploma (n = 2)	0.0%	50.0%	50.0%	0.0%	100.0%
Diploma (n = 98)	11.2%	34.7%	46.9%	7.2%	100.0%
Bachelor (n = 100)	7.0%	46.0%	41.0%	6.0%	100.0%
Total (n = 200)	9.0%	40.5%	44.0%	6.5%	100.0%

$\chi^2 = 3.415$, degree of freedom = 6, p-value = 0.755

Source: Field Survey, (2012)

Below diploma education level, about 50 percent agreed and 50 percent disagreed that the accountability creates undesirable atmosphere. On the other side, 46.9

percent disagreed that accountability creates undesirable atmosphere, 34.7 percent agreed, 11.2 percent strongly agreed and 7.2 percent strongly disagreed on the same. Those with bachelor level, about 46 percent agreed, 41 percent disagreed, 7 percent strongly agreed and 6 percent strongly disagreed that accountability creates undesirable atmosphere. Actually these results are not statistically significant since the p-value=0.755.

(ii) Government Policies

However, the issues of government policies were found to be not friendly to teaching profession. Many respondents (92 percent) argued that the policies are not supporting teaching profession while 8 percent agreed that the policies are supporting teaching profession (see Figure 4.11).

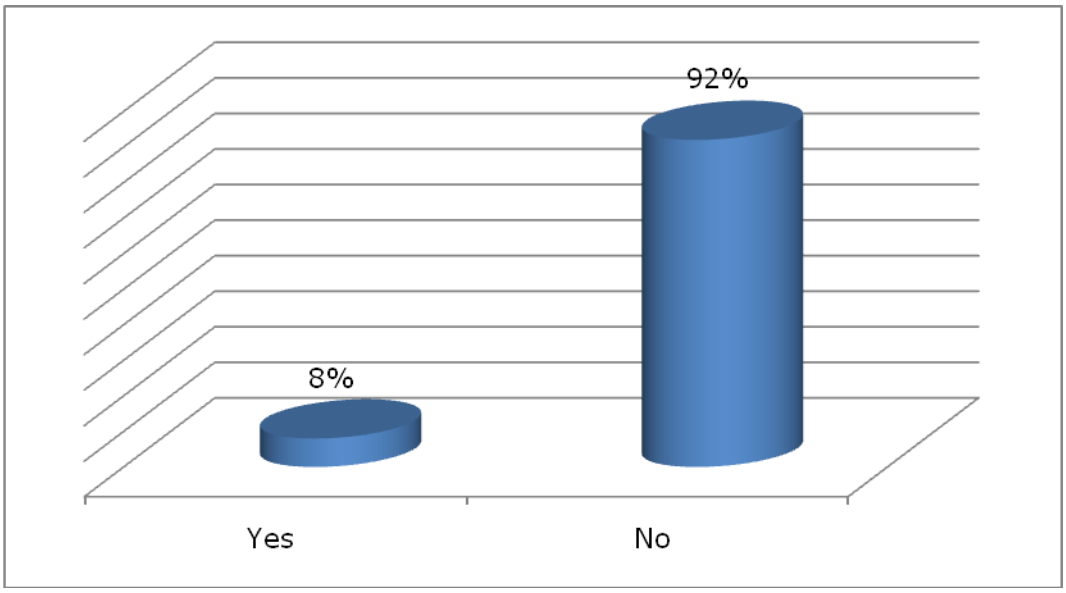

Figure 4. 11: Presence of Supportive Government policies
Source: Field survey, (2012)

The key informants reported that there are policies, which are only documented without implementation and sometimes they are not involved in decision making.

The findings are in-line with VSO (2002) who argued that teachers' voices in educational policy are not heard by the government; hence teachers' turnover increases. One of the key informants said:

I feel that the government should have a good policy for in-service training of teachers. For example, the government has introduced a paradigm shift in teaching basing on competence for which no one of the teacher has been trained. How can teachers teach without having the knowledge of that new methodology? For this case, some teachers who are not really committed decide to quit or to go for further studies. Before introducing anything new, teachers need to be trained or provided with the required knowledge (Source: Male Head of school, July, 2012).

(a) Government Policies and Working Experience

The responses towards the presence of supportive government policies differed by the time that a teacher had worked. The results are presented in Table 4.37.

Table 4.37: Government Policies and Working Experience

Work experience (years)	**Are the government policies supporting teaching professional effectively?**		
	Yes (n = 16)	No (n = 184)	Total (n = 200)
< 5 (n = 119)	10.1%	89.9%	100.0%
5-10 (n = 59)	5.1%	94.9%	100.0%
>10 (n = 22)	4.5%	95.5%	100.0%
Total (n = 200)	8.0%	92.0%	100.0%

$\chi^2 = 1.740$, degree of freedom = 2, p-value = 0.419

Source: Field survey, (2012)

From Table 4.37 more than half (89.9 percent) of the respondents with less than five years working experience reported that there are no supportive government policies

in teaching profession and only 10.1 percent reported the presence of supportive government policies. More, among those with five to ten working experience, 94.9 percent reported the absence of supportive government policies and a smaller proportion (5.1 percent) reported the presence of supportive government policies. On the other hand, about 95.5 percent of more than 10 years said that there are no government policies that support teaching profession whereas 4.5 percent said there are government policies that support teaching profession. The suggested ideas from the key respondents were majority of them said that the situations is very poor in spite of the good unimplemented written documents. The variations are not statistically significant since the p-value=0.419.

(b) Government Policies and Gender

The responses on the government policies were analyzed by the gender of the respondents which also revealed some variations and similarities. The distribution is presented in Table 4.38.

Table 4.38: Government Policies and Gender

Gender	Are the government policies supporting teaching professional effectively?		
	Yes (n = 16)	No (n = 184)	Total (n = 200)
Female (n = 68)	14.7%	85.3%	100.0%
Male (n = 132)	4.5%	95.5%	100.0%
Total (n = 200)	8.0%	92.0%	100.0%
$\chi^2 = 6.295$, degree of freedom = 1, p-value = 0.012			

Source: Field survey, 2012

With reference to Table 4.38 the responses about government policies by gender have shown some differences and similarities. Within females' respondents, 85.3

percent of them reported that there are no government policies that support teaching profession whereas 14.7 percent reported that the policies are supportive. Likewise, males have shown the similar responses as females reported. About 95.5 percent said that there are no supportive policies and 4.5 percent reported that there are supportive policies that lead to good atmosphere in teaching. These variations are statistically significant as chi-square test with p-value = 0.012 suggests. The key informants reported this by considering the policy of building teachers' houses in every school yet the policy has not been implemented. Likewise, the issue of teacher-student ratio is not equivalent to the required ratio. The number of students is still large per one teacher hence leads to the burden that affect the academic performance of students.

(iii) Working Conditions

Babyegeya (2002) explained the working conditions by considering the size and ratio of students and teachers. The class sizes in many countries are very large while the average Pupil-Teacher Ratio (PTR) at secondary school level in Tanzania is 29:1 instead of 20:1. Thus teachers' working condition is not impressing. Teachers are working under very harsh environments if you compare with other professions. The study also attested these conditions. Majority (40 percent) of the respondents reported that the working condition is poor. It was followed by those who reported that the working condition is just ok; this constituted 25.5 percent of the total respondents. About 20 percent said there are good working conditions whereas 9 percent reported very poor and 5.5 percent very good. As it was reported by the key informants, these differences of responses are equal to unevenly distribution of service

Table 4.39: Working Conditions

Working condition	Frequency	Percentage
Very good	11	5.5
Good	40	20.0
Just Ok	51	25.5
Poor	80	40.0
Very poor	18	9.0
Total	**200**	**100.0**

Source: Field Survey, (2012)

(a) Working Conditions and Education Level

There were different responses with working conditions and education levels. The variations and similarities are presented in Table 4.40.

Table 4.40: Working Conditions and Education Level

Education level	Working conditions					
	Very good (n = 11)	Good (n = 40)	Just Ok (n = 51)	Poor (n = 80)	Very poor (n = 18)	Total (n = 200)
Below diploma (n=2)	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Diploma (n=98)	6.1%	18.4%	24.5%	38.8%	12.2%	100.0%
Bachelor (n=100)	5.0%	20.0%	27.0%	42.0%	6.0%	100.0%
Total (n=200)	5.5%	20.0%	25.5%	40.0%	9.0%	100.0%

$\chi^2 = 10.656$, degree of freedom = 8, p-value = 0.222

Source: Field Survey, 2012

From Table 4.40, 100 percent of teachers below diploma reported that there are good working conditions, while 38.8 percent with diploma said the working conditions are poor, 24.5 percent said just 0k, 18.4 percent said good, 12.2 percent and 6.1 percent

reported very poor and very good respectively. 42 percent of those teachers with bachelor said the working conditions are poor, 27 percent said just Ok, 20 percent said good, 6 percent said very poor and 5 percent said very good. These variations are not statistically significant since p- value = 0.222.

(b) Working Conditions and Age

There were differences and similarities in the responses about working conditions and age. The distribution is presented in Table 4.41.

Table 4.41: Working Condition and Age

Age (years)	Working condition					
	Very good (n = 11)	Good (n = 40)	Just Ok (n = 51)	Poor (n = 80)	Very poor (n = 18)	Total (n = 200)
20-34 (n = 162)	5.6%	22.2%	24.7%	41.4%	6.2%	100.0%
35-49 (n = 35)	5.7%	8.6%	28.6%	37.1%	20.0%	100.0%
50+ (n = 3)	0.0%	33.3%	33.3%	0.0%	33.3%	100.0%
Total (n = 200)	5.5%	20.0%	25.5%	40.0%	9.0%	100.0%

$\chi^2 = 12.829$, degree of freedom = 8, p-value = 0.118

Source: Field Survey, (2012)

From Table 4.41, 41.4 percent of the respondents with 20 to 34 years reported that the working conditions are poor, 24.7 percent said there are just ok, 22.2 percent reported that the working conditions are good, whereas 5.6 percent and 6.2 percent reported that the working conditions are very good and very poor respectively. On the other hand, 37.1 percent of the respondents with age 35 to 49 years reported that there are poor, 28.6 percent said they are just ok, 20 percent reported very poor whereas 8.6 percent said there are good and 5.7 percent reported that there are very

good working conditions. On the other side, respondents with 50 years and above some reported that there are good and just ok whereas others reported that there are very poor working conditions. These accounted for 33.3 percent each. The variations are statistically insignificant as chi- square suggested (p-value = 0.118).

(iv) Accommodation

In fact, accommodation is an aspect that determines teachers' work performance. As it is explained by Mulkeen, (2005), teachers of the developing countries live in far distance due lack and scarcity of accommodation in their stations which make them shift to other sectors or schools with such services. The study investigated whether or not there is a presence of accommodation. The findings are indicated in Figure 4.12.

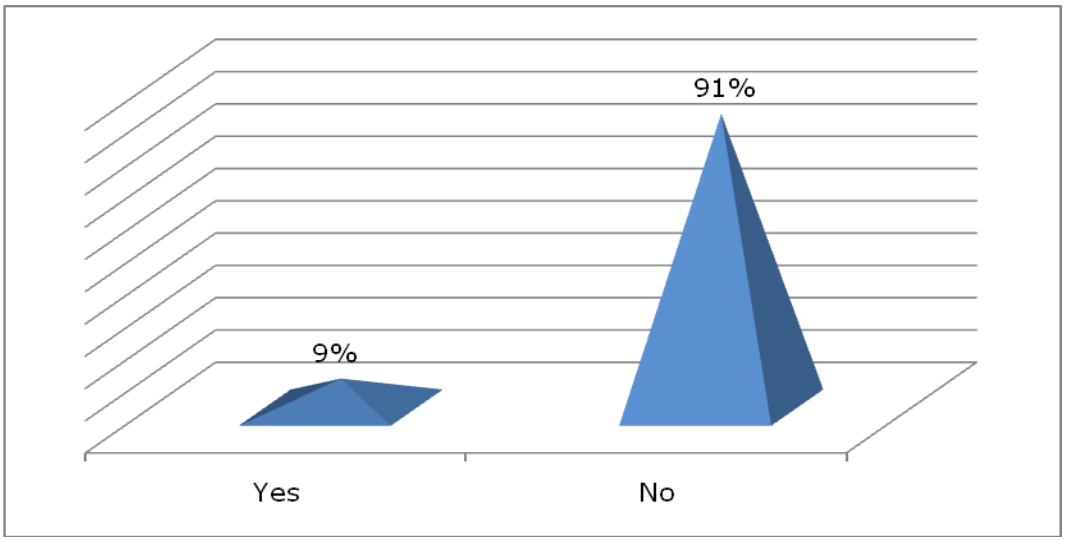

Figure 4.12: Presence of Accommodation
Source: Field Survey, (2012)

From Figure 4.12 about 91 percent reported that there is no accommodation and 9 percent reported the presence of accommodation. Actually it was also reported from the interview that lack of accommodation make teachers not comfortable because of long walking distance and insecurity and hence leads to teachers' turnover.

The location of the school creates a lot of problems. There are no teachers' houses at the school. The school is isolated and insecure. We spend between one to two hours walking to school. Many teachers are late in the morning. Similarly students also come late to school. This becomes worse during rainy season (Source: Male Head of school, July 2012).

(a) Accommodation and Gender

With gender the data has shown some variations whether there is accommodation or not. The results are presented in Table 4.42

Table 4.42: Presence of Accommodation and Gender

Gender	Presence of accommodation		
	Yes (n = 18)	No (n = 182)	Total (n = 200)
Female (n = 68)	2.9%	97.1%	100.0%
Male (n = 132)	12.1%	87.9%	100.0%
Total (n = 200)	9.0%	91.0%	100.0%
$\chi^2 = 4.618$, degree of freedom = 1, p-value = 0.032			

Source: Field survey, 2012

The data in Table 4.42 indicates that 97.1 percent of females reported that there is no accommodation and 2.9 percent said there is accommodation. On the other hand, 87.9 percent of males said there is no accommodation and 12.1 percent said there is accommodation. These variations are statistically significant since p-value = 0.032.

(b) Accommodation and Age

Further, the presence or absence of accommodation was analyzed by the age of the respondents. In Table 4.43, the pattern of data shows that majority in all age categories reported that there is no accommodation and a smaller proportion reported that there is accommodation. Though the variations are not statistically significant (p-value=0.271) but the respondents justified the absence of accommodation by saying that many teachers are coming from the villages far from schools where they rented the rooms in case of rural secondary schools whereas others are coming from town for every morning.

Table 4.43: Accommodation and Age of the Respondents

Age (years)	Do you have decent accommodation at your school?		
	Yes (n = 18)	No (n = 182)	Total (n = 200)
20-34 (n = 162)	8.0%	92.0%	100.0%
35-49 (n = 35)	11.4%	88.6%	100.0%
50+ (n = 3)	33.3%	66.7%	100.0%
Total (n = 200)	9.0%	91.0%	100.0%

$\chi^2 = 2.609$, degree of freedom = 2, p-value = 0.271

Source: Field Survey, (2012)

Table 4.43 revealed that 92 percent of teachers with 20-34 years said no accommodation, 8 percent said there is accommodation, 88.8 percent of teachers with 35-49 years reported that accommodation is not available, 11.4 percent said there is accommodation. On the other hand 66.7 percent of teachers with 50 years and above reported that there is no accommodation and 33.3 percent said there is accommodation.

(i) Living Standards

At the same time, it has been explained that the living conditions are statistic and dynamic in some areas. The study identified these changes. Their distributions are therefore presented in an exploded pie chart (Figure 4.13).

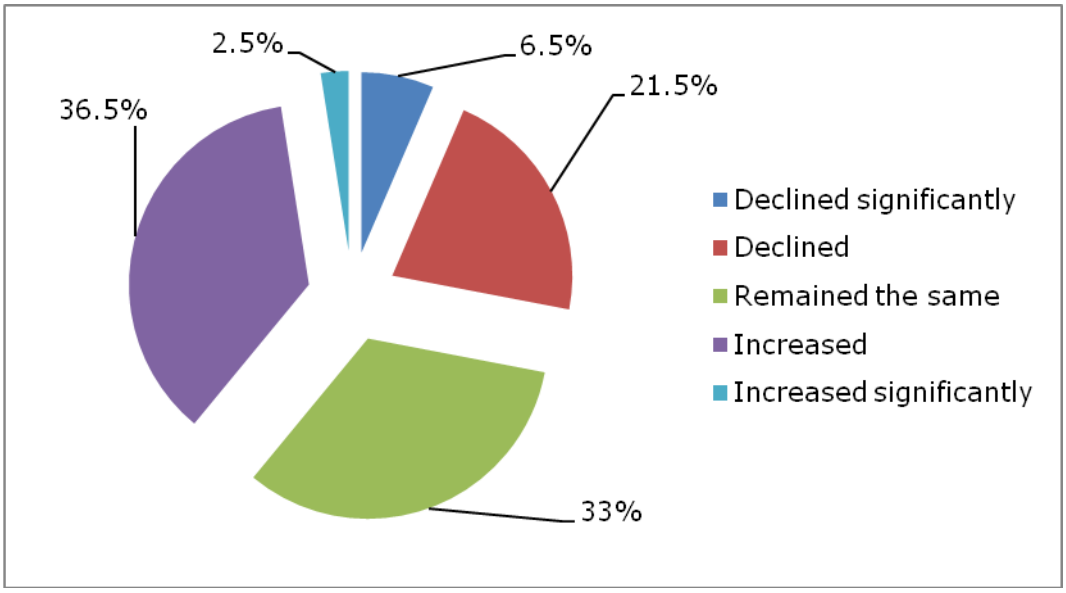

Figure 4.13: The Living Standards of Teachers

Source: Field survey, (2012)

From Figure 4.13, about 36.5 percent of the respondents reported that the living standards have increased. One of the reasons provided by the key informants is due to increase of salary. Different from that, 33 percent said living standards remained the same, 21.5 percent said their living standards have declined whereas 6.5 percent and 2.5 percent reported that their living standards have declined and increase significantly.

(a) Living Standards and Education Level

With living standards and education levels, the question of whether there is an increase in living standards or not revealed similar pattern in almost all levels of

education. Larger proportion of the respondents in all levels of education show that the living standards have remained the same while others said there is an increase. On the other hand, the smaller proportions reported that they have significantly decline and increase. Also others simply said there is a decline in living standards (see Table 4.44).

Table 4.44: The Living Standards and Education Level

Levels of living standard	**Education level**			
	Below diploma (n = 2)	Diploma (n = 98)	Bachelor (n = 100)	Total (n = 200)
Decline significantly (n = 13)	0.0%	8.0%	5.1%	6.5%
Declined (n = 43)	0.0%	24.0%	19.4%	21.5%
Remained the same (n = 66)	50.0%	34.0%	31.6%	33.0%
Increased (n = 73)	50.0%	30.0%	42.9%	36.5%
Increased significantly (n = 5)	0.0%	4.0%	1.0%	2.5%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%
$\chi^2 = 6.106$, degree of freedom = 8, p-value = 0.635				

Source: Field Survey, (2012)

Table 4.44 shows that 50 percent of the respondents below diploma reported that living standards remained the same while other 50 percent said living standards have increased. Respondents with diploma had different views, 8 percent said living standards have declined significantly, 24 percent said declined, 34 percent reported remained the same, 30 percent said increased and 4 percent reported increased significantly. Whereas 5.1 percent of the respondents with bachelor reported that living standards have declined significantly, 19.4 percent said declined, 31.6 percent said remained the same, 42.9 percent felt that living standards increased and the

remaining 1 percent said increased significantly. The variations of these results are statistically not significant (p- value = 0.635).

(b) Living Standards and Work Experience

Among the interviewed secondary school teachers, the variations between living standards and work experience were observed. The findings are therefore presented in Table 4.45.

Table 4.45: The living standards and work experience

Living standards	Work Experience			
	< 5 (n = 119)	5-10 (n = 59)	>10 (n = 22)	Total (n = 200)
Decline significantly (n = 13)	5.0%	8.5%	9.1%	6.5%
Declined (n = 43)	21.8%	22.0%	18.2%	21.5%
Remained the same (n = 66)	31.1%	32.2%	45.5%	33.0%
Increased (n = 73)	39.5%	35.6%	22.7%	36.5%
Increased significantly (n = 5)	2.5%	1.7%	4.5%	2.5%
Total (n=200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 4.245$, degree of freedom = 8, p-value = 0.834

Source: Field Survey, (2012)

Table 4.45 shows that 5 percent of the respondents with experience less than five years felt that living standards have declined significantly, 21.8 percent said declined, 31.1 percent said remained the same, 39.5 percent felt that living standards have increased and 2.5 percent said increased significantly. 8.5 percent of the teachers with working experience of five to ten years reported that living standards has declined significantly, 22 percent said declined, 32.2 percent felt that living standards remained the same, 35.6 percent reported that living standards increased

and 1.7 percent said increased significantly. Finally, 9.1 percent of teachers with work experience of more than ten years reported that living standards has declined significantly, 18.2 percent said declined, 45.5 percent said remained the same, 27.7 percent reported that living standards has increased and lastly 4.5 percent felt that living standards increased significantly. The variations of these information do not have any statistical association (p- value = 0.834).

(vi) Extra Duties

Spear *et al*. (2000) explain the wide range of factors that affect teachers' career in teaching profession in the United Kingdom and sub Saharan countries. Among them are work overload and poor pay. The study also attested this incidence. Apart from having class responsibilities with large number of students, teachers had other extra duties. A larger proportion (87.5 percent) of teachers reported that they have extra duties compared to those who had no any extra duty that accounted for 12.5 percent. Having extra duties to majority was not an issue but what discouraged them is lack of overtime payments.

Table 4.46: Extra Duties among Teachers

Presence of extra duties	Frequency	Percentage
Yes	175	87.5
No	25	12.5
Total	**200**	**100.0**

Source: Field Survey, (2012)

(a) Extra Duties and Education Level

The analysis in Table 4.47 shows that 100 percent of the respondents below diploma level agreed that there are other duties apart from teaching. Likewise, 84.7 percent of

the respondents with diploma agreed that there are extra duties whereas 15.3 percent disagreed by saying that they are only teaching. Respondents with bachelor level of education also justified the presence of other duties by 90 percent and only 10 percent said there are no extra duties. These variations are not statistically significant since p-value=0.458 (Table 4.47).

Table 4.47: Extra Duties and Education Level

Education level	Do you have extra duties at your school?		
	Yes (n = 175)	No (n = 25)	Total (n = 200)
Below diploma (n = 2)	100.0%	0.0%	100.0%
Diploma (n=98)	84.7%	15.3%	100.0%
Bachelor (n=100)	90.0%	10.0%	100.0%
Total (n=200)	87.5%	12.5%	100.0%

$\chi^2 = 1.563$, degree of freedom = 2, P-value = 0.458

Source: Field Survey, (2012)

(b) Extra Duties and Working Experience

The presence or absence of extra duties was further analyzed by working experience of teachers. The patterns of the data show that many agreed on the presence of extra duties while few disagreed (Table 4.48).

Table 4.48: Extra Duties and Working Experience

Work experience (years)	Do you have extra duties at your school?		
	Yes (n = 175)	No (n = 25)	Total (n = 200)
< 5 (n = 119)	84.0%	16.0%	100.0%
5-10 (n = 59)	89.8%	10.2%	100.0%
>10 (n = 22)	100.0%	0.0%	100.0%
Total (n = 200)	87.5%	12.5%	100.0%

$\chi^2 = 4.743$, degree of freedom = 2, p-value = 0.093

Source: Field Survey, (2012)

The data indicate that 84 percent of the respondents who had worked for less than five years agreed that there are other extra duties, whereas 16 percent disagreed on the same. Similarly to those who had worked for five to ten years larger proportion (89.8 percent) of them reported the presence of other extra duties whereas smaller proportion (10.2 percent) disagreed. Respondents with more than ten years working experience, 100 percent reported the on presence of extra duties. The key informants reported on these extra duties as school administration, meetings and controlling the students' behaviour which actually are inevitable at any school.

4.6 The Impact of Teachers' Turnover on Academic Performance

The current performance as compared to three years ago was found to decline in different schools. This has been justified by the study in which the results are summarized in Table 4.49.

Table 4.49: Impact of Teachers' Turnover on Academic Performance

Responses	Frequency	Percent
Better	49	24.5
Worse	87	43.5
Same	64	32.0
Total	**200**	**100.0**

Source: Field Survey, (2012)

The distribution of data in Table 4.49 shows some variations in responses. About 43.5 percent of the respondents said the results are worse if compared to the past three years and 32 percent argued that the current performance is the same as in three years ago whereas 24.5 percent reported that the performance is better. In general the

academic performance is declining because majority of the teachers are not satisfied with the position they are. This has also been explained in the literature by Pestonjee (1991) that there is a high positive correlation between job satisfaction and performance. Also from the interview, it was reported that teachers' turnover have a significant negative effect on students' academic performance because it results to loss of skilled personnel for supporting students' learning.

When teachers leave, the students are left without replacement for a long time or they are left under Form Six leavers who are not teachers. Teachers' turnover damage students' academic performance even if the incoming teachers are better than those they replace because it disrupts the culture of the whole school (Source: Female Head of school, July 2012).

Teachers' turnover was found to be a problem in all schools. Poor environment and long walking distances due to lack of accommodation make teachers to leave their schools, science and mathematics teachers were found to be the most vulnerable group.

Few teachers who are left in schools are overloaded with large classes, many periods, many students to handle and poor supervision from heads of schools who are working under stress because of being overloaded with piles of jobs to perform. The results of all these are poor on academic achievements of students. For example, the performance of the Form Four National Examination for the year 2009, 2010 and 2011 was 17.9 percent, 13.79 percent and 9.74 percent respectively for Division I-III, whereas 60.11 percent, 44.85 percent and 51.15 percent respectively for Division IV

and the rest 21.99 percent, 41.36 percent and 39.11 percent respectively for Division 0, the trend shows that the academic performance is getting worse every year (Source: Educational official, July, 2012).

4.6.1 The variations on the Impacts of Teachers' Turnover on Academic Performance

Cross-tabulations on the impact of teachers' turnover data with various demographic characteristics of the respondents indicated some similarities and variations. The characteristics considered were experience, education levels, gender and age of the respondents.

(i) Variations on the Impact of Teachers' Turnover on Academic Performance and Work Experience

There were different responses towards the impacts of teachers' turnover. The study explored the impact by considering the aspect of one's experience. The outcomes are presented in Table 4.50.

Table 4.50: Impact of Teachers Turnover on Academic Performance and Experience

Performance	Experience (years)			
	<5 years (n = 119)	5 to 10 years (n = 59)	>10 years (n = 22)	Total (n = 200)
Better (n = 49)	27.7%	16.9%	27.3%	24.5%
Worse n = 87)	37.8%	49.2%	59.1%	43.5%
Same (n = 64)	34.5%	33.9%	13.6%	32.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 7.105$, degree of freedom = 4, p-value = 0.130

Source: Field Survey, (2012)

With reference to Table 4.50 the respondents with less than five years at work, 37.8 percent reported that the results are worse, 34.5 percent said no changes whereas 27.7 percent reported that the results are better if compared to the past three years. On the other side the respondents with five to ten years working experience, 49.2 percent of them said the current results are worse, followed by 33.9 percent who said the results are the same and 16.9 percent reported that there are good results if compared to the past three years because of advancement technology which has simplified the task of teaching and learning hence it is easy for the students to perform. The variations of these results are statistically not significant (p-value = 0.130).

(ii) The Variations on the Impact of Teachers' Turnover on Academic Performance and Education Levels

The study explored the impact of teachers' turnover among the respondents with different education levels. The responses are shown in Table 4.51.

Table 4.51: Impact of Teachers' Turnover on Academic performance and Levels of Education

Performance	**Education level**			
	Below diploma (n = 2)	Diploma (n = 98)	Bachelor/ above (n = 100)	Total (n = 200)
Better (n = 49)	0.0%	27.6%	22.0%	24.5%
Worse (n = 87)	50.0%	37.8%	49.0%	43.5%
Same (n = 64)	50.0%	34.7%	29.0%	32.0%
Total (n = 200)	**100.0%**	**100.0%**	**100.0%**	**100.0%**

$\chi^2 = 3.282$, degree of freedom = 4, p-value = 0.512

Source: Field survey, (2012)

From Table 4.51 half (50 percent) of the respondents below diploma level of education reported that the performances are worse whereas the remaining proportion said the results are the same. About 37.8 percent of the respondents with diploma said the current results are worse whereas 34.7 percent said they are the same and 27.6 percent said the current results are better. In the category of the respondents with bachelor level, 49 percent reported that the results are worse and 29 percent argued that academic performance is the same as the past three years whereas 22 percent said there are better performances. This distribution shows that teachers' turnover in most cases result to decline in performances because students lack assistances and directives from teachers. The variations of the information presented in Table 4.50 do not show any statistical correlation (p-value = 0.512).

(iii) The Variations on the Impact of Teachers' Turnover on Academic Performance and Gender

The study investigated the impact of teachers' turnover by gender of the respondents. The results provided by males and females showed some interesting variations and similarities. The distributions of their responses are presented in Table 4.52.

Table 4.52: The Impacts of Teachers' Turnover on Academic Performance and Gender

Performance	Gender		
	Males (n = 68)	Females (n = 132)	Total (n = 200)
Better (n = 49)	22.1%	25.8%	24.5%
Worse (n = 87)	39.7%	45.5%	43.5%
Same (n = 64)	38.2%	28.8%	32.0%
Total (n = 200)	100.0%	100.0%	100.0%
$\chi^2 = 1.843$, degree of freedom = 2, p-value = 0.398			

Source: Field Survey, (2012)

With reference to Table 4.52 about 39.7 percent of males reported that teachers' turnover has resulted to worse performance and 38.2 percent said the performance has remained the same whereas 22.1 percent argued that there are better results in spite of turnover. Other variations were also found among females. About 45.5 percent of females said teachers' turnover has led to worse performance whereas 28.8 percent reported the performance are the same and 25.8 percent said there are better performance in spite of teachers' turnover. These findings are statistically insignificant as suggested by the chi-square test whose p-value is 0.398.

(iv) The Variations on the Impact of Teachers' Turnover on Academic Performance and Age Group

The results about the impact of teachers turnover differed by the age of the respondents. The variations are therefore presented in Table 4.53.

Table 4.53: The Impacts of Teachers' Turnover on Academic Performance and Age

Performance	**Age**			
	20-34 (n = 162)	35-49 (n = 35)	50+ (n = 3)	Total (n = 200)
Better (n = 49)	24.1%	25.7%	33.4%	24.5%
Worse (n = 87)	43.8%	42.9%	33.3%	43.5%
Same (n = 64)	32.1%	31.4%	33.3%	32.0%
Total (n = 200)	100.0%	100.0%	100.0%	100.0%

$\chi^2 = 0.213$, degree of freedom = 4, p-value = 0.995

Source: Field Survey, (2012)

The findings in Table 4.53 show that the respondents within age 20-34 about 43.8 percent of them said that the turnover leads to worse performance in secondary schools. The remaining proportion said the performances are better and others said the performances have remained the same, these responses accounted for 24.1 percent and 32.1 percent respectively. In age group 35-49 about 42.9 percent reported that the performance are worse whereas 31.4 percent reported that the performances are the same and 25.7 percent said there are better performances compared to the past three years. Among the respondents with age of 50 years or above about 33.4 percent said the performances are the same while worse and better accounted for 33.3 percent each. These variations are not statistically significant since p-value = 0.995.

4.7 Summary

In general teachers had different perception towards teaching profession, satisfaction and choice for further career. Teachers were interested in teaching profession at a larger proportion whereas few opted for teaching profession due to lack of other jobs and others became teachers just temporarily. Difference in perception were also observed, some teachers reported that their job means a lot more than just money. Satisfaction was reported to increase because of flexibility and in case of further choices it was found that there was a likelihood of choosing the same career again. The study revealed that the existence of teachers' turnover in the study area is associated with social economic and social political factors and its impact was found to be the decline of academic performance.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Overview

The study was guided by three objectives. The first was to assess the attitudes of teachers towards teaching profession which are associated with teachers' turnover in government secondary schools. The second was to identify the causes for the existence of teachers' turnover and the third was to investigate the effects of teachers' turnover on academic performance in government secondary schools in Mbozi district.

5.2 Summary of the Main Findings

This section provides very brief description of what had been covered and explained in the previous chapter. It comprises the attitude of teachers towards teaching profession. Also the summary presents the existence and causes of teachers' turnover and its effect on academic performance.

5.2.1 The Attitude of Teachers toward Teaching Profession

The study explored the attitude of teachers towards teaching profession from different secondary schools. It focused on four aspects, which are; reasons for becoming a teacher, perception of teaching profession, satisfaction and choice for further career. It was found that a large majority (66 percent) of teachers were interested in teaching profession whereas few others opted for teaching profession due to lack of other jobs and the rest became teachers just temporarily and these are the ones who argued that the profession is not respected and people opt due to being the only profession which provides employment.

In terms of perception, a slight less than half (40 percent) of the respondents reported that the job means a lot more than just money whereas the remaining perceived teaching profession negatively since teaching is not a respected and liked profession because of poor salaries.

Further, job satisfaction was reported differently among the interviewed respondents. A larger proportion (74 percent) argued that the satisfaction remained the same, others said it has declined. Fewer reported the increase of satisfaction.

5.2.2 Prevalence and Causes of Teachers' Turnover

The findings of the study unfolded that there is teachers' turnover in the study area. This was vindicated by observing the number of teachers in secondary schools during data collection which differed from the number of teachers recruited in those schools. This prevalence of teachers' turnover is caused by socio-economic and political factors as explained below:

(i) Socio-Economic Factors

The socio-economic factors investigated were; salary scale, fringe benefits and non-monetary benefits, rate of promotion and leave payments. The salary scale was found to be very poor as the cost of life increases with time. Fringe benefits were also investigated and the results revealed that they are not enough compared to the burden that teachers have.

With regard to promotion, in normal situation teachers with higher level of education and those with longer experience expect to be promoted but the findings reveals

differently from their perception. It was found that the rate of promotion found to be low because one may retire in teaching career without any change in his/her occupation.

Likewise, there are no non-monetary benefits such as houses for teachers. In case of leave payments, teachers are not paid rather they continue claiming on these payments without any success as compared to other jobs.

(ii) Socio-Political Factors

The socio-political factors investigated were; accountability, government policies, working conditions, living standards and extra duties. It was found that the respondents disagreed at a larger proportion on the presence of accountability. This is due to prevalence of different problems such as school resources which is a government burden, but in some schools teachers who are responsible were ready to use their own initiatives. Hence this discourages teachers to continue with the profession. Similar to that, the government policies are not supporting teachers in secondary schools regardless of the presence of Secondary Education Development Plan (SEDP). These unsupportive policies lead to poor working conditions like lack of decent accommodation in schools. Moreover, the living standard is generally not satisfactory. It was also found that teachers had many extra duties without any overtime payments.

5.2.3 Impact of Teachers' Turnover

The prevalence of teachers' turnover has an adverse impact on academic performance. In recent years the results of the Form Four National Examinations in

secondary schools have been deteriorating every year and among the causes, are the socio-economic and political factors which lead to teachers' turnover that bring about the shortage of teachers in many secondary schools especially in rural areas.

5.3 Research Conclusion

The attitude of secondary school teachers is actually a reflection of teaching environments. The study shows that the attitudes of teachers in ideal environment are positive whereas the areas with poor environmental conditions are negative. It should be noted that these negative attitudes result to teachers' turnover which bring about a negative impact on academic performance. Some of the respondents argued that it might be due to underground resistance that exists among teachers.

Likewise, the causes of teachers' turnover in both aspects were found to be dominant in many schools and were determined by demographic characteristics such as age, gender; work experience and education backgrounds.

5.4 Recommendations

5.4.1 Recommendations for Action

The problem of teachers' turnover is common in all schools. Apart from increasing salaries which does not work in such country with poor economy, the government should consider issues of accommodation, provision of payments for extra duties and formulation of supportive policies to retain teachers in their stations. Academic issues should not be politicized otherwise the performance will continue to deteriorate due to lack of commitment of teachers resulted from poor implementation

of academic policies. Teachers' resistance should be noted down to make sure that students get their rights of being taught. In order to experience high job satisfaction, teachers need intellectual challenges, a high level of professional autonomy, need to feel that they are benefiting the society and from the society rather than being harassed on their status, to enjoy good relations with their colleagues or supervisors, and to have enough time dealing with students. Enhanced pay, improved status, a less demanding workload and fewer administrative responsibilities do not necessarily bring about higher levels of job satisfaction rather it will boost up their activeness in working.

5.4.2 Recommendations of Areas for Further Research

The study investigated the impacts of teachers' turnover on academic performance, but other studies are advised to explore the poor academic performance despite the increased number of teachers. They should also consider the issue of recruitment. For example the issues of short time training and teaching methodologies, the question of how far have they contributed to teachers' turnover, moral decay, and poor academic performance, is still a debate. From this study the methodology part lacked some important tools like focus group discussion where in-depth information can be gathered because time was limited, thus next studies should at least apply the multi-round survey rather than single round. This is because issues of attitudes cannot be studied within a short period of time even the causes of irregular academic performance should be studied by trend that means there should be an exploration of at least five years consecutively.

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APPENDICES

Appendix I: Research Questionnaire

I am a student of the Open University of Tanzania pursuing the Degree Master of Education Administration, Planning and Policy Studies. I request you to respond to the questions in this questionnaire whole heartedly and enthusiastically. The questionnaire is designed to gather information that will be useful in revealing the problem of teachers' turnover in government secondary schools. Your response will be kept strictly confidential. You are requested to read it very carefully and answer all questions. Please put article (√) where is applicable to choose the appropriate answer.

Please tick one only.

Section One: Demographic Characteristics

1. What is your sex?
   (a) Female ( )
   (b) Male ( )

2. What is your age group?
   (a) 20-34 ( )
   (b) 35-49 ( )
   (c) 50+ ( )

3. What is your education level?

   (a) Below Diploma ( )

   (b) Diploma ( )

   (c) Bachelor ( )

4. For how many years have you been teaching?

   (a) Less than 5 ( )

   (b) 2. 5-10 ( )

   (c) More than 10 ( )

Section Two: Attitude

5. My job means a lot to me more than just money.

   (a) Strongly Disagree ( )

   (b) Disagree ( )

   (c) Neither Agree nor Disagree ( )

   (d) Agree ( )

   (e) Strongly Agree ( )

6. Why did you decide to become a teacher?

   (a) Interest in teaching ( )

   (b) Lack of other employment opportunities ( )

   (c) Temporary employment ( )

7. Given your experience as a teacher, would you still make the same career choice again?

   (a) No ( )

   (b) Yes ( )

8. How is your level of job satisfaction as compared to the last three years?

   (a) Declined significantly ( )

   (b) Declined ( )

   (c) Remained the same ( )

   (d) Increased ( )

   (e) Increased significantly ( )

9. My supervisors show too little interest in the feelings of subordinates

   (a) Strongly disagree ( )

   (b) Disagree ( )

   (c) Undecided ( )

   (d) Agree ( )

   (e) Strongly agree ( )

Section Three: Prevalence of Teachers' Turnover

10. Are there teachers' turnover?

   (a) Yes ( )

   (b) No ( )

   (c) Not Sure ( )

Section Four: Socio-economic Causes of Teachers' Turnover

11. How is your salary scale as compared with those of similar qualifications in other jobs?

    (a) Excellent ( )

    (b) Good ( )

    (c) Fair ( )

    (d) Poor ( )

    (e) Very poor ( )

12. The provision of fringe benefits to your teaching profession is

    (a) Very good ( )

    (b) Good ( )

    (c) Poor ( )

    (d) Very poor ( )

13. I am strongly accountable to my work.

    (a) Strongly Agree ( )

    (b) Agree ( )

    (c) Undecided ( )

    (d) Disagree ( )

    (e) Strongly Disagree ( )

14. Do you receive any non-monetary benefits (such as free or subsidized housing)?

    (a) Yes ( )

    (b) No ( )

15. How many times have you been paid for your leave?

(a) Never ( )

(b) Once ( )

(c) More than once ( )

16. What is the rate of your promotion?

(a) No ( )

(b) Low ( )

(c) High ( )

Section Five: Socio-political Factors

17. How is your living standard as compared to the last three years?

(a) Declined significantly ( )

(b) Declined ( )

(c) Remained the same ( )

(d) Increased ( )

(e) Increased significantly ( )

18. Are the government policies supporting teaching professional effectively?

(a) Yes ( )

(b) No ( )

19. Accountability as practiced in our school system creates an undesirable atmosphere of anxiety among teachers

(a) Strongly agree ( )

(b) Agree ( )

(c) Disagree ( )

(d) Strongly disagree ( )

20. Working conditions in this school are?

(a) Very good ( )

(b) Good ( )

(c) Just OK ( )

(d) Poor ( )

(e) Very poor ( )

21. Do you have extra duties at your school?

(a) Yes ( )

(b) No ( )

22. Do you have decent accommodation at your school?

(a) Yes ( )

(b) No ( )

Section Six: The Impact of Teachers Turnover

23. How is the academic performance of your school as compared to three years ago?

(a) Better ( )

(b) Worse ( )

(c) Same ( )

Appendix II: Interview Guide Questions for Educational Officers

1. How many teachers do you have at your school?

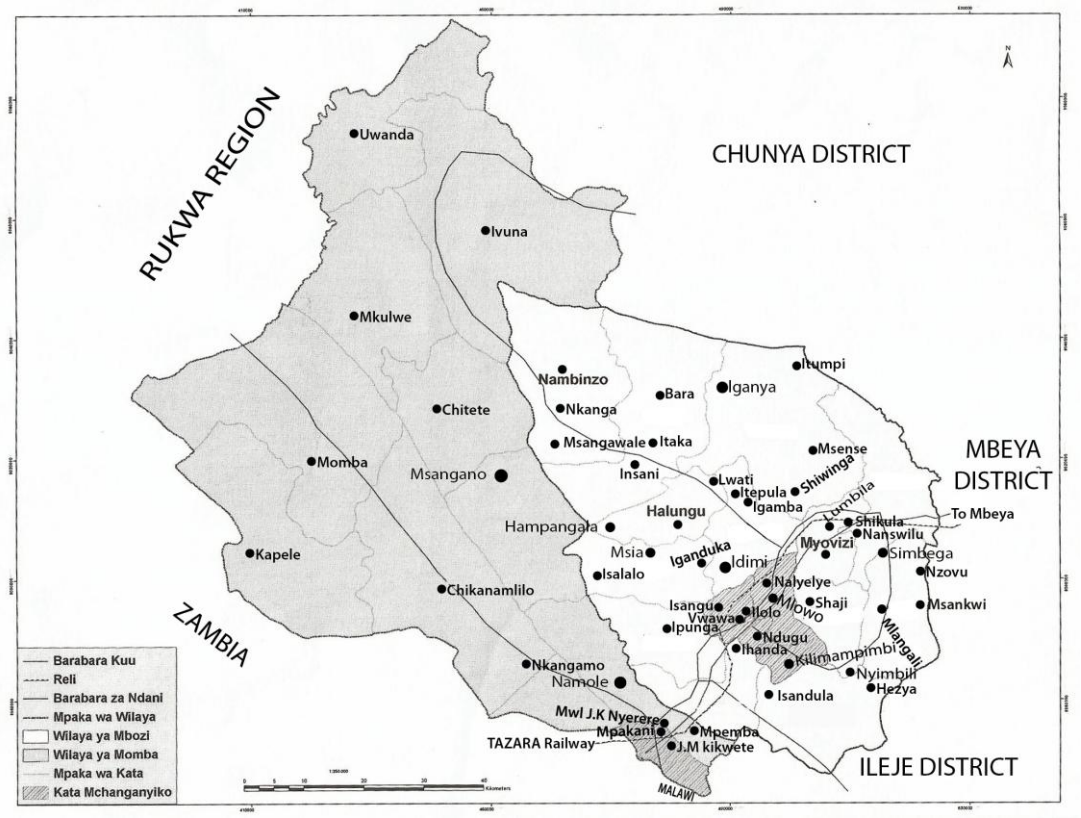
2. What are the qualifications of your teachers?

3. Give your own view why teachers move in and out of their schools?

4. How is the school academic performance in national examinations for the last three years?

5. What are the factors that contributed to that performance?

Appendix III: The Map Showing the Study Area (Mbozi District)



Source: District Education Office-July 2012