

**FACTORS AFFECTING TEACHERS TURNOVER IN PUBLIC
SECONDARY SCHOOLS IN RUANGWA RURAL DISTRICT COUNCIL**

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**A DISSERTATION SUBMITTED IN A PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR DEGREE OF MASTERS OF HUMAN RESOURCE
MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA**

2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptable by the Open University of Tanzania a Dissertation titled “ **Factors affecting Teachers Turnover in the Public Secondary Schools in Ruangwa Rural District council**” in partial fulfillment of the requirements for the degree of Masters of Human Resource Management of the Open University of Tanzania.

.....
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Date.....

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Signature:

Date:

DEDICATION

This work is dedicated to my beloved husband Kizito Stephen Magani, who sponsored me and inspired me through prayer, encouragement, love and affection, also my beloved mother Ester Innocent and my father the late Mr. Edger Yustus Mchia who brought me into this world for their support and sacrifice they made for my education which enable me to reach this stage.

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ABSTRACT

This study was conducted to explore the factors affecting teachers' turnover and the strategies which should be put in place in managing the problem of teachers' turnover in public secondary schools in Ruangwa rural. This study had four specific objectives as well as four research questions which guided data collection and data analysis. The study employed the descriptive research design where the data was collected through primary and secondary sources. The former employed questionnaires and interview while the latter employed from documentary source such as Ruangwa establishments and records. In summary the findings revealed that, teachers are quitting the teaching profession due to unfavorable employer, employee and external factors such as, absence of social services, poor and difficult working environment, inadequate benefits that is low payment, and insufficient wages, poor supply of basic needs, lack of motivation, delay in implementing teachers claims, so on. The findings indicated the main strategies in managing the problem of teachers' turnover such as, Improving working conditions, increasing salary and other benefits, construction of teachers' houses under SEDP and TASAF. It was recommended that working and living environment in rural areas should be improved in order to motivate teachers and other workers. The salary system should be modified to match with the promotion awarded. Payment of teachers' benefits should be on time and teachers' contribution to the national development should be recognized by the government. Lastly the teaching resources should be supplied in adequacy, with the increase of the number of teachers to match with the working load together with modified management.

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ABBREVIATIONS

CIPD	Chartered Institute of Personnel and Development
DAO	District Academic Officer
DEO	District Education Officer
DHRO	District Human Resource Officer
ERG	Existence Relatedness Growth
HRM	Human Resource Management
PTR	Pupils Teachers Ratio
RDC	Ruangwa District Council
SEDP	Secondary Development Program
TASAF	Tanzania Social Action Funds
UK	United Kingdom
UNESCO	United National Educational Scientific and Culture Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Rapid teachers' turnover in both public and private school has greatly increased in Tanzania including Ruangwa district Council in Lindi municipal. Since the country obtained independence the problem existed worldwide and country wide, but from 1960's the access of education has increased to all level in Tanzania, with great increase more secondary and primary schools were built in the last five years through community participation and government cooperation. The bigger achievement compared to 1202 secondary schools constructed since independence in 1961 up to 2005 the same with the number of secondary school students has increased from 524,325 in 2005 to 1,638,669 in 2010 but still faced the challenges in demands of teachers, text books, science laboratories and teacher's housing in the whole country involved Ruangwa district Council.

According to Mbilinyi, M. (2003), the level of teacher's turnover in rural areas is greater especially in secondary school as many suffer with number of few teachers compared to student's population. Ruangwa district experienced the situations of teacher turnover in public schools. Ruangwa district has many secondary schools, more teachers are posted in these secondary schools, but most of them do not report to their work stations. In really situation teachers in this district faced with difficulties including underpaid, overworked and dissatisfied with working environment not supportive to their job hence turnover rate is higher. This turnover to the large extent brought great impact to the students' performance in the district.

Teacher's turnover always rises when the economy is strong and jobs are plentiful because there are more opportunities available for people to change their job. During recession teachers turnover falls because relatively few attractive permanent positions are advertised.

1.2 Statement of the Research Problem

Teacher's turnover is a serious problem facing public secondary schools in Tanzania. Labour turnover affecting not only the employer (the government) and other employees (e.g. Teachers) but also students and the entire community at large. Following teachers turnover in rural public secondary schools, the provision of quality education services has been affected negatively. This has led to poor academic performance of students in ward secondary schools in form four national examination results in 2010.

Although the Pupils, Teachers Ratio (PTR) in secondary school is 22:1 but aggregate figures does not reflect the real situation in the field and ratio does not reflect subject shortages in mathematics, science and English Teachers (Ibid 2006: 9). In order to address the problem the government made a decision to employ 3,500 form six leavers (A 'level) for 2006/2007 financial years who normally have very weak academic qualifications giving them less than a month training and posted to teach in rural areas. Olouch, E.T (2006).

The teaching survey conducted by Bennel, P. and Mukyanuzi, F. (2005) at Temeke and Muleba districts indicates that, there is a high turnover of teacher in primary

schools in Tanzania. Almost one in five teachers at the rural survey schools had left in the previous years. This could in future cripple the Tanzania education system if the problem is not solved immediately. Therefore this study is made to establish factors affecting teacher's turnover in ward secondary schools in Ruangwa rural in order to find ways of retaining teachers for the aim of improving the quality of secondary education at the grassroots level, where most of Tanzanians belong.

1.3 Objective of the Study

The study will be guided by both general and specific objectives.

1.3.1 General Objective

The general objective of the study is to identify factors that lead to the teacher's turnover at Ruangwa rural ward secondary schools in Lindi Municipal Tanzania and suggest ways to solve them.

1.3.2 Specific Objectives

- i. To examine the employer related factors on the rate of teachers' turnover in public secondary school in Ruangwa district
- ii. To investigate employee related factors that causes teachers' turnover in public school in Ruangwa district.
- iii. To determine the influence of external factors on teachers turnover in public secondary in Ruangwa district
- iv. To identify the possible strategies for reducing teachers turnover.

1.4 Research Questions

- i. What are the effects of employer related factors on the rate of teacher's turnover in public secondary schools in Ruangwa district?
- ii. What are the employee related factors that affect teacher's turnover in public secondary schools in Ruangwa district?
- iii. To what extent the influence of the external factors effect teacher's turnover in Public secondary school in Ruangwa district?
- iv. What strategies do you think will help to reduce teacher's turnover in Ruangwa district?

1.5 Scope of the Study

The study was focused on the public secondary school teacher's turnover, driving factors to the problem and its implication in the education system in Ruangwa rural and the country at large. It was not possible to cover all secondary schools in the district due to the fact that, secondary school teachers are massively distributed in number in the district and that according to time constrain the study was conducted on 5 randomly selected ward secondary schools out of 15 schools using descriptive research design and simple random, sample of 120 respondents were selected. Data collected was in cases which appeared around 2009 to 2013. Data will be collected using questionnaire, interview and documentary review.

1.6 Significance of the Study

The study will be important in the following way

- i. It intends to seek the extent to which public secondary school teachers in Ruangwa district move out of the service.

- ii. It intends to bring attention on number of factors that contribute to the teacher's turnover for public school teachers in Ruangwa district and provide the suggestion of the solution on what is to be done to minimize the factors contributing to teacher's turnover.
- iii. The study intend to be a base to Ministry of Education and Vocational Studies in the training of teachers at recruiting time or on job training for being proactive and adopt retention strategies in the process.
- iv. This study can be an empirical literature to other researchers intending to work in this area of study it also basic for the awarding of the master's degree of Human Resource Management in Open University of Tanzania.

1.7 Organization of the Study

This research dissertation will comprise five chapters. Chapter one up to three will be a research proposal, where by chapter one will include background of the study, statement of problem, objective of the study, scope of the study and significance of the study. Chapter two comprises of conceptual definitions, critical theoretical review whereby various theories related to the study will be analyzed. In chapter two also a researcher shows the conceptual framework of the study whereby independent and dependent variables are explained. In chapter three a researcher talks about research methodology whereby area of the research survey, sample size and data collection tools will be identified. The last two chapters will be a research report. Chapter four will be research findings, analysis and discussion of findings and chapter five will be the conclusion and recommendation of the study, where a researcher will conclude and make recommendation on the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter deals with the theoretical and conceptual frame work and review of related literature. The literature review was presented in accordance with the study objectives.

2.2 Conceptual definitions

2.2.1 Employee (Teacher's) Turnover

Employee turnover (sometimes known as 'labor turnover 'wastage' or attrition') is the rate at which people leave an organization. It can be disruptive and costly. The CIPD (2008) a survey of recruitment, retention and turnover found that the average rate of turnover (the number leaving as a percentage of the number employed in UK was 17.3 per cent. It is necessary to measure employee turnover and calculates its costs in order to forecast future losses for planning purpose and so identify the reasons that people leave the organization plans can then be made to attach the problems causing unnecessary turnover and to reduce costs. Armstrong, M. (2009).

Employee turnover refers to the process of an employee leaving a position and a new employee hired to his or her place. At its broadest, the term is used to encompass all leavers, both voluntary and involuntary, including those who resign, retire or are made redundant, in which case it may be described as 'overall 'or 'crude' employees as a company must replace in a given time period to the average number of total employees. Mukyanuzi, F. (2003) Teachers turnover is the situation where by

teachers leaves their posts and joins other discipline.

2.2.2 Job Satisfaction

Armstrong, M. (2009) Job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job lead to engagement and therefore job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Gupta, C, B (2011) Job satisfaction is an integral component of organizational health and an important element in industrial relations. The level of job satisfaction seems to have some relation with various aspects of work behavior such as accidents, absenteeism, turnover and productivity. Job satisfaction refers to the extent to which job satisfied the needs and expectations of the employees. For the side of teacher job satisfaction may be defined as the degree to which teaching professional satisfy the needs of teachers.

2.2.3 Human Resource Management in an Organization

As far as Human Resource Management is concerned, the management of workers in an organization, in this study the management of teachers in a school, operates through a human resource system that brings together people in a coherent way. The four principles which make up the human resource system include human resource philosophies, strategies, policies, processes and practices. Philosophies describe values and guiding principles adopted in managing people, strategies defined the direction in which human resource management intends to go; policies are the guidelines defining how these values, principle and the strategies should be applied and be implemented in specific area of Human Resource, and lastly, human resource

processes and practices consist of the formal procedures and methods used to put HR strategic plans and policies into effect (Armstrong, 2006:4). Principle for managing people in an organization will give direction on how to check teacher's turnover in public secondary schools.

2.3 Critical Theoretical Review

2.3.1 Herzberg's Motivation Hygiene Theory of Job Satisfaction

Herzberg (1959), proposed a two factor theory or motivator-hygiene theory. According to him there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg proposed that every worker has two sets of needs –motivational hygiene needs. The theory suggest that teachers will stay in their posts as long as they can satisfy their needs and they are motivated (job satisfaction), but when their needs are not meet they automatically call for departure hence teacher turnover.

Gorden, J.M. (2011) provides a theoretical background for this study, Herzberg argued that employee are motivated by internal values rather than values that are external to the work in other words, motivation is internally generated and is propelled by variables that are intrinsic to the work which Herzberg called "Motivators". The motivation factors include recognition, sense of achievement growth and promotion opportunities, responsibility, meaningfulness of the work. There are certain job factors that cause dissatisfying experiences to employees. These factors are extrinsic to work. These factors were referred by Herzberg as

hygiene factors. They are also called dissatisfies or maintenance factors as they are required to avoid dissatisfaction. Herzberg (1959) as cited in Bassett-Jones and Lloyd, (2005) argued further that eliminating the causes of dissatisfaction (through hygiene factor) would not result in a state of satisfaction instead it would result in a neutral state. Motivation would occur as a result of the use of intrinsic factor.

The theory however assumes that all human being have no loyalty to any organization and that as soon as their needs are no longer satisfied, they seek other employment, which is not the case in the real world where finding employment is not very easy. The theory also concentrates on the individual's needs independent of those of the organization or school and it does not put into consideration the fact that there may be times when the individual's services are not well-intentioned of better pay to satisfy his or her needs and that may be a better replacement would be a welcome change.

2.3.2 Maslow's Hierarchy of Needs

Building on humanistic psychology and the clinical experiences, Abraham Maslow argued that on individual's motivational requirements could be ordered as a hierarchy. Once a given level of needs is satisfied it on a longer helps to motivate. Thus, next higher level of needs has to be activated in order to motivate and thereby satisfy the individual (Luthans, F. 2005:240). Maslow (1943) identified five level of needs hierarch:

- i. Physical needs, this is the lowest and basic need including need for food, clothing, shelter and sex. These are the foremost and powerful motivators as

everyone needs them. Therefore the link to our study on this level is management should fulfill this by providing teachers with good salaries, wages and remunerations.

- ii. Safety needs, this includes safety and security needs. Any person is in need of economic security, physical protection, stability and freedom. Therefore the need is positively correlated to the topic under the study where it reveals that teachers need job security for old age, insurance planning and job security for removing fear of dismissal.
- iii. Social needs, this means need for developing associations with others, belongingness and acceptance. Therefore this relates to our study since management can fulfill these needs to the teacher by effective communication, supervision and work group formations.
- iv. Esteem or Achievement needs: the needs become after satisfaction of social needs. Esteem needs divided into self-esteem that is self-respect and esteem of others which include recognition, reputation, status, and power. Management can fulfill this to teachers in order to reduce turnover by appointing a teacher to represent the school in some matter such as workshops, promoting teachers or giving them a letter of appraisal or congratulations for a good work or working hard.
- v. Self-actualization, (self-fulfillment and accomplishment through personal growth) Maslow, (1943). It represents self-fulfillment, recognizing one's potentials for development, creativity and self-expression to achieve one's wants. The link of this need to our study is that management has to fulfill these by helping employees to achieve their desired wants.

This theory indicates that individual needs are influenced both by the importance attached to various needs and the level to which an individual wants to fulfill these needs. The theory also serves as a good start from which researcher explore the problem of teacher's turnover in secondary schools.

2.3.3 The Expectancy Theory

The expectancy theory was proposed Vroom (1964), the expectancy theory argue that the strength of a tendency to act in a certain way depends on the strength of an expectations that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory it is assumed that a teacher is likely to remain working in his present job if he or she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and others. The expectancy theory was chosen by the researcher to provide a theoretical foundation for factors affecting teacher's turnover. School heads need to realize that failure to meet teachers expectations will finally lead to their frustration and hence turnover. However it should be noted that a stable staff with experience is a pre-requisite for good academic performance.

2.3.4 Equity Theory, Stacy Adams, (1963)

Robbins, (2005:58), The theory suggest that employees weigh what they put into a job (input) against what they get from it (outcome) and then compare this ratio with the input outcome ratio of the workers. If this ratio is equal to that of the relevant others, a state of equity is said to exist. The rewards increase employee satisfaction only when these rewards are valued and perceived as equitable by the employees.

This theory has a link to our study due to fact that, management should provide valued and equity rewards to teachers in order to remove teachers turnover.

2.3.5 ERG Theory

According to Luthans, (2005), Alderfer, (1969) explored the Maslow's theory and linked it with practical research. He regrouped the Maslow's list of needs: Existence, Relatedness and Growth, there by calling it ERG theory. His classification absorb the Maslow's division of needs

into Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization).

Alderfer suggested a continuum of needs rather than hierarchical levels or two factors of needs. Unlike Maslow and Herzberg, Alderfer does not suggest that a lower level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate need. Alderfer also deals with frustration-regression. That is, if a higher-order need is frustrated, an individual then seek to increase the satisfaction of a lower-order need. According to Maslow an individual would stay at a certain need level unit that need was satisfied. ERG theory counters by noting that when a higher-order need level is frustrated the individual's desire to increase a lower-level need takes place. Inability to satisfy a need for social interaction, for instance, might increase the desire for more money or better working conditions. So frustration can lead to a regression to a lower need.

ERG theory argues, like Maslow, that satisfied lower-order needs lead to the desire to satisfy higher-order needs; but multiple needs can be operating as motivators at

the same time, and frustration in attempting to satisfy a higher-level need can result in regression to a lower-level need.

2.3.6 Turnover in Education Sector

Currently, the problem of labour turnover is mostly affecting education sector. In this sector, the highest qualified teachers are the ones that are likely to leave the teaching profession as they can easily get alternative employment (Hissom, 2009)

Moreover the management structure of education system could also be contributing to teachers' job satisfaction or dissatisfaction. If the education system is overly centralized, that means the participation of parents and communities is minimal. However, it has not been delays in decision-making, ineffectiveness in implementing recommendations, lack of adequate resources and school levels (UNESCO, 2006). The success of the education system depends on having an operation process that is reliable and fit to satisfy quality demands of its teachers. Unfortunately, some teachers have crossed over to the civil service and private sector where the terms of service are clear and more attractive (Otieno and Wambungu, 2008). This leads to teachers' turnover in the education sector.

2.3.7 The Impact of Employee Turnover

According to Beam, (2009), direct impact of turnover include separation and replacement costs as follows: separation costs, severance costs, unemployment insurance premises, outplacement fees, replacement costs and advertising costs, training costs, interview time, re-employee assessment and reallocation costs. Indirect impact is hard to measure since it includes immeasurable variables such as

the loss in organizational knowledge and skills, reduced growth lower productivity and negative impact among employees who stay at the organization. However as turnover increases, it reduces the productivity of the organization which leads to perform dismal in competition with other companies. The impact of labour turnover is manifested in schools as well. For instances there is a high rate of teachers attrition on schools, attrition does not simply mean a numerical loss but it also represents the loss of experienced teachers from the system. This is particularly the case where those who are leaving the profession are the more successful or qualified.

2.3.8 The Importance of Controlling Labour Turnover

It is natural and healthy for the employee to leave one organization to another time to time. This movement provides chances for new and fresh ideas to introduce by new employees as well as chance for promotion. Labour turnover is a normal part of organizational functioning but excessively high turnover may be dysfunctional. A certain level of labour turnover is to be expected and can be beneficial to an organization (Armstrong, 2006). The organization which motivates its employees results into increased productivity, lowered turnover, and employees freedom to seek redress (Caldwell, 1978).

2.3.9 How to Prevent Labour Turnover

Employees are important in running of a business, without them the business becomes unsuccessful. However, more and more employers today are finding employees remaining in a firm for approximately 23 to 24 months (Bureau of Labour Statistics, 2009). The following are the ways of preventing labour turnover:

Providing a stimulating workplace environment in which fosters happy, motivated and empowered individuals, which lowers employees' turnover and absenteeism rate. Promoting a work environment that fosters personal and professional growth which will lead to harmony and encouragement in all levels. Continual training and reinforcement develops a work force that is competent, consistence, effective and efficient.

Make sure you describe the job as accurately as possible so candidates will know what is expected. Misconception regarding the job responsibilities and work environment are one of the major causes of employee turnover. Develop compensation and benefits packages. Understanding and research the market pay ranges in your area and consider the value of benefits and employee perks; offering such extra to your workforce may be the key to your retention effort (Pires, M. 2009).

2.4 Empirical Literatures Review

This section aimed at identifying the research gaps deduced from teacher's turnover studies. Various scholars have approached the issue of labor turnover at international level and at national level as the issue of labor turnover affects across the professions and disciplines. This make the demand to conduct such study for rural secondary school teachers who are government employed and fill gaps.

2.4.1 General Studies

Nel & Werner, (2008) defines staff turnover as the movement of employee in and out of the bondages of the organization staff turnover is perceived as the final and

permanent act. These authors also distinguish between controllable and uncontrollable turnover. Controllable turnover refers to turnover that can be controlled by management.

Controllable turnover includes both voluntary resignation and dismissals. Voluntary resignation are controllable because management can offer wages, working conditions and opportunities to retain employees, while dismissals are controllable because management can use more constructive strategies such as training unambiguous policies on discipline and coaching to shape and employee's behavior to a desired level rather dismissing the employee. Dismissals can also be avoided if due attention is given to selection of suitable person and to the arrangement of stable groups through careful induction procedures and proper socialization.

Uncontrollable staff turnover refer to turnover which is outside the control and proper socialization. Uncontrollable is outside of management such as a result of death, retrenchment and incapacity. Burke, et al (2008) conducted study on Effects of reengineering on the employee satisfaction-customer and turn over relationship. This study examined the correlations between measures of employee satisfaction and rate of turnover before and after a major process reengineering initiative. Data were collected I30 branches of a large financial services organization using employee and customer surveys. Scores on some employee dissatisfaction factors were predictive of customer satisfaction at both time periods. Other employee satisfaction factors were found to have a stronger relationship with customer satisfaction in one period but not both.

This study in detail advocates that organizations need to consider the effects of organizational changes in their efforts to provide high quality customer services. However it did not consider the factors which can lead to employee job dissatisfaction which in turn contribute to customer dissatisfaction due to the fact that they will not be provided with quality services and hence complains and dissatisfaction are criteria's for customers satisfaction without considering the fact that these two are more less the same but The study above does not correlate directly to our study since it has carried with it in board the with some differences a customer would have several alternatives to which product or market to go while this is contrary to our study since employment is not the matter of choosing it is luck.

Lambert, Hogan, & Barton, (2009), in USA conducted a study on Expectations of employees towards the workplace and environmental satisfaction. The purpose of the study was to investigate how employees perceive characteristics of their physical environment and what they expect of their workplace; and to consider the usefulness of gap approach in measuring employee's expectations. The study was conducted using a sample of 409 office workers in manufacturing headquarter facilities or office settings in Michigan, USA. The study revealed that employee turnover in the workplaces was positively associated with dissatisfaction. Using linear regression analysis, no significant difference was found between perception-based measures and gap measures for explaining work environment satisfaction.

However the results propose that physical environmental status below expectation levels leads to dissatisfaction, but exceeding expectation levels does not increase satisfaction. The limitation of the study is that the items used in this study regarding

physical environmental characteristics are not exclusive enough to concisely encompass workplace characteristics. In addition this study was conducted in developing countries hence making the whole study foreign and hence a need to conduct a study in Tanzania environment.

Boxall et al (2003) in New Zealand indicated that the main reason which causes employee to leave their employers is the interest of working elsewhere for the purpose of changing working environment also look for green pastures. Elias (1994) conducted a study on six labour markets in Britain. The study findings indicated that women who received-provided and job training had lower probability of changing employer or making transition to non-employment but for men training makes no significant different to this type of turnover.

According to the article written by Johnson, Berg and Donaldson (2005), it clarifies the reasons why teachers leave the teaching career and that why there is always the demand for teachers. “At a first-ever symposium for experts studying teacher recruitment and retention issues, NRTA: AARP’s Education Community released a new publication, “Who stays in Teaching and Why?”

Prepared by The Project on the Next Generation of Teachers at the Harvard Graduate School of education, the Literature Review considers research that provides insight into problems of teacher shortage and turnover offers a comprehensive explanation for why some able teachers leave the classroom prematurely and suggests current strategies for increasing retention rates. The publication also recommends where further study is needed to help stem the high attrition rates for new teachers”.

Despite the fact that the study above was conducted in western countries but yet there are some similarities to our study where by it is assumed that among the factors related to teachers turnover is job dissatisfaction, however our study will only base on what makes the teachers turnover their carriers and dissatisfaction will be considered as one among the factors.

2.4.2 Empirical Studies in Africa

Bennel, P. and Akyeampong, K. (2007) conducted a study in Sub-Saharan Africa in countries such as Ghana, Tanzania and Zambia and reached consensus that private school teachers are usually much better motivated than their colleagues in government schools, as a result of higher pay, better working and living conditions, and more effective managers, however they found that there are many exceptions to this pattern, mainly because private schools are so diverse with respect to size, fees and client groups. This work failed to analyze why teachers in private schools depute good environment, their consistency of repayment is not steady and in public schools despite of the consistency and good secure environment still the turnover is manifested.

2.4.3 Empirical Studies in Tanzania

Millanzi, M.M., (2009) conducted a research on the causes and effect of labour turnover in Banking Industry: A case of Tanzania Investment Bank Limited. The study findings revealed that there are many reasons which cause employee to move from one organization to another. The causes are either voluntary or involuntary and which could be moral or material factors. Among the causes are unreasonable remuneration, carrier development opportunities, job dissatisfaction, not well known

performance standards, poor communication channels, non-recognition of an individual contribution, unfriendly working relationships by managers, employees relations, culture of an organization, unequal treatment , company benefits, employee attendance, organizational size and structure, geographical location lack of job performance standards (performance appraisal), or need to gain more experience, working hours, working conditions, personnel policy of an organization, redundancy and misallocation. Other causes are concerned with token money such as salary, wage, packages and bonus. This study will be beneficial to my study because it shows and give a highlight on the factors that might be influenced employees turnover in different organizations both public and private organizations.

Mboya, D. (2009), did a research on the impact of labour turnover in public organizations: the Case of Ilala Municipal Council. The findings indicated that education, health and general services sections were greatly affected by resignation of employees while accounts and management sections were not affected. In his study he indicated that labour turnover was caused by poor or lack of facilities, equipment, bad management style, poor incentives, salaries, conflict and non-conducive working environment. In addition to that the study has revealed that low salaries and nonpayment of the incentives cause many employees to seek for green pastures. In Ilala Municipal Council the findings of this study indicated that, low labour turnover in management section was due to high incentives available.

The findings also indicated that labour turnover has positive and negative impact to the Ilala Municipal Council performance. For sections with high labour turnover, the performance was low, but low in sections with low labour turnover. Since the

sections with high labour turnover were many, generally the performance of IMC was not good. Since this study investigated the impact of labour turnover in public organizations, and pointed out the education sector as one of the sectors experiencing a very high turnover in ward secondary schools and give a direction on how to manage the problem of teacher's turnover in rural ward schools.

Mrema, C. L. (2007) Conducted a study which examined factors associated with the attrition of teachers among primary school teacher in Tanzania Kisarawe District. The study finding indicated that personal reasons were the strongest factors that influence teacher to leave the profession. There were significant finding in the association of variables with organizational, personal, social and momentary factors between sexes. The study recommended that among other that more involvement, career developments, support for teachers at the district level and frequent interaction from colloquies should be strategies as priority for retaining teachers.

According to Bennell, P. and Mukyanuzi, F. (2005) conducted a teaching survey at Temeke and Muleba districts which indicates that, there is a high turnover of teacher in primary schools in Tanzania. Almost one in five teachers at the rural survey schools had left in the previous years. This could in future cripple the Tanzania education system if the problem is not solved immediately. This study is beneficial to my study since it provide a highlight on the factors that may influence the teacher)

2.5 Research Gap

From the above empirical analysis it shows that most of the researcher concentrated in other organizations rather than in rural public secondary schools, which are

expected to deliver quality education services to the poor people and in the community as a whole. Some of study was conducted in public primary schools like Kisarawe and Muleba districts rural schools but not in ward secondary schools. Meanwhile most of the study was done in urban areas like Ilala and Temeke Municipal Council.

The studies are closely related to the topic which the researcher has chosen. Apart from close relationship they have the studies have not investigated the issue of teacher's turnover in rural public secondary schools. They have concentrated in investigating labour turnover in other public and private institutions rather than in academic institutions such as rural public secondary schools. However it is on light these studies the researcher can be able to go about the study titled, "The factors Affecting Teachers Turnover in Public Secondary Schools" The case of rural ward secondary schools in Ruangwa District Council. Therefore this study will cover the gap left by previous scholars and provide more insights on the extent of the problems and its consequent effects all together. The study will also help to reduce teacher's turnover to meet the goal of education in Tanzania.

2.6 Conceptual frame work of the study

The figure 2.1 illustrate the factors affecting teacher`s turnover. These factors can be categories into employer related factors, employee related factors and other external factors.

Independent variables

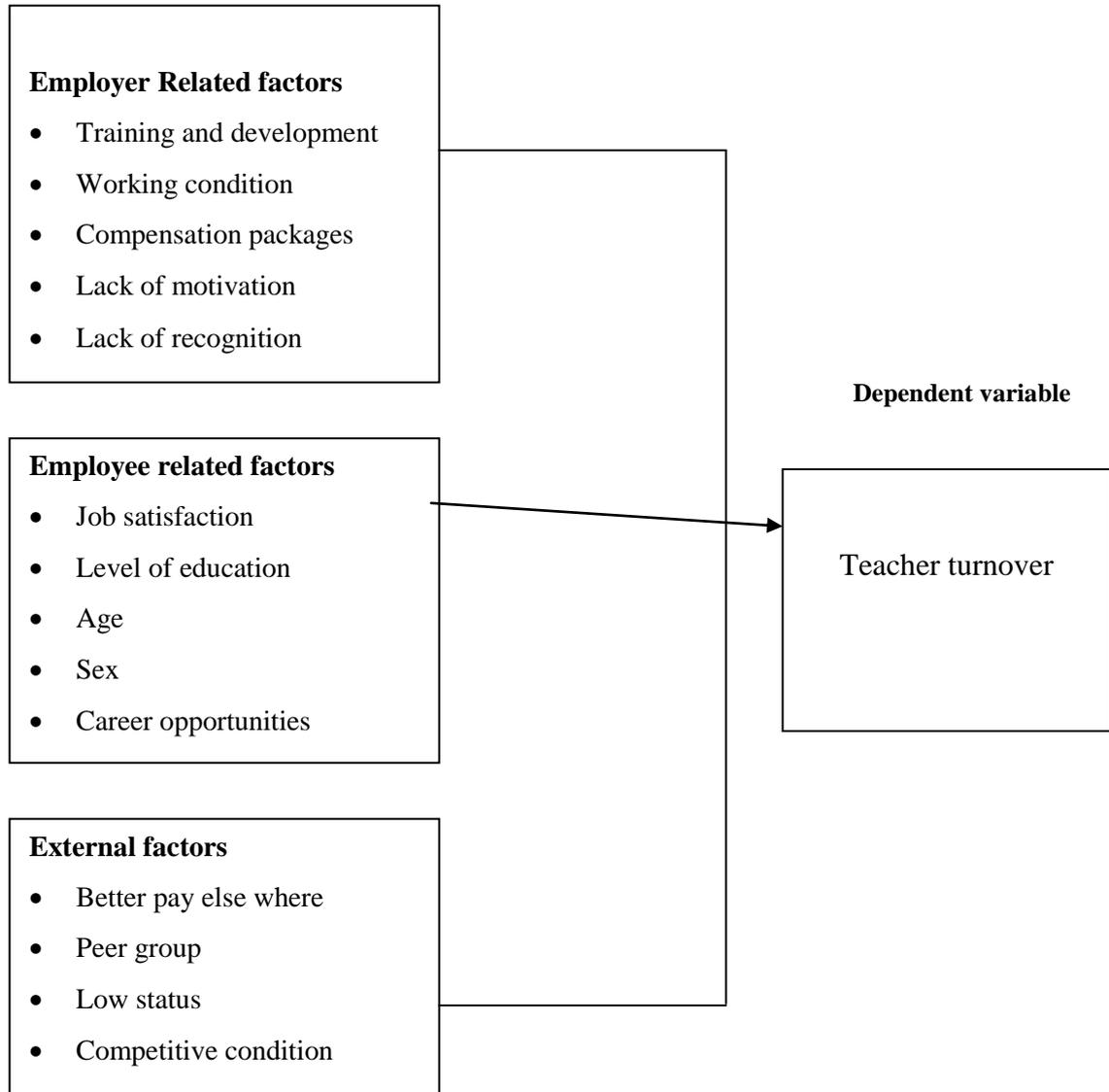


Figure 2.1: A Conceptual Framework of the Study

Source: Field work

2.7 Theoretical Frame Work

Factors affecting teachers turnover can be categorized into employer's related factors, employee related factors and other external factors as illustrated in the figure

2.1

2.7.1 Employer Related Factors

2.7.1.1 Compensation Packages

Compensation packages is the one of the employee related factor that lead to teacher turnover. Employees who earn good salary stay longer in the employment than those who earn low salary. Secondary schools which pay good salary to the employees retain more employees than those which pay low salaries. Hence the level of turnover is high in the secondary school with low salaries. Bennel, P. & Mukyanuzi, F. (2005).

2.7.1.2 Working Condition

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Most employees react negatively to extreme physical environment (Noel et al., 1994:293). Job attitude and job performance of these educators are negatively affected by poor working conditions such as lack of supporting infrastructures like water, electricity, banking services and roads. Lack of these infrastructures affects negatively an individual's living condition and hence loses his or her job (Hageman, 1993).

2.7.1.3 Poor Salary

Money is said to be a motivator for an employee to perform properly. An increase in salary is confirmation of success at the job. The size of salary also indicates status within firms' internal hierarchy and that is to say the pay should be fair with regards to one's output. If individuals believe that they are not compensated well, they will be unhappy (Hageman, 1993).

2.7.1.4 Training and Development Opportunity

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

2.7.1.5 Lack of Motivation

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

Well motivated people engage in discretionary behavior in the majority of roles there is scope for individual to decide how much effort to exert. Armstrong, (2009:317). Motivation is a product of participation though working together and it is not an easy task. What is needed is to create environment that will encourage human relation within the workers themselves. The manager should give rooms for social competence within organization.

2.7.2 Employee Related Factors

2.7.2.1 Career Opportunity

Availability of career opportunities creates an environment of employees (teachers) turnover in the organization. The higher the job opportunities to the teacher of secondary schools the higher the employee turnover in the secondary schools, Mbilinyi, M. (2003).

2.7.2.2 Job Satisfaction

Generally job satisfaction in different working stations could be the main factor for teacher turnover. Job dissatisfaction refers to unpleasant or negative emotional state employees experience after making the assessment of their job or work experience (Locke 1978). According to Hoy and Miskel (1991) job satisfaction comprises a present and past oriented unpleasant feeling that comes after the employee evaluates his or her work role. There are different causes of job dissatisfaction. These are as follows: First, an employee is likely to be dissatisfied when she lands into profession or position which is not in line with her profession and level of education. This feeling is natural as the employee is unable to match her preference for that kind of job.

Second, the pressure at work is also likely to get employees dissatisfied. Many times employers ask their employees to complete as many tasks as possible within a stipulated time, thus creating huge work pressure on the employees. In such situations, employees develop aversion to the work. Third, workplace politics and inability on the part of an employee to suit with the office environment is another reason for job dissatisfaction. This minimizes the employee efficiency and

productivity.

2.7.2.3 Level of Education

Employees who have high level of education have high turnover compared to those who have low level of education. Secondary schools with a number of employees who have high level education experience high turnover than those with employees who have low level of education. The employees who are obtain their education on the job training pretend to change place of living instead of rural areas they like to live town. (Mobley, 2009).

2.7.2.4 Sex

Male employees have high turnover than female employees. Secondary schools with a big number of male employees have high turnover compared to secondary schools with a big number of female employees. Likewise the reeve of it is true. Female leaves the school to follow her husband, for being married with someone who lives in another district or having different kind of job far from her working station. (Mobley, 2009).

2.7.3 External Factors

2.7.3.1 Peer Group

Peer group influence turnover in the organizations. There is high employee turnover to the secondary schools which have peer groups who initiate movement of employees to other schools. The age mate tends to have same thought of doing things even if they differ in behaving. The rural schools can be influences in movement, leaving or turnover of employee. (Martin. & Tulgan, B. 2006).

2.7.3.2 Employee Expectations

Failure to meet employee expectations has also been identified as a cause for teacher turnover as expounded on by Maicibi, 2003, who argued that although a very part of staff management is motivation if expectations are raised about progress or potential rewards but which are not met there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole. This study therefore was conducted to establish the relevance of this effect to teachers in rural public secondary schools in Ruangwa district.

2.7.3.3 Low Status

Dis respect of teachers by the public or community. Overall teachers find a professional paradox- their community has great expectations from education but teachers are accorded low social status and held in low esteem (Jones, 2005). Many therefore leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching profession. Teachers repeatedly battle public stereotype that their jobs are easier than most other professions, all these reduces their commitment and morale to teach. This study was conducted to ascertain this and see whether it applies in rural ward secondary schools in Ruangwa district or not.

2.8 Policy Review

Teachers are dynamic force of the school. The worth and potentialities of a country get evaluated in and through the work of teachers. Teachers also have critical role to play in supporting development activities in the wider community. The quality

education to any nation can be attained if teachers are adequately motivated. The 1995 education and training policy notes that in Tanzania teachers have experienced low and irregular salary payments, lack of proper housing inadequate teaching facilities, low status and limited opportunities for professional development.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of the methods applied in carrying on the research study. It is organized under the following sections, the research design, and area of the study, population sampling techniques, research instruments, data collection and data analysis.

3.2 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant of research purpose. The research will adopt descriptive research design. Descriptive study enabled the researcher to collect information from a cross- section of a given population. For the purpose of this study both qualitative and quantitative approach will be employed to assess the teacher's turnover.

3.3 Area of the Study

This study was conducted in Ruangwa District Council in Lindi Municipal. Ruangwa district was selected because it represents the teaching environment in rural areas and one of the districts, which affected most with the problem of teacher turnover in Tanzania. It is also seemed to be simple for researcher to access the available data due to the fact that Lindi region is the origin of the researcher and she has great information on teachers' turnover.

3.4 Survey Population

Population in a research context refers to all items to be included in any field of inquiry (Kothari, 2007). The study involved Top Management Education Officers in Ruangwa district, which comprises District Education officer (DEO), District Academic Officer and Human resource officers, public school teachers, head teachers of public secondary schools and student of public secondary school in Ruangwa rural. The population was then selected using simple randomly sampling. Teachers were selected because they are directly concerned with the student academic performance and are the ones who know the reasons for teachers' turnover. Students were selected because are the ones who affected by teachers' turnover. Head teachers were also selected because are responsible for student academic performance and teachers' turnover. District Education Officer (DEO), was also sampled because he is responsible for teachers' turnover and students' performance. District Human Resource officers were sampled because they have necessary information that would meet the objectives of the study.

Table 3.1 Ruangwa District Profile-Education

Study Population	frequency
District Executive Officer	1
District Education Officer	1
District Academic Officer	1
District Human Resource Officers	2
Teachers	120
Other staff	3
Total	128

Source: Researcher

3.5 Sample Size

According to Babbie, E. (2011), the sample is segment of population in which researcher is interested in gaining information and drawing conclusions. A sample size representative was selected using both purposive and simple random sampling. The sample for this study were expected to constitute 10 secondary schools and 120 respondents selected from all categories including District Council Education Officers, (DEO and DAO) and District Council Top Management including Human Resource Officer (DHRO), Head teachers, teachers and students from selected secondary schools. But due to time constrain only 5 schools were visited and 80 respondents were investigated from the total population in Ruangwa rural.

Table 3.2: Summary of the Sample Size of the Study Population

Type of Respondents	Total Population	Number of Respondents obtained
Head of Schools	10	05
District Council Education Officers (DEO and DAO) and other officials	06	02
District Council Top Management: Director and Human Resource Managers	02	01
Teachers	72	42
Students	30	30
Total	120	80

Source: Researcher

3.5.1 Sampling Procedure

Sampling is the procedure of selecting a proper subset of the elements from the population so that the subset can be used to make the inference to the population as a whole. It also enables generalization to be done in large population (Babbie, 2011). In this study, different sampling techniques were used to get the sample. Simple random and purposive sampling was also used.

3.5.2 Simple Random Sampling

Simple random sampling refers to a method of selection whereby each member of the population has an equal chance of being selected (Cohen et al 2007). Simple random sampling was employed in selecting the respondents from different departments and units. Students and teachers in ward secondary schools were selected using simple random sampling. The reason of using simple randomly sampling is to avoid subjectivity and bias, also to ensure that all the characteristics of the entire population are met.

3.5.3 Purposive Sampling

In this sampling procedure, item or respondents for the sample are selected deliberately by the researcher depending on the data she or he intends to collect from them (Cohen et al 2007). Purposive sampling method was used to get the required number of respondents from a group of District Council Top management officers, including DAO, DEO and Human Resource Officers. Head teachers were also selected using purposive sampling.

Interview was also used whereby few respondents were selected. Purposive sampling was also used in selecting wards and schools to be investigated. The rationale behind using purposive sampling is to ensure that the valid information's are obtained from the right source not only that but also to reduce the time to be spent during the data analysis stage.

3.6 Data Collection Methods

Both secondary and primary data were used. Secondary data from material such as text books, profiles, secondary school reports and minutes of committees and internet will be used to backup primary information. Structured interview was used for primary data. Questionnaire method was also employed due to the nature of work of some of the respondents, which do not give them time for the interview.

3.7 Data Collection Tools

3.7.1 Questionnaire

Questionnaire was used because it provides a chance to objectively give their own opinion and it enables data to be collected over a large area. The questionnaire was also enabled the respondent fill them in at their convenience time in order to reduce bias. The questionnaire was administered to District Education Officer (DEO), Head of school, teachers and students from selected schools.

3.7.2 Interview

This study mainly use face to face interview, which provide a fast hand experience and personal contact with interviewees. Interviews also provide high capability for facial validation which may be instrumental in gaining insight into the reason for

certain responses from participants. The face to face interview was conducted immediately after filling the questionnaires according to the participant convenient time. It included verbal discussion with the targeted employers such as District Education Officer (DEO), District Academic Officer, and some of the employees like teachers and students.

3.7.3 Documentary Review

This involves investigation of the secondary data and information collected which relates to the study from journals, reference books, research papers, annual reports and other sites. In this category, researcher visited District Education Officer (secondary) at Ruangwa district and collect current information.

3.7.4 Observation

According to Kothari, (1990:118-120), observation is commonly used method in studies relating to behavioral science. It is a way of observing things around us that mean data can be obtained by observing how things are. In this study the observation method was administered in schools by observing the working environment of the ward secondary schools including location of the schools, the situation of the teachers' offices and students' classrooms together with the general environment of the schools.

3.8 Reliability and Validity of Data

3.8.1 Reliability

Helen, G. (2008) Reliability is the accuracy of the scores of a measure. Reliability does not imply validity. That is a reliable measure is a measuring sometimes

accurately, but not necessarily, what is supposed to be measured. In this study the researcher established the reliability of the questionnaire by using pre-testing. The researcher distributed questionnaire guide to the same group of respondents and re-testing was be done.

3.8.2 Validity

Validity is an aspect which is concerned with whether the findings are really about what they appear about. It is a measure of how well a test measure what is supposed to measure (Saunders, 2007). To establish the validity of instruments, instruments were pre-tested by administering the Questionnaires to three (3) teachers and five (5) students of Nkowe ward secondary school. The intention is to correct any errors that might appear before the main study.

3.8.3 Ethical Consideration

The ethical issue was considered during the fieldwork. The researcher was ensuring the confidentiality to her respondents on the information which was provided. This is because some of the respondents were uncomfortable to provide some of the information. Therefore in acquiring information, the use of force or questions, which might violate the ethical issue, were avoided and discouraged.

3.9 Methods of Data Processing and Data Analysis Procedures

Data processing is the process of manipulating data before data analysis takes place. The key activities in data processing are data entry, editing, coding, classification and tabulation. Data entry aims at converting gathering data to a medium for a viewing and manipulation.

The response from different respondents were sorted and grouped to make them correspond with the research objectives. The sorted data was then compared to identify the related data. *Data editing* is the process of where by the researcher examines collected data (raw data) to identify errors and omission and to make necessary corrections. The basic purpose of data editing is to secure quality and standard of the data. Editing involves inspection and if necessary correction of questionnaires or observation forms. (Kothari 2001:151).

Coding as one of the data processing stage, is the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Coding is necessary for efficient analysis and through it the several replies may be reduced to small number if classes which contain the critical information required analysis. *Classification* as a data processing technique, involve the arrangement of data in groups of classes on common characteristics. In other words, classification is just of putting responses of the same characteristics into a same group or class data having common characteristics or traits are placed or grouped together in one class and in this way the entire data are divided into number of groups or classes. The major role of the classification is to reduce the hugeness of collected raw data to facilitate easy tabulation.

Data analysis is a stage after data processing. It refers to computation of certain measures along with searching pattern of relationship that exist among data groups. There are two types of data analysis techniques which are qualitative and quantitative techniques. In this study the researcher will adopt qualitative analysis technique and partially quantitative analysis techniques. With qualitative technique

the collected data was edited, coded, classified and summarized in the form of tables and analyzing them using percentage.

CHAPTER FOUR

4.0 RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter intends to bring the presentation, analysis and discussion of findings, resulted from the research on “Factors affecting Teachers turnover in rural secondary schools in Tanzania: A Case of Ruangwa rural district council. The data analysis part involves the analysis of data collected from the field. Under this chapter data are presented, interpreted and analyzed in detail regarding to the main specific objectives and research questions.

4.2 Research Findings

Ruangwa rural district comprises of twenty one (21) wards, with 15 ward secondary schools which are public schools. The data collected from District Human Resource Officers shows that, Ruangwa district has 120 total numbers of teachers, but the total number of teacher needed is 256. Therefore there is a shortage of 136 teachers. The findings show that Ruangwa district has a good number of wards but little number of secondary schools. This situation leads to one secondary school to be used by more than one ward. During the field, the researcher was able to visit only five ward secondary schools among those 15 in Ruangwa rural. The following are the school visited by the researcher; Nkowe secondary school, Chienjere secondary school, Mnacho secondary school, Likunja secondary school and Chinongwe secondary school which are rural public schools.

Through observation done, the schools environment and the condition of school buildings are somehow satisfactory though not very conducive. Regarding

geographical location most of these schools are located in the interior for example Chienjere is very far from the village. Also there is a long distance from one school to the other. The location of the schools was mentioned as one of the factor which causes teachers turnover in rural public secondary schools.

4.2.1 Teachers Profile

According to the findings from the questionnaires, the data shows that most of the teachers obtained in Ruangwa rural are males with few females. For instance in Chinongwe secondary school, there were 8 male teachers, among them there were 1 female teacher. In Mnacho secondary school there were 10 teachers including the head teacher, two of them are female and the rest are males. This is indicated in the teacher's personal data. Most of these teachers are youths between the ages of 31- 40 years.

In Chienjere secondary school the number of teachers available is 5 including the head of school, 4 of them are males while 1 is female. Their ages fall between 20 - 30years and 31-40years. In Likunja secondary the total number of teacher is 6, including the head of school. 3 of the teachers in Likunja secondary are males and the rest 3 are females. Most of the teacher in Likunja fall between 30- 40 years, expect the head of school that is above that age. In Nkowe secondary there are 15 teachers 11 among them are males and 4 of them are females most of the teacher are ranged from 30-40years this means that majority are going very ambitious and with alot of expectations. This is probably the reasons why most of the teachers do not want to work in rural areas especially in Ruagwa rural.

Table 4.1: Teachers Status in Ruangwa District Council - 2013

RUANGWA DISTRICT COUNCIL SECONDARY DEPARTMENT						
S/N	School	Present		Total	Need/Required	Deficit
		M	F			
01	Chienjere	4	1	5	16	11
02	Chinongwe	8	1	9	16	7
03	Chunyu	5	2	7	16	9
04	Hawa Mchopa	4	2	6	16	10
05	Likunja	3	3	6	16	10
06	Liuguru	4	2	6	16	10
07	Namichiga	5	2	7	16	9
08	Nalung'ombe	3	-	3	16	13
09	Nambilanje	4	-	4	16	12
10	Mandawa	4	4	8	16	8
11	Makanjiro	2	2	4	08	4
12	Mbekenyela	11	3	14	24	10
13	Mnacho	8	2	10	16	6
14	Nkowe	11	4	15	24	9
15	Ruangwa	6	10	16	24	8
	TOTAL	82	38	120	256	136

Source: Compiled from Ruangwa District Council

Table 4.1 indicated the status of teachers in Ruangwa the number of teachers District Council in 2013. The table included the number of teachers present in different working stations, number of teachers needed, the total number of teachers in a district and the shortage rate. The data in the table includes both males and females.

4.2.2 Teachers Employed from 2009-2013 in Ruangwa District Council

The following data was given by District Human Resource Officer (DHRO) concerning the number of teachers employed in 2009 to 2013. According to the interview administered to the Human Resource Officer, the number of teachers employed in 2009 to 2013 was as follows:

Table 4.2: Teachers Employed in 2009-2013 in Ruangwa District

S/N	Year	Employed Teachers	Reported	Not Reported
1	2009	36	9	27
2	2010	-	-	-
3	2011	28	13	15
4	2012	26	15	11
5	2013	60	35	25
TOTAL		150	72	78

Source: Consolidated from Ruangwa District Council

Table 4.2 shows the number of teachers employed from 2009 to march, 2013. The data indicates that, some of the employed teachers do not report to their respective working stations due to various reasons as stated by the heads of schools and other teachers. For instance in the above table, 36 teachers were employed in 2009 but only 9 out of 36 teachers were reported which is almost 25% of the total number of employed teachers. The number of those who have not reported is 78 which are almost 52% of the total number of employed teachers. This variance of reporting pattern shows that there are factors which contribute to this situation. It also shows

that RDC has not managed yet to put in place some mechanisms which can attract more teachers to report to their work stations. The above data also shows that the percentage of teachers who have not reported exceeds the percentage of teachers who have reported.

According to the findings the reasons which make most of teachers not to report is that they are not attracted to go to the rural secondary schools due to the geographical location of schools absence of basic social services such as water, electricity and lack of teachers houses. On top of that, there are some teachers who report to their working station and leave immediately without any notes when they observe the working environment is not conducive. Due to that they regarded as absentees since there is no any information concerning their absence. According to the findings there are some teachers who left the teaching profession voluntarily in Ruangwa rural secondary schools. The total number of teachers who have left voluntarily from 2009-2013 in Ruangwa District is shown in the table 4.3

From the table 4.3 the total number of 21 teachers decided to leave the service voluntarily from the year 2009 to 2013. The average number of teachers who left service voluntary in Ruangwa District ranges from 1 to 7 teachers per year in the period of 2009 to 2013. The trend for teachers' turnover was not regular as indicated in table 4.3. The number varied in year depending on the number of circumstances in the external labour market including carrier advancement purposes and individual factors which forced someone to leave.

Table 4.3: Teachers who Left their Service Voluntary from 2009-2013 in Ruangwa Rural

		Frequency			
S/N	Year	M	F	Total	Percentage
1	2009	01	04	05	23.8%
2	2010	-	-	-	-
3	2011	03	03	06	28.6%
4	2012	02	01	03	14.2%
5	2013	03	04	07	33.3%
TOTAL		09	12	21	100%

Source: Field data collected by the researcher, 2012

4.2.3 Respondent Demographic Variables

Table 4.4 Respondent Occupation Profile

Occupation of Respondent	Frequency		Total and Percentage	
	Male	Female	Total	%
Senior Education Officers (DHRO, DEO & DAO)	2	1	3	3.7%
Head teachers	3	2	5	6.2%
Teachers	31	11	42	52.6%
Students	16	14	30	37.5%
Total	52	28	80	100%

Source: Research Findings, 2012

The table 4.4 shows the respondent occupation profile. The table shows that findings shows that, majority of respondents were teachers 42(52.5%) as teachers, 30(37.5%) of students, 5 (6.2%) were head teachers and 3(3.7%) were Senior Education Officers. Teacher was majority respondents because they were directly focused in the study and they are responsible for students' academic performance. Students formed the second biggest percentage of respondents because they are too affected by teacher's turnover. the head teachers formed low percentage of respondent because they are very few, that is one per school as compared to other teachers who are many. Senior Education Officers (DEO, DHRO and DAO) formed the lowest percentage since they are very few in the district. The gender results indicated that the researcher involved both gender, Male and Female, where male were 52(65%) and female were 28(35%).

4.2.4 Respondent Age and Sex Profile

Table 4.5: Respondent Profile by Age and Sex in Ruangwa District Council

Occupation of Respondent	Frequency				Total Percentage	
	Male	%	Female	%	Total	%
14 - 16	2	4.3%	1	2.9%	3	3.7%
17 -30	16	34.7%	11	32%	27	33.7%
31 – 50	24	52%	20	58.8%	44	55%
51 and above	4	8.6%	2	5.8%	6	7.5%
Total	46	100%	34	100%	80	100%

Source: Research findings

Further, the information in Table 4.5 presents the sex and age of the respondents. Male respondents constitute the biggest number of 46 than female who were 34. Those between 14-16 and 17 -30 years were secondary school students. The biggest percentage was aged 31-50years (55%), this means that majority of the teachers are young and energetic group who are desire quality life with a lot of expectations. This is probably the reasons why most of the teachers they don't want to work in rural areas especially in Ruangwa rural.

4.2.5 Respondent Profile by Level of their Education and Type of Occupation

Table 4.6: Respondents Profile by Level of Education and Type of Occupation

Respondent Level of Education	Respondent Occupation				Total	Percent
	Education officers	Head teachers	Teachers	Students		
Secondary Education	-	-	-	30	30	37.5%
Diploma Education	-	2	29	-	31	38.7%
Degree Education	3	3	13	-	19	23.7%
Total	3	5	42	30	80	100%

Source: Data from the field, 2012

Table 4.6 indicates the response according to the level of education was 30(37.5%), Diploma education was 31(38.75%) and degree level of education was 19(23.75%). The results show that most of respondents were well educated and knowledgeable on concepts which were asked. The content of table 4.6 is further highlighted in figure 4.1

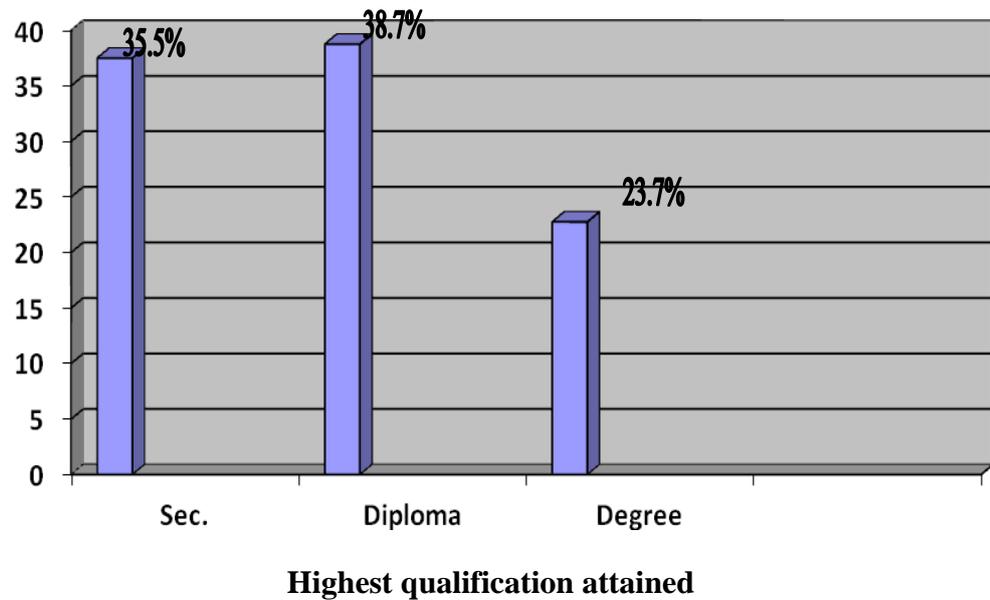


Figure 4.1: Category of Respondent by Highest Qualification Attained in Ruangwa District Council

Source: Research findings, 2012

4.2.6 Respondent profile by level of Teaching Experience

Table 4.7: Number and Category of Teachers and Head Teachers by Teaching Experience in Public Secondary School in Ruangwa rural

Teacher Experience	Respondents		Total	percentage
	Head teacher	Teacher		
1-3years	1	6	7	14.8%
4-5years	3	25	28	59.5%
6and above	1	11	12	25.5%
Total	5	42	47	100%

Source: Researcher Findings, 2012

The tabulated information in table 4.7 is further illustrated in figure 4.2

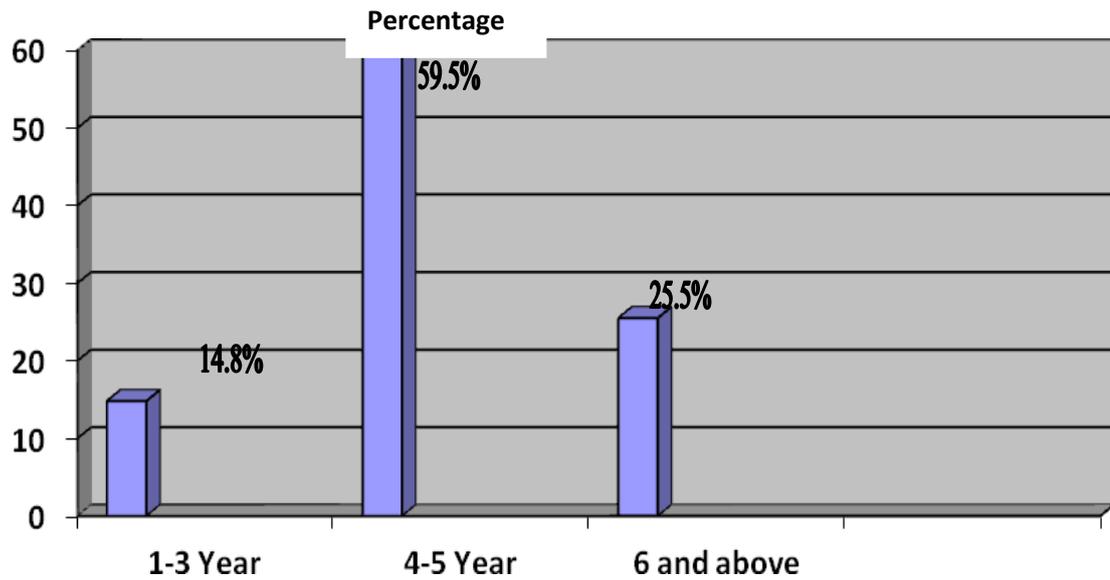


Figure 4.2: Category of Teacher and Head Teachers by Teaching Experience

Source: Researcher Findings, 2012

Figure 4.2 indicates category of teacher and head teacher by teaching experience in public secondary schools in Ruangwa rural. The results indicate that majority 28(59.5%) of teachers in public secondary schools in Ruangwa rural have spent 4-5years in their schools, 12(25.5%) of teachers they spent 6 years and above and 7(14.8%) teachers have spent 1-3years in their work stations. The figure suggests that, most of the teachers who are posted in Ruangwa rural are not going there in these recent years.

Analysis of data collected as regard to employer related factors and its impact on teachers' turnover was summarized in table 4.8. The researcher then wanted to determine whether unfavorable employer related factors affect teachers' turnover in Ruangwa rural. Table 4.8 shows the employer related factors on teachers turnover in public schools located in Ruangwa rural. There are highly ranked factors and lowest ranked.

4.3 Data Analysis

Table 4.8: Employer Related Factors for Teachers Turnover in Ruangwa Rural Secondary Schools

S/N	Employer Related Factors	Frequency of Respondent	Cumulative frequency	Percent age
1	Poor and difficult working condition(not attractive) poor offices and compound	41	41	19.8%
2	Delay in promotion and provision of teachers allowances, areas, salary and different claims	29	70	14.0%
3	Inadequate benefits (low payment insufficient profit and low salary and wages)	36	106	17.4%
4	Difficult conditions created by the District Council in granting study leave/ permit from their employer for those who wants to join universities.	08	114	3.9%
5	Lack of unsatisfactory teaching and learning material (working tools) especially in science subjects. No chemical in laboratories.	11	125	5.3%
6	Shortage of houses for teachers	17	142	8.2%
7	Lack of motivation which can attract them to with their professional	28	170	13.5%
8	Big teaching load due to the deficit/ insufficient number of teachers, which then discourage other.	07	177	3.3%
9	Improper allocation of duties	03	180	1.4%
10	Inadequate training	11	191	5.3%
11	Poor Management. For instance lack of transparency and participation from administration.	16	207	7.7%

Source: Data from the field

The highly ranked factors show that, the factors appeared to be the most dominating factors for teachers' turnover in Ruangwa rural secondary schools. The results shows that, the highly ranked factors are as follows: poor and difficult working conditions(19.8%), inadequate benefits including low payment insufficient profit and low wages and salaries(17.4%), delay in promotion and provision of teachers allowances, areas, salary and different claims(14.0%). Lack of motivation to teachers (13.5%) and Shortage of houses for teachers also is ranked high (8.0%).

According to the findings the most dominated employer factor was poor and difficult working condition which is not attractive. According to them, the working environment is not attractive since there are no good offices and other working facilities. The teachers use students' classrooms as their offices. From the observation there are no well-established administration blocks. The findings revealed that poor, insufficient and low wages and salaries are among employer related factors of teachers' turnover in Ruangwa rural secondary schools.

Though the issue of low wages is the national wide problem, the most affected people are people in rural areas because they do not have other income generating activities. This is the reason why some of teachers decided to shift from rural areas to urban areas seeking for better life hoping that they will succeed. Lack of motivation from schools Management and the Government itself is another factor for teachers' turnover in rural public secondary schools. Many teachers complain that apart from monthly salary there are no any incentives which can act as motivators. Teachers claimed that even though they get monthly salaries, they are not enough to make them sustain life in rural areas. As a result of lack of motivation, dissatisfied

employee will not be committed to his or her work instead the employee will quit the job.

Shortage of houses for teachers is another employer related factor for teacher's turnover. From the observation made from five schools, Nkowe, Chienjere, Mnacho, Likunja and Chinongwe there is at least one to three houses for teacher especially the head teacher and few teachers. For example in Chienjere there are three hoses including the head teacher house. In Mnacho there are two houses in Likunja there is only one house for the head of school.

Table 4.9 shows the Employee Related Factors for the teachers' turnover in Ruangwa rural secondary schools. Due to the findings some of employee related factors are ranked high while other factors are ranked low. The highest ranked employee related factors are as follows: Availability of reliable social services like tap water, transport and communication, electricity and banking services (22.2%). The data indicated that almost 22.2% of all respondents from all groups explained that the absence of reliable social services is the most contributing factor for labour turnover in Ruangwa rural secondary schools. The findings indicate that the absence of social services like tap water, electricity, communication, transport facilities makes the teachers not to be attracted to live in those areas.

Remoteness and long distance from teachers residential areas to school (school location) is another factor for teachers' turnover in Ruangwa rural schools. The data shows that 20.6% of teachers complain about living environment which is not

conducive at all. Their main concern is about absence of houses. This makes them to look for accommodation in villages around where villagers' houses are not in good condition.

Table 4.9: Employee Related Factors for Teachers Turnover in Ruangwa rural

S/No	Employee Related Factors	Frequency of Respondent	Cumulative frequency	Percentage
1	Negative altitude of the people towards Southern region	27	27	15%
2	Lack of reliable social services like tap water, electricity, transport and communication, banking and other services like Tigo-pesa and M-pesa.	40	67	22.2%
3	Development opportunity	13	80	7.2%
4	Poor corporation among teachers themselves	7	87	3.9%
5	Remoteness/long distance from teachers' residential areas to school. (school location)	37	124	20.6%
6	Personal interest to current job	12	136	6.7%
7	Marriage bonds where most of female teachers tend to move from one school to another in order to be close to their husbands	6	142	3.3%
8	High expectations	11	153	6.1%
9	Lack of experience to some teachers	2	155	1.1%
10	Looking for green pasture/not interested to teaching	25	180	13.8%

Source: Field Data collected by the Researcher, 2012

Also due the fact that most of schools are very far from the villages therefore teachers have to ride every day from the village to the working station. For example Chienjere secondary school is far from Chienjere village. Negative attitude towards southern region is another highly ranked factor. Most of the teachers do not report in their work station due to negative attitude they have on the southern regions which are Lindi and Mtwara regions. 15% of teachers ranked this as one of the factor that make teachers not to report or leave their work stations. People thought that Ruangwa is not a good place to live. Looking for green pasture is among the factor for teachers' turnover in Ruangwa rural. 13.8% of teachers ranked it as a factor for teachers' turnover. Most of young teacher they look at teaching just as a job not career. The researcher observes that most of teachers do not love teaching but they just take it as a step as they search for something better to do.

Other employee related factors are: high expectations teacher they have (6.1%), lack of experience to some teachers (1.1%), marriage bond where most of female teachers tend to shift from one school to another in order to be close to their husbands. For example in Nkowe secondary two female teachers they shift in 2012. The study revealed that failure to meet expectation is also one of the factors for teachers' turnover in Ruangwa rural. As illustrated by Maicibi, (2003) who argued that although a very part of staff management is motivation if expectations are not met, there will be a subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole. This study therefore was conducted to establish the relevancy of this effect to teachers in rural public secondary schools in Ruangwa rural.

Table 4.10: External (other) Factors for Teachers Turnover in Ruangwa Rural

S/No	External (other) Factors	Frequency of Respondents	Cumulative frequency	Percentage
1	Absence of income generating activities	37	37	31.35%
2	Poor infrastructures	12	49	10.16%
3	Parents are not cooperate	28	77	23.72%
4	Economic condition of the country.	41	118	34.74%

Source: Field Data collected by the Researcher, 2012

The table 4.10 shows the external or other factors outside the employer and employee factors. The data shows there are highly and lowest ranked external factors for teachers' turnover. General economic condition of the country seemed to be ranked higher than other factors. At times when economy is high, private organizations may have a possibility of employing many people. For example in Chinongwe secondary one teacher was employed in NBC bank limited as a bank teller in Lindi Town.

The study reveals that 31.35% of teachers were ranked absence of income generating activities as a factor for teachers' turnover. The findings reveal that lack of income generating activities like small business in Ruangwa rural areas causes teacher to quit from teaching since the salary is not enough for their survival. Other external factors are poor infrastructure (10.16%) and lack of cooperation from parents on

student progress (23.72%). The respondent claimed that parents around does not show cooperation to the process of teaching and learning to teachers and students. Students and their parents are reluctant to adhere to a lot of schools plans, especially academic issues and school contributions. This discourages the teachers, hence makes them to quit the job.

4.4 Presentation on Interest to Become a Teacher

Tab 4.11: Presentation of Interest of Students to Become Teachers

	Frequency	percentage
Agree	13	43.3%
Disagree	17	56.7%
Total	30	100

Source: Researcher findings

Table 4.11 shows students opinion on whether they would become teachers. The findings show that 17 (56.7%) students argue that they would never prefer being teachers simply because teacher has very low life standards and poor development. Also they argue that teachers are being paid low salary therefore no one prefers to working in low paying jobs. 13 (43.3%) of students said they wish to be teachers but they still mention the low payment as common problem.

4.5 Suggestions or Mechanisms on How to Reduce Teachers' Turnover

Table 4.12 shows the suggestions or mechanisms which can be used in order to remove teachers' turnover in Ruangwa rural secondary schools. The findings show that there are high ranked suggestions or mechanisms and low ranked. The most

leading ones are as follows: Improving working conditions (20.60%), increasing salary and other benefits (18.59%), establishing reward system (10.5%), application of motivational strategies by managers (14.07%), improving teachers' physical, social and professional experience of work (7.03%), developing mutual relationship among employees themselves (8.04%), and consideration of age, sex, and education level in the distribution of duties and responsibilities (6.53%). According to the questionnaire and interview done, these factors in their respective order were highly ranked. Other factors were provide chances for achievement and carrier development (6.03%), frequent checking and inspection of teachers in their working stations (4.52%) and developing high level of recognition to teachers.

4.6 The Strategies or Mechanisms Currently used by the District Council in Managing Teachers Turnover in Ruangwa Rural Secondary Schools

In order to curve the problem of teachers' turnover, the Ruangwa District Council has set some mechanisms which are currently used to reduce the problem. These include the following:

i) Signing of Bonds and Contracts at the Early Stages of Employment

The response from the top management indicated that, the management for teachers' turnover in rural public secondary school is done by signing contracts and different bonds especially for the new employment. According to the findings, this has been implemented effectively by human resource officer at District level. New employed teachers are given contract to sign. Teachers are given letter of appointment which contains the conditions for the appointment both commitment and declaration.

Table 4.12: Suggestions on How to Remove Teachers' Turnover in Ruangwa District

S/No	Strategies/ Mechanisms	Frequency of Respondents	Cumulative Frequency	Percentage
1	Improving working conditions	41	41	20.60%
2	Increase salaries and other benefits	37	78	18.59%
3	Provide chances for achievement and carrier development	12	90	6.03%
4	Establish reward system and performance standards	21	111	10.55%
5	Improving teacher's physical, social and professional experience of work.	14	125	7.03%
6	Application of motivation strategies by managers	28	153	14.07%
7	Develop mutual relationship among the employees themselves and the administration	16	169	8.04%
8	Frequent checking and inspection of teachers in their working stations.	9	178	4.52%
9	Consideration of age, sex and education level in the distribution of duties and responsibilities	13	191	6.53%
10	Developing high level of recognition	8	199	4.02%

Source: Data collected from the field, 2012

The government and other delegated higher authorities can be responsible in managing the signing of bonds and other contracts in order to put in place restrictions and mechanisms of improper terminations and disappearance of teachers. The importance of signing contracts and bonds is to ensure discipline teachers who want to leave without following the employment procedures and regulations.

ii) Construction of Teachers Houses

According to the response given by District Education Officer is that, Ruangwa District Council under the program of SEDP is now in the process of constructing teachers housed at least one house in each school in order to enable some few teachers to get accommodation. According to him, the implementation of constructing teachers' house is under different developmental programs such as SEDP and TASAF which are initiated by Local government under the policy of decentralization. These programmers are run in secondary schools under SEDP and they are implemented to some extent.

iii) On-Time Payment of Substance Allowances for the First Appointment

Teachers According to the Human Resource officer, the first appointment teachers are given their substances allowances on time, some few days after reporting while before there were some delays. Also, the payment of their salaries is done in the first month after the reporting date. According to the response from the respondents payment of teachers' allowances on time can act as a motivation for them to stay in their working place.

The findings reveal that most of the teachers who are in first appointment tend to be discouraged with the delays in paying subsistence allowances they have no alternative for their survival. Therefore, they tend to be discouraged with the delays hence some of them decide to quit the teaching profession and join other professions. In order to retain the teachers payment of subsistence allowance and other claims are to be released on time.

iv) Establishment and Organizing In-service Training program in order to Acquire Teachers with Experience

The findings reveal that the establishment of in-service training can act as a motivator and a mechanism in retaining teachers in their working places. According to the findings, from the top management, there is a program of in-service training, for example INSERT training programme for science teachers which is done yearly. This is taken to be one of the mechanisms which will enable the teachers to acquire the professional experience of work hence they develop confidence and be competent in delivering quality education to the students. According to the response from the respondents is that this can act as one of the mechanisms which can retain teachers in the teaching profession.

v) Establishing a Clear Training and Development Program through Study Leave Roster

According to the response from DHRO, there is a well-established training program. The Ruangwa District Council has managed to establish a good training program which is seen as one of the mechanisms in managing teachers' turnover in order to provide teachers with chances for achievement and carrier development. Armstrong (1996) explains that, resignation and turnover may increase if people are not trained since they feel that demands are not made upon them which cannot be reasonably be expected to fill without proper training. Training or career development gives competence and confidence to the respective employee.

vi) Establishing Motivation and Attractive Packages for the Employed Teachers who Report for the first Appointment

There is also a plan of establishing motivational and attractive packages for the teachers who report for the first appointment which it considered to be one of the mechanisms which can retain teachers in their working stations. This can be done by providing basic needs such as food and shelters though building teachers houses in collaboration with the community around. This can go along with the payment of teachers subsistence allowances on time for appointment teachers. According to the DHRO, this program is not yet in place but a plan to be completed soon in the year, 2013/2014. This program involves providing teachers with supportive material such as mattresses, beds and other facilities which can make them sustain their lives in rural environment. The DHRO in Ruangwa district has put this as the forward as one of the mechanism which can reduce teachers turnover in rural public secondary schools.

4.7 Discussion of the Findings

4.7.1 Factors Affecting Teachers' Turnover

The researcher has classified the factors affecting teachers turnover into three categories which are: Employer related factors, employee related factors and external or other factors. The following is the explanation of the categories mentioned above:

4.7.1.1 Employer Related Factors for Teachers' Turnover in Ruangwa Rural Public Secondary Schools

The first question of this study was "What are the effects of employer related factors on the teachers' turnover in public secondary schools in Ruangwa district? Most of

response reveals that there is a positive relationship between employer related factors and teachers turnover. These factors include the following: Poor and difficult working condition, delay in promotion and provision of teachers allowances, areas, salary and different claims, inadequate benefits (low payment, insufficient profit and low salary), difficult conditions created by the district council in granting study leave, shortage of teaching and learning materials, shortage of houses for teachers, lack of motivation, big teaching load, improper allocation of duties and inadequate training.

The study found that poor and difficult working environment are highly affect teachers turnover in Ruangwa district. “The poor the working environment, the higher the teachers turnover” in supporting for this Maicib (2003) reported that when employees work under poor management condition, they tend to behave like caged animals looking for the slighted opportunity to escape in such situation when and opportunity opens, whether less than the present job, the employee could leave without looking the present job, the employer could leave without looking behind. Therefore employer related factors especially poor working environment and low wages and salary are potential motivator which can boost teachers morale, enhance their job satisfaction and reduce turnover.

4.7.1.2 Employee Related Factors on Teachers’ Turnover in Public Secondary Schools in Ruangwa District

The second question was “What are the employee related factors that affect teachers’ turnover in rural secondary schools in Ruangwa district”? The study reveals that the

employee related factors for teachers' turnover include lack of reliable social services like tap water, electricity, transport and communication; this is the highly ranked employee related factor for teachers' turnover in Ruangwa rural. Other factors are absence of other income generating activities apart from teaching, remoteness or distance from teachers residential to school, employee expectations where by employee is expected to gain something more but lastly he gain nothing,

Other employee related factors are marriage bonds whereby most of female teachers tend to shift from one school to another in order to be close to their husbands. Lack of experience to some teachers, changing profession and looking for green pasture are the employee related factors for teachers' turnover. According to findings most of teachers in Ruangwa were between 31-50years old. This shows that most of teachers are young and energetic with high expectations thus why they decided to quit from teaching and looking for green pasture elsewhere.

4.7.1.3 External (Other) Related Factors for Teachers' Turnover in Ruangwa District

This is another category discussed for factors affecting teachers' turnover. This involve factors such as absence of income generating activities apart from teaching, poor infrastructures, economic factors and lack of cooperation between parents and teacher on teaching and learning process. Most of the parents in Ruangwa rural are not educated therefore it is difficult to them to assist their children in learning process. According to the findings, it shows that the most contributing factor for teachers' turnover is caused by the government itself. Most of the teachers quit the

teaching profession due to the poor condition created by the government including poor working condition, low salaries and benefits, absence of social services around their work stations like transport, communication and other basic needs, lack of motivation from the government as well as from their schools management.

4.8 Suggestion for Reducing Teachers Turnover

Another question was “What strategies do you think will help to reduce teachers turnover in Ruangwa district? The purpose of this question was to know the suggestions on how to remove teachers’ turnover in Ruangwa rural secondary schools. According to the finding, the following were the strategies which were suggested by the respondent: the government should improve working environment by insuring all teaching and learning materials are available at school, increase salaries and other benefits like teaching allowances. Also teacher needs to have a chance for achievement and carrier development as Gupta (2011) suggest that training helps to improve self-confidence of an employee. It enables him to approach and perform his job with enthusiasm. Trained employees can perform better and thereby earn more.

According to the response from respondents other strategies could be: establishment of reward system and performance standard, improving physical, social and professional experience, application of motivation strategies by head teacher or education officers such as, paying the teaching allowances and subsistence allowances on time. Also teachers need to be promoted on time, education officers also should develop mutual relationship among employee themselves, consideration

of age, sex and educational level in distribution of duties and responsibilities. This is because most of head teachers in public secondary schools are diploma holder while there degree holder teachers. Apart from that teachers also need to be recognized by their managers. Due to interview conducted with the teacher some of the teachers explained that lack of job recognition is another cause for the teachers' turnover in rural public secondary schools. Employee tends to feel as the part of the organization when they recognized or if their contribution is recognized by the organization.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter summary of the main findings, conclusion and recommendations are presented. The study was conducted through questionnaires, interview, observation and documentary review. The selected sample, documentary sources and the observation schedules were used through which the data was collected and being analyzed. Basing on the research objectives and research questions, the main parts of this study are: the part which involves factors that affect teachers' turnover in Ruangwa rural and the strategies in managing the problem of teachers' turnover.

5.2 Summary of the Main Findings

As explained in the previous chapters, that there is the problem of teachers turnover in public secondary schools in Ruangwa rural which has been brought by the number of factors as identified from the interview and questionnaires. The study found that unfavorable employer related factors significantly affect teachers' turnover in public secondary schools in Ruangwa district. In particular the study established that poor and difficult working environment, delay in promotion and provision of teachers allowances, areas, salary and different claims also are the factors of teachers turnover. other employer related factors are inadequate benefits, insufficient profit and low salaries, lack or unsatisfactory teaching and learning material for instance absence of laboratory apparatus and chemicals where by science teachers may fail to teach practical in science subjects such as chemistry, physics and biology subjects.

Lack of motivation to teachers which can attract them to continue with their professional, inadequate teaching, big teaching load and improper allocation of duties are also employer's related factors that affect teachers' turnover in Ruangwa rural secondary schools.

The study also found the employee related factors for teachers' turnover in rural public schools in Ruangwa district. The employee related factors includes: lack of reliable social services like tap water, electricity, transport, communication and banking services, searching for green pasture, remoteness or long distance from teachers residential area to school, high expectations teachers they have also is a factor the teachers turnover. Other employee related factors are marriage bonds whereby most of female teacher tend to shift from one school to another in order to follow their husbands. Some teachers also do not report to their work stations due to negative attitude towards southern region that is a not good place to live. According to the findings availability of social services it seems to be a high ranked employee related factor for teacher turnover in Ruangwa district.

The study findings also show that external factors like economic condition of the country, poor infrastructure, lack of cooperation between parents and teachers on teaching and learning process this is because most of the parents in rural areas are not well educated. Absence of other income generating activities, which help teachers to increase their income. Economic condition of the country seemed to be ranked very high because most of the teachers quit from teaching when the economy of the country is very high. And when the economy is low there is also low level of

teachers' turnover because there is lack of opportunity for employment in other organization.

Since the main target of the study was to find out factors affecting teachers' turnover in rural public secondary school, there are also some of the strategies given by the respondent in order to remove teachers turnover. The following strategies were given by all respondents: according to the response from RDC Top Management including Human Resource Officer and Education officer, the currently used strategy in managing the problem of teachers' turnover are as follows:

First is signing of bonds and contracts on employment basis at the early stages of employment. This is supervised by the human resource officer in District Council. Second, Construction of teachers houses program which is under SEDP and TASAF initiated by SEDP (secondary Development Program) is also a strategy. According to the response given by District Education Officer is that, Ruangwa District Council is that the construction is done by SEDP and TASAF which are now in the process of constructing teachers houses at different wards.

Third, on- time payment of subsistence allowances for the first appointment teachers. According to the human resource officer is that, the first appointment teachers are given their subsistence allowances on time. Fourth, Establishing and organizing in-service training program in order to acquire teachers with experience. In-service training can act as a motivator and a mechanism in retaining teachers in their working places. For instance ICT, INSERT, TDM training program acquire teachers with experience and skills in teaching. Fifth, establishment of motivation and

attractive packages for the Employed Teachers who report for the first appointment. According to them, it is not yet in place, but it is a plan which is going to be implemented soon. Lastly, establishing a clear training program through preparing a study leave roster whereby according to the responses' from one of the human resource managers is that Ruangwa District Council has managed to establish a good training program in collaboration with heads of schools who ordered to prepare the study leave roster in order to avoid inconveniences which might occur during the process of granting study leave to the teachers. This plan has also has been initiated by the Ministry of Education and Vocational Training as a control mechanism in managing the turnover.

The response from other respondents like head of schools and teachers were as follows: improving working conditions, increasing salary and other benefits, establishing reward system, application of motivational strategies by education officers, improving life style, develop mutual relationship among employees themselves and frequent checking and inspection of teachers at their working station. As indicated in the findings, this situation is the result of poor working and living conditions, insufficient benefits, poor human resource policies imposed by higher authorities towards teachers or lack of strict policies towards the termination of employment contracts, poor schools management and other related reasons.

The impact of teachers' turnover in rural public secondary schools can result into the problems such as poor academic performance of the students and expenses to the government in the process of employing new teachers in order to replace those who

have left. Also overtime costs might be incurred to obtain part time teachers to cover the gap and wastage of financial resources. The turnover can result into the wastage of human resources that is deficit of teachers hence failure to accomplish the states goals.

5.3 Conclusion

Management of teachers' turnover in public secondary school is necessary because it enables the school to survive and produce quality education for the benefits of individuals and in the national development at large hence competing in the labour market in the fast changing world of science and technology. Efficiency and effectiveness competition in the labour market results from factors such stability of human resource, working competences among employees which depend on skills and knowledge. All these cannot be obtained without education, which need human resources that are teachers who are the main implementers in the provision of education. In order to manage the problem is better to know the causes or factors which leads to the problem and suggesting the mechanisms or strategies in managing the problem as explained in the previous chapters.

5.4 Recommendations

Having navigating the factors that affect teachers turnover in Ruangwa district, the researcher has come out with the following recommendations which should put forward and considered in order to rectify the situation:-

- i) Employer must improve the working environment and working conditions in rural public secondary schools. This should be done in order

to motivate the teachers to work, hence reducing the high rate of teachers' turnover along with its negative impact. This can be achieved through establishing friendly environment both working and living environment in order to retain teacher. On the light of the above point, social and basic services in rural areas are to be improved and modified. The basic services involve teachers' houses, tap water, health facilities and transport. If these basic services are improved, the environment will be conducive and attract not only teachers but also other workers in other organization like hospitals.

- ii) Also the rate and mode of payment for teachers' allowances, salaries and other benefits should be improved by setting clear payment policies and use them in order to guide the whole process of payment. The government should increase the salaries, allowances for the teachers in order to motivate them. Also, the promotion criteria should base on certain merits along with the proper salary scales allocation without any delay. This implies that the promotion has to match with salary scales immediately after receiving a promotion letter.
- iii) Motivation and attractive packages are to be provided to the teacher who lives in rural areas. The government with its bodies has to ensure that there are attractive packages for teacher including teachers' allowances such as transport, risk allowance and responsibility allowances, loans along with paying teachers' salaries, claims and other benefits. Unnecessary delays in the payments of teacher salaries should be minimized.

- iv) Improvement in the management style and procedures are to be applied especially for the factors which are management oriented. The school managements have to find other alternatives in providing incentives to teachers rather than depending on increase of salaries and other benefits from the government. This will help to minimize complains hence increase morale and commitment and in turn the turnover can be minimized. The roles and responsibilities are to be reformed and defined clearly by the schools administrators.
- v) It is also recommended that, human resource policies should be emphasizes by the government together with its organs since they act as guide in all process of managing employees. These policies involve policies for performance standards, reward system after a certain performance and performance management appraisal policies. On top of that, signing of bonds and contracts should be emphasized by the government at the early staged of employment. During the orientation of the new staff, the human resource managers should elaborate to new staff about the employment policies, working regulations so as to avoid divergence.
- vi) It is also recommended that, good supply of teaching and learning material and improvement of teaching environment can be used as a strategy in order to remove teachers' turnover. To achieve a high quality of education in the era of Education for All is not an easy task. In order to achieve this, the government needs to supply a large number of teachers and to provide the related educational resources; and Bhattacharyya

(2011) assets that, motivating is part of a managerial task, as it satisfies both individual and organizational needs. Managers always endeavor to sustain the motivating environment to get the work done in an effective and efficient manner.

- vii) Generally, the important role and contribution of teachers to the development of the nation should be realized and recognized by the government and other stakeholders. This will be manifested through the responsiveness of the government towards teachers' rights, needs and claims. By doing so, it can reduce teachers grievances and complains hence reduce the turnover rate of teachers from public secondary school.
- viii) Finally, the researcher recommended that, community involvement should be emphasized since most of these schools are expected to be run by the community around. This will reduce the gap between communities around the school, hence enhancing community support and build relationship between the teachers and the community.

5.5 Implication of the Findings

The study provides the suggestions of mechanisms or strategies on how to reduce teachers' turnover problem in Ruangwa rural public secondary schools. The strategies may enable the schools to have a good number of teachers and enables the school to survive and produce quality education. If the teachers turnover problem will not managed the quality of education in Ruangwa district and the country at large will be very low which may leads to poor performance for secondary school students.

5.6 Limitation of the Study

During the study, the researcher was expected to meet 120 respondents, but due to the time and financial problems she was able to meet only 80 respondents. Also due to the location of the schools, whereby there is a long distance from one school to another the researcher was able to visit only five schools among the 10 targeted schools.

5.7 Suggested Area for Further Study

From the literature, analysis and findings, there is a need of conducting further studies in the following areas:

- i) The relationship between students' performance and teachers' turnover
- ii) The contribution of schools Management to the teachers' turnover
- iii) Since the study was conducted in rural public secondary schools there is a need to conduct a study on the factors contributing to teachers' turnover in urban public secondary schools.

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APPENDICES

Appendix 1: Questionnaires for Teachers

Introduction

My name is Lydia Mchia, MHRM student at Open University of Tanzania. The purpose of this questionnaire is to collect information about teacher turnover in public secondary schools in Ruangwa rural. This work is for academic purpose only. To make this work successful, I request your cooperation and voluntary participation.

Instructions: please fill or tick where applicable

Part 1: Background characteristics

1. Name of the school.....
2. Sex:

(a) Male	()
(b) Female	()
3. Age

(i) 20-30 years	()
(ii) 31-50 years	()
(iii) 51 and above	()
4. Level of Education

(i) Diploma	()
(ii) Degree	()
(iii) Master	()
4. Time spent in school (year).....
5. Approximately how many teachers have left since your joined this school?
.....

Part II. General statements and Questions on Teachers turnover

6. Mention some of the employer related factors that cause's teacher turnover in your school

7. (i). Do you think teacher themselves are responsible for their turnover in your school?

(a) Yes ()

(b) No ()

(ii). If yes mention some of these teachers (employee) related factors?

8. (i). Is it possible that factors outside your school can affect teacher's turnover in

Your school? (a) Yes ()

(b) No ()

(ii) If yes, mention some of those factors.

9. (i) Do you think it is important to retain a permanent staff?

(a) Yes ()

(b) No ()

ii. If yes, why?

10. What recommendation or suggestion(s) can you make to reduce on teacher turnover?

Thank you for your cooperation.

7. (i). Have you ever thought of becoming a teacher of secondary school?

a. Yes ()

b. No ()

(ii). If No, give reasons.....

8. Could you mention at least three (3) factors that may affect teacher's turnover?

(i).....

(ii).....

(iii).....

9. On your own view do you think teacher turnover affects student academic performance? How?

Thank you for your cooperation.

Appendix 3: Questionnaire for Head teacher

Introduction

My name is Lydia Mchia, MHRM student at Open University of Tanzania. The purpose of this questionnaire is to collect information about teacher's turnover in public secondary schools in Ruangwa rural. This work is for academic purpose only. To make this work successful, I request your cooperation.

Part I

1. Name of school.....
2. Qualification.....
3. Which year did you join in this school?
4. Duration of being a head teacher (year).....
5. Number of teachers in your school.....

Part II

6. At least how many teachers leave your school in a year?
.....
7. In your own view what do you think are the main causes of teacher turnover in rural secondary schools in Ruangwa district?
(i).....
(ii).....
(iii).....
8. Do you think the same cause could possibly let teachers to leave in your school?
.....

9. i. Are there specific factors that have led to continued teacher outflow in your school?

(a) Yes () (b) No ()

ii. What are they?

.....
.....

10. What recommendation(s) can you make to reduce teacher's turnover?

Thank you for your participation.

Appendix 4: Questionnaire for Senior Education Officer

Introduction

My name is Lydia Mchia, MHRM student at Open University of Tanzania. I am doing a study on factors affecting teacher's turnover for public secondary schools in Ruangwa District Council. Your response to few questions below will make this study success. Your information will be treated confidential and will be used for research purpose only.

SECTION A: background characteristics

1. Tick your appropriate gender
 - Male ()
 - Female ()

2. Tick your appropriate age
 - 25-40 years ()
 - 41-60 years ()
 - 60 and above ()

3. Indicate your education level
 - Secondary education ()
 - College education ()
 - University education ()

4. List your Job title.....

Section B: General Statements and Questions on Teachers Turnover

Tick a number from the scale below to show how you agree with each of the following statements in relation statements in relation in relation to your knowledge of the institution.

Strong agree (5)

Agree (4)

Not aware (3)

Disagree (2)

Strongly disagree (1)

What are the effects of teacher's turnover?

PART A:

No.	Suggested reason for teacher turnover	5	4	3	2	1
1	Poor and difficult working environment					
2	Lack of motivation					
3	Low employee benefits					
4	Lack of development opportunity					
5	Inadequate training					
6	Social mobility					
7	Lack of promotion					
8	Poor management					
9	Incompetence of an employee					
10	Work load/stress					

PART B: General questions on teacher's turnover

1. Do you think you have the right teachers for the school?
 - i. Yes ()
 - ii. No ()
 - iii. If No give reasons?
 -
2. There is a problem of teacher's turnover, what do you think are the reasons for the teacher turnover?
3. How often are your teacher taken for the training encase of any changes in the curriculum?
.....
.....
4. May you please identify and mention the mechanism used by your office in dealing with teachers problems
.....
.....
5. Do you have statistics with regard to labour turnover for the period starting from 2009 to 2013?
Yes ()
No ()
6. What are the statistical figures which shows the number of teacher who have turned over their carrier in the last four years period? (that is 2009-2013)

Thank you for your participation