THE EFFECTS OF TEACHERS'S TURNOVER ON TEACHING EFFECTIVENESS IN SELECTED PUBLIC PRIMARY SCHOOLS AT DODOMA URBAN DISTRICT COUNCIL

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled, "Effects of teachers turnover on teaching effectiveness in Public Primary School at Dodoma Urban District" in partial fulfilment for the requirements of the degree of Master of Arts in Monitoring and Evaluation (MA M & E).

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Dr. Harrieth Mtae

(Supervisor)

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Date

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DECLARATION

I, Palla Angerous, do hereby declare that this dissertation is my own original work that it has not been presented to any other University for similar or any other degree award.

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Signature

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Date

DEDICATION

I dedicate this dissertation work to my family and my friends. A special feeling of gratitude to my loving Mother Doroth Palla whose words of encouragement and support. Thank you so much.

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My deepest gratitude goes to God who has provided all that was needed to complete this program for which it was undertaken for. There was never lack or want. Throughout this entire study, He took care of everything that would have stopped me in my tracks and strengthened me even through my most difficult times.

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ABSTRACT

The challenge of employee turnover is common in both small and large organizations in the world. The study focus on the following specific objectives of this thesis to explore the teachers turnover rate in selected primary school, to determine the factors contributing to teachers turnover and to examine the effects of teacher turnover on delivery of quality and good service a case of selected public primary schools at Dodoma Urban district council, The Study guided by Two-Factors Theory. The Study targeted 100 respondents from selected primary School and education officers. The Study used Questionnaire, interview, documentary review and observation to collect primary and secondary data. The data collected were sorted, cleaned, edited and coded for using SPSS statistical package. The findings of the study analysed using percentages and frequencies then presented using tables. The findings indicate that there is low rate of teacher's turnover in Dodoma Urban district Council, whereby an average of one to two teachers leaving teaching job in every year. Also the study revealed that apart from low rate of teachers' turnover there is shortage of teachers in Dodoma Urban where by one school have five to thirteen teachers. Poor working conditions, poor remuneration, harassment, and loan/debt have been the major reason for primary school teachers to leave their job in Dodoma Urban.Major recommendations that were made include the following: The schools administrations should provide mentoring programs for new teachers; these programs will help the new teachers to be familiar and cope with teaching job. Also, the government should offer incentives to primary school teachers so as to motivate them working in difficulty environment. Furthermore, the government should increase teachers'salary to reasonable amount.

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LIST OF ABBREVIATIONS

CSRP   Civil Service Reform Program

DPEO   District Primary Education Officer

DPEOs   District Primary Education Officers

ETP   Education and Training Policy

LGAøs   Local Government Authorities

LGRP   The Local Government Reform Programme

PEDP   Primary Education Development Plan

PSLE   Primary Education Leaving Examination

PSRP   Public Service Reform Program

SPSS   Statistical Package for Social Science

TPR   Teacher Pupil Ratio

UPE   Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This part introduces the study, it covers the following aspects; background of the Study, Statement of the problem, Objectives of the study, Study questions, Significance of the study, Organization of the Thesis and Conceptual frame work.

1.2 Background of the Study

The question of turnover is not new among small and large organizations in the world. This is due to the fact that, employees are not static resources, they are dynamic, and they respond to changes and needs that come from within and outside the organization. Such changes and needs create opportunities for some employees to leave and others to join the organization. According to Price (1997) Employee turnover is the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Employee turnover is a double-edge issue.

On one hand, excessive employee turnover can have negative effects on the organization such as drop in productivity of existing staff, loss in profitability, corporate knowledge, and skills and competencies, disruptive and self-perpetuating but also getting replacement takes time and costly training (Santiago, 2001).. On the other hand, the advantage of high turnover is the lower labor expenses associated with employees not sticking around long enough for pay raises and opportunity for the organization to get new ideas (Egan, 1995, Beer 1981).

Education as industry cannot be isolated from the effects of employee turnover. In the education industry, teacher turnover has become a global challenge. Concerns about educator turnover and attrition are reported widely as a global phenomenon. Teacher turnover is a big problem for America's public schools. The teacher turnover rate had grown by 50% for the past fifteen years (National Commission on Teaching and America's Future, 2012).Secondary schools' charter teachers were almost four times more likely to leave. Turnover was highest at the neediest schools and leaders of such schools were in constant cycle of rebuilding their staff (Strauss, 2014). Also, in United Kingdom, many teachers were reportedly leaving the teaching profession for greener financial pastures in other countries (Pillay, 2013).

Moreover, the Gambian Teachers' Union reported a massive exit of teachers from the profession due to among other reasons a lack of adequate salaries. Tanzania as other countries is also faced with teacher turnover crisis. Rural primary schools are sorely understaffed. Many primary schools have one teacher for 100 pupils. The government has been taking different initiatives through different programs such as Primary Education Development Plans II (PEDP II of 2007 – 2011) to rightfully allocate more new teachers to primary schools, but this has little impact as many of them leave within the first year, whereby in 2008, almost 40% of new primary school teachers left the teaching work force.

The teacher turnover in rural primary schools cannot be overcome if these trends continue. Remote incentives are popularly used in neighboring countries to help address this issue. Typically in the form of salary increases but also including flat hardship allowances or earlier promotion opportunities, remote incentives may prove

vital to retaining teachers in rural areas. To cope with teacher turnover, schools, particularly rural primary schools, have been taking in unqualified teacher to teach (For four leavers). These particular teachers lack teaching skill, and classroom management skill, which are important skills to be applied during classroom teaching-learning process so as to allow application of other skills. They fail to control pupilsø behaviours such as lateness, chatting, noise, teasing and fighting which affect pupilsøparticipation in the process of teaching and learning

1.3 Statement of the Problem

There is limited teaching effectiveness in Primary school at Dodoma Urban due to teachers turnover .In any education system the availability and quality of the teaching force is an indication of the quality of education in that system (Mathew A. Kraft 2015). It is therefore important that adequate attention be paid to availability and quality of teachers to ensure quality education. Several studies have been carried out to establish the link between teacherøs turnover and quality of education. One of the studies was conducted by Coleman in Ohio it was noted that availability and quality of teachers have a positive impact on the level of academic achievement of students attending schools (Coleman 2011).

Teacher turnover has been causing the shortage of teachers in Tanzania, whereby many primary schools have 1 teacher for 100 pupils (Hakielimu 2014). This study was specifically focus on the effects of teachersø turnover on teaching effectiveness in public primary schools. Therefore, research on effects of teachersø turnover on teaching effectiveness in public primary schools is still considered important to bridge the gaps left by other studies mostly on exploring teachersø turnover rates,

factors contributing to teachersø turnover and effects of teacherøs turnover on teaching effectiveness in Public primary schools.

1.4 Research Objectives

The general objective of this study was to examine effects of teacher turnover on teaching effectiveness in selected public primary schools at Dodoma Urban; The study was guided by the following specific objectives,

i. To explore teacher turnover rates in selected primary schools Dodoma Urban.

ii. To determine factors contributing to teachersø turnover in selected primary schools Dodoma Urban.

iii. To examine the effects of teacherøs turnover on teaching effectiveness in selected primary schools at Dodoma Urban.

1.5 Research Questions

i. What are the teacherøs turnover rates in selected primary schools at Dodoma Urban?

ii. What are the contribution factors to teacherøs turnover rate in selected primary schools at Dodoma Urban.?

iii. How does teacherøs turnover rate affecting teaching effectiveness in selected primary schools at Dodoma Urban?

1.6 Significance of the Study

The findings of the study will help the government to improve teachers working environment in order to perform better and remain in the teaching career. Also will contribute to the improvement of quality of education in order to improve academic

achievement of students in the country by paying adequate attention to teachers needs and attend them in order to solve problems related to this sector. Moreover, this study is significant to the Ministry of Education to realize that training and development that is specific to the needs of the teachers is strongly recommended to ensure retention of staff. Policies will be developed that will mitigate staff turnover's negative effects and hence boost school performance and management.

1.7 Scope of the Study

This Study covered up issues related to teacher's turnover and its relation to teaching effectiveness in Dodoma Urban District Council. The study was focused only on selected Public Primary Schools in Dodoma Urban District Council.

1.8 Organizations of the Study

This study is organized in five chapters. Chapter one consists of introductory part, background of the study, statement of the problem, objectives of the study, research questions, and rationale for carrying out the study, and organization of the study. Chapter two covers literature review whereby a number of issues linked to the topic are discussed. Chapter three describes research methodology that covers all methods and techniques that were used in data collection, the population of the study, sample size and sampling technique, methods of data collection (questionnaires, observation, interviews, and documentary review) and the methods of data analysis. Chapter four is organized into three parts: the first part presents the brief background of Dodoma Urban district council, the second part presents findings on demographic characteristics of the respondents of the study, and the third part presents findings

and analysis with respect to the purpose of the study, research objectives and research questions. Chapter five represent a summary, conclusion and recommendations drawn from the study. The purpose of this study was to examine the effects of teachersø turnover on teaching effectiveness in selected Public Primary School at Dodoma Urban District Council.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter used to explore the various studies related to the topic in discussion. Specifically the chapter will look on Definition of Concept, Theoretical Review, Empirical Literature Review, Gap and Conceptual framework.

2.2 Definitions of key Terms

2.2.1 Turnover

An event or occurrence that involves employees quitting employment as a consequence of dissatisfaction or getting better employment elsewhere. According to (Armstrong, 2003) if an employee is a good performer and if the organization has invested heavily in training (him/her), turnover can be a costly proposition.ö Turnover in this study, therefore, is the action of teachers leaving their teaching posts in public Primary schools to join private schools or vice versa or from schools to other sectors.

2.2.2 Labour

Labour is defined by Armstrong, (2006) as õthe human effort expanded in the purpose of acquiring money or other compensationö since it is impossible to separate the effort from the person exerting it, labour is normally taken to involve the entire body physique of the person in question. For the purpose of this study this definition shall apply.

2.2.3 Labour Turnover

Labour turnover refers to the number or percentage of workers who leave an organization and are replaced by new employees.

2.3 Classification of Turnover

According to Ruth Mayhew (2019) classifies employee's turnover into three classes Involuntary Employee Turnover Employee termination for poor job performance, absenteeism or violation of workplace policies is called involuntary turnover – also referred to as termination, firing or discharge. It's involuntary because it wasn't the employee's decision to leave the company. Layoffs could also be considered involuntary terminations, though layoff procedures usually are handled differently from termination. Some layoffs have certain federal and state provisions that aren't afforded to employees who are fired because of performance or policy violations.

Voluntary Employee Turnover When an employee leave the company of her own volition, it is called voluntary termination. Employees give a number of reasons for leaving their jobs. The may be accepting employment with another company, relocating to a new area or dealing with a personal matter that makes it possible to work. When an employee voluntarily terminates the employment relationships, she generally gives the employer verbal or written notice of intent to resign from the job.

Desirable and Undesirable Turnover often has a negative connotation, yet turnover isn't always negative event. For example, desirable turnover occurs an employee whose performance falls below the company's expectations is replaced by someone whose performance meets or exceeds expectations. It's desirable because poor job

performance, absenteeism and tardiness are costly replacing; a poor perfumer with an employee who does his job can improve the companys profitability.

2.4 Theoretical Review

2.4.1 The Two Factors Theory

The two-factor theory by (Frederick Herzberg) states that there are certain factors in the workplace that cause job satisfaction while a separate set of factors cause dissatisfaction, all of which act independently of each other. Bondless (2015) argues that in this theory, there are two types of factors that influence motivation satisfaction among individuals, particularly those who work in the employment sctors.This theory asserts that there are certain factors in the work place that can cause job satisfaction do not necessarily negate those that cause dissatisfaction; one does not necessarily increase exactly as the other decreases. in 1959,Herzdberg conducted a study from which he proposed a two factor approach when attempting to understand motivation among employee.

The two factors theory includes two type of factors that affect how motivated or satisfied an employee is at work. These are comprised of hygiene factors and motivator factors.Hygine factors are those that need to be addressed by a business in such a way that they would not result to the employees unpleasant experiences and feelings at work (Sincero,2008).The satisfaction of hygiene factors motivate employees in their work. The hygiene factors are; (i) wages, salaries and other financial remuneration (ii) Company Policy and administration (iii) Quality of interpersonal relations (iv) Working condition.

2.5 Status of Teacher Turnover in Tanzania

Poor environment of teaching and learning has been reported to be major cause of teacher turnover particularly in rural areas. Those who are allocated to teach in rural area do not report at their working station and those who are there struggles to quit teaching job (Haki Elimu, 2008).This mean that in Tanzania rural there is not conducive environment for teachers to stay and continue teaching, as the result teachers quits. Moreover most people who are employed as teachers do not remain as teachers for long time as they quickly change profession and some use the teaching job as a ladder to further education. After joining institutions for higher education, these teachers decide to pursue causes not related to the teaching profession. Since there is no motivation for teaching, teachers are consequently enormously desperate.

Due to high teachersø turnover, some of schools decide to hire unqualified teachers (Form four leavers) so as to help teaching the pupils who remain idle in the classrooms. These particular teachers lack teaching skill, and classroom management skill, which are important skills to be applied during classroom teaching-learning process so as to allow application of other skills. They fail to control pupilsø behaviours such as lateness, chatting, noise, teasing and fighting affect pupilsø participation in the process of teaching and learning (URT, 2013).

2.6 Causes of Teacher Turnover in Tanzania

Poor environment of teaching and learning has been reported to be major cause of teacher turnover particularly in rural areas. Those who are allocated to teach in rural area do not report at their working station and those who are there struggles to quit

teaching job (Haki Elimu, 2008).This mean that in Tanzania rural there is not conducive environment for teachers to stay and continue teaching, as the result teachers quits.

Moreover most people who are employed as teachers do not remain as teachers for long time as they quickly change profession and some use the teaching job as a ladder to further education. After joining institutions for higher education, these teachers decide to pursue causes not related to the teaching profession. Since there is no motivation for teaching, teachers are consequently enormously desperate. This has led to sharp increase in Pupils/Teacher Ratio (PTR), for example by the year 2012 in Ukerewe the ratio stood at 1: 115 pupils, Uyui at 1:89 and Manyoni at 1:86 teacher (URT,2012)

2.7 Education System in Tanzania

The Local Government Reform Programme (LGRP) is an on-going structural and institutional endeavor of the Government to decentralize powers and decision making of the Central Government to the Local Government Authorities (LGAs) with a view of improving performance in the delivery of social services. This effort complements the current Public Service Reform Programme (PSRP) and is set within this decentralized framework. LGRP is geared towards strengthening the capacities of staff through well-established structures of the local communities to enhance planning, implementing, monitoring and evaluating the delivery of quality pre-primary and primary education.

Delivery of pre-primary and primary education is compliant to the principle of decentralization by devolution. Implementation of most of PEDP II activities are

vested within the Local Government and their relevant lower organs, Dodoma Urban District council being one of the Local Government. In Tanzania, the MOEVT controls primary and secondary levels of education. It trains, registers, construct schools and teachers' houses, supplies all required teachers, prescribes a national curriculum and provides textbooks, administrators and inspects all schools in the country. The secondary school system since independence has continued to expand, through service providers such as government and the private sector who have been encouraged to open up schools. The government encourages private sector to open secondary schools to absorb the growing number primary students since the introduction of Universal Primary Education (UPE). The increase in the number of teachers has not kept pace with growth of secondary schools especially in rural Tanzania and this has increased workload to the few teachers (Bennell and Mukyanuzi 2005).

Furthermore, there is growing fear that perhaps the massive number of school teachers without a commensurate expansion in teachers, facilities, learning and teaching materials; teaching morale may have compromised the teachersø morale and quality of education. Indeed some studies have indicated that there a teacher motivation crisis in Tanzania (Swai et al 2004; Bennell and Mukyanuzi, 2005). This has fuelled excess rate of resignations among teachersøeven urban areas.

2.8 Empirical Literature Review

This section reviews various other studies related to Teachersøturnover.This review is important as Tayie (2005) notes that it provides information about what was done in the related filed, how it was done and what results were generated.

2.8.1 The Rate of Teacher's Turnover

Christina (2016) conducted study on factors leading to teacherøs turnover in rural area, Simanjiro, Tanzania. The results of the study shows that, 65% of the newly recruited teachers and deployed in the rural areas of Simanjiro do not report on the appointment. Meanwhile, teachersø turnover at Simanjiro District Council is over above the national turnover rate (URT 2013) the study found that, Teachers' turnover rate in Simanjiro District Council is alarming at the average of 31.2%, whereby in general teachers' turnover rate is ranging on the average of 10.4% while national labour turnover rate is ranging at the average of 1.9% - 2.1%.

2.8.2 Factors contributing to Teacher's Turnover

Babirye (2005) conducted study on teacher turnover and performance of private secondary schools in Dar Es Salaam, Tanzania. Its purpose was to investigate the causes and effects of teacher turnover and how turnover levels affect performance of schools. It surveyed a sample of teachers from worst and best performing schools in the National Form IV examinations using questionnaires and interviews. The results of the study showed that the factors causing teacher turnover were job dissatisfaction and teachers pursuing other jobs. The data revealed that in particular low salaries, inadequate support from school administration, student discipline problems and lack of participation in school decision making all contributed to high rates of turnover.

The results further indicated that turnover has both positive and negative effects on a school's performance. In particular high rate of turnover causes disruption and repetition of programs, loss of established teacher experience and burnout and drain on energies of remaining teachers. Low turnover rates lead to inflow of new ideas

from new recruits, capacity for planning over extended period of time, and strong teamwork amongst staff. This research suggested that teacher related issues be addressed so as to reduce teacher turnover. But the study based on Private Secondary School, on my study I will focus on Public Primary School only at Dodoma Urban. Gupta (2010) explained that job satisfaction is a combination of psychological, physiological and environmental circumstance that can cause a person to be satisfied.

The level of job satisfaction seems to have some relation with aspects of work behaviour such as accident, absenteeism, turnover and low productivity. In most cases less satisfied employees are more likely to quit the jobs than more satisfied employees. Other researchers like Bhattacharyya (2009) have also found that individuals have inherent psychological needs with respect to three key areas of their working lives. These are autonomy, competence and relatedness. Autonomy is a persLatedness. Autonomy is a persLatedness. Autonomy is a person's drive to retain a sense of agency regarding her or his actions. Competence is a desire to be good at what we value, and relatedness is the impulse to develop meaningful connections with others. People are strongly motivated to satisfy these needs. If they are not fulfilled, they are likely therefore to become dissatisfied with their jobs and thus de-motivated, that leads to the search of other opportunities. Motivation starts with a physiological or psychological deficiency or need that activates behavior.

Studies in Tanzania observed that labour turnover can be influenced by a number of controllable as well as demographic factors controllable and Magalla (2011) observed that controllable factors such as short contract, poor working condition,

poor recruitment procedure, lack of motivation and poor or inadequate incentives and rewards are the reasons that influence voluntary labour turnover in the public organizations especially for employees living in rural areas. Managerial controllable factors such as unequal treatment of workers, lack of promotions and growth, low wages and salary, unclear compensation procedures, less recognition and lack of employeesø involvement in decision making were also mentioned by Susana (2011) as other factors that cause voluntary employee turnover in both public and private sectors including microfinance and health institutions in Tanzania.

Bulla (2012) conducted exploratory study that aimed at establishing the reasons why workers leave Kenyaøs sugar industry. The study specifically sought to find out factors causing labor turnover and their impact turnover in the sugar industry. A total of 120 respondents of both managerial and non-managerial staffs   from eight sugar companies were workers and were interviewed. The study revealed that labor turnover is widespread in the sugar firms and that it affects all categories of staff in these firms. The study also observed that labor turnover is spread throughout the year and that it frustrates and impacts negatively on the sugar firms.

The study found that salary is a major factor causing labor turnover followed by training, promotion, performance appraisal and work conditions. Other factors like recognition, job content, participation in decision making and leadership style did not feature prominently as causes of labor turnover. Participation in decision making and leadership style has a major bearing in performance of workers and productivity. It was also revealed that although lack of employee commitment and motivation can

be major causes of labor turnover, they are dependent on all the other factors causing labor turnover. But the Study was about the Industrial workers; on my study will focus on Teachers turnover in Public primary school at Dodoma Urban.

Martin (2008) carried out a study the importance of higher wages to an employeesø motivation. Martin (2008) concludes that, when an employee perceived dissatisfaction, he/she can definitely look for another organization that offers higher salary rate. According to Rampur (2009) low salary increases employeesø turnover and it is one of major reasons for an employee to poorly performing. Hissom (2009) indicates that among of the most universal reason for employee quit the job is low salary scale as the motivational theories explain the psychological needs.

The lower the salary; the higher the dissatisfaction. Handelsman (2009) also comments that, if an employee is paid less than other employers with the similar work in the same organization, such an employee is likely to quit for another organization which he/she 15 can be paid relatively good. Fisher, Schoenfeldt and Shaw (2009) observe that, an employee can only stay in organization which pay low salary because his/her skills does not allow easily get another job. After a little while, they will start looking for better paying jobs in other organizations and this will result to increased turnover.

According to Rampur (2009) employees opt to quit for another organization where they can secure higher posts and higher compensation packages in terms of wage rate. Rast and Touran (2012) study revealed that salary is considered as an essential requirement for employee consideration in the first instant during signing for

employment contract. If he/she is not satisfied with the salary, other motivational factors are quite irrelevant. Masemola (2011) conducted a study on employee turnover intentions, organizational commitment and job satisfaction in post-merger tertiary institutions with particular reference to University of Limpopo, South Africa. It used a cluster of three of employees, clustered into three categories: the academic, administrative and support services personnel. The study applied a random sampling method and surveyed 143 staff using questionnaire. The study indicated that the respondents were not satisfied with their jobs had low organizational commitment and some intentions to leave the employment from the university. However, the merger had very little effect on labor turnover.

2.8.2 Effects of Teacher's Turnover

Where employeesø turnover takes place, an organization may suffer both positive and negative effects. As per Coetsee, (2003) the organization will positively impacted when an incompetent employees turnover. Generally this will be of no detriment to the organization because it will have eliminated incompetent employees and consequently it is likely that the organization will have diligent and motivated employees. Nevertheless according to Ingersoll and Smith, (2003) where the organization experiences great extent of its employees turnover that particular organization is likely to face negative impacts such as decrease of its performance and consequently it may become ineffective and more serious it will suffer unexpected costs of recruiting new staffs.

Moreover Tracey, (2000), Aksu (2004), were of the opinion that high rates of turnover within a particular organization have 11 negative impacts which may hinder

the on the productivity of such an organization. Additionally Coetsee, (2003) perceives that employee turnover in an organization is a critical issue to the extent that it can lead to deterioration of the quality of organizational produced goods as well as can have negative effects over the services rendered due to continued recruitments of new staffs so as to replace the ones turned over. Curtis and Wright (2011) have the view that reoccurrence of employees turnover in an organization are likely to cause poor services rendered to clients also it can impact negatively the value of organizational output.

Moreover the continued occurrences of the employeesø turnover in the organization lead into competitive disadvantage of the organization and moreover hindering business development. Hinkin and Tracey, (2000) are of the idea that turnover which has originated from an employee, the organization is likely to suffer from having diligent staffs because when they leave a particular organization they are likely to get another employment with other institutions. The researchers North and Stone (2006) regarded turnover as an action voluntarily made by employeesø of particular organization to quit from current job and look for another organization within which he / she can work with.

Generally competent personnel are always struggling looking for employment opportunities which are best fitting with their qualifications so that they can get paid reasonable salaries. However according to Hansberger and Sousa-Poza, (2002) the view that when a particular organization faces such serious turnover employers are obliged to advertise all those positions so that tend to fill them for the betterment of the organization. This research was done through matching philosophies.

2.9 Conceptual Framework

A conceptual framework represents the researcherøs synthesis of literature on how to explain a phenomenon; the conceptual framework is the researcher understands of how the particular variables in his study connect with each other. (Regioniel Patrick 2015).This section presents a conceptual framework from which the analysis of this study was made. The purpose of the study was to examine effects of teachersø turnover on teaching effectiveness in selected Public primary schools at Dodoma Urban district council, Tanzania. The study developed a framework that indicating a relationship of variables based on the assumptions derived from the reviewed literature.

Independent variables   **Dependent variables**

Turnover Rate
- The national turnover rate ranging from 1.9% - 2.1%.
- 3% of teachers leave their job 2006
- 5% of teachers turnover (2013)(NBS)

Factors for Teachers turnover
- Salary
- Working condition
- Teaching facilities
- Promotion opportunity

Effects of Teacher's Turnover
- Poor performance
- Staffing issues
- Impacts school environment.

Teaching effectiveness
- Mastering of reading, and writing
- Academic performance

Figure 1.1: Conceptual Framework

Source: Research Construct, 2019

The framework assumes that teaching effectiveness depends on availability of enough qualified teachers who are motivated to work hard to meet the set goals, when the school face teachersø turnover the teaching effectiveness is affected because pupils fail to complete syllabus, mastering reading and writing which affect them negatively in their primary School Leaving Examinations (PSLE).

2.9.1 Synthesis and Research Gap in the Literature Reviewed

Studies by other researchers that have been reviewed focused on effects of turnover on employeesø performance, reasons for employeesø turnover and relationship between teachersø turnover and school performance. But this will specifically focused on the effects of teachersø turnover on teaching effectiveness in public primary schools. Therefore, research on effects of teachersø turnover on teaching effectiveness in public primary schools is still considered important to bridge the gaps left by other studies mostly on exploring teachersø turnover rates, factors contributing to teachersø turnover and effects of teacherøs turnover on teaching effectiveness in Public primary schools.

2.9.2 Education and Training Policy Review

Tanzania government has set ambitious policy reforms in both primary and more recently in secondary education. These have obviously improved the quality of education in the country especially classroom infrastructure and students enrolment (Sumra & Rajani, 2006). Since 2001, Tanzania has taken major initiatives to restructure its primary and secondary education sectors. The Primary Education Development Plan (PEDP, 2002-2006) have led to important improvements in provision of basic education in the country. Primary education is provided for seven

(7) years and it is compulsory for enrolment and attendance according to the law. Also, the enrolment of all targeted age group of ages 7-13 (NER) after implementation of Development Program for Primary Education has increased from 58.1% in 2001 to 97.2% in 2008. The ratio of girls to boys was on the average of 1:1, while the ratio of teachers to students decreased from 1:57 in 2000 to 1:54 in 2008, while the ratio of teachers to students recommended by the Tanzania Government is 1:40.

2.9.3 Chapter Summary

This chapter reveals the presentation of literary works of other people relating to the attitudes of teachers turnover towards teaching profession, factors that influence teachersø turnover and its impact on academic performance in Public Primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter describes the methods and techniques employed to carry out the study. In particular, this chapter highlights the research design, the geographical study area and target population, sample size, the sampling techniques, the sources and methods of data collection and analysis. It also presents validity and reliability of research design and ethical considerations.

3.2 Study Area
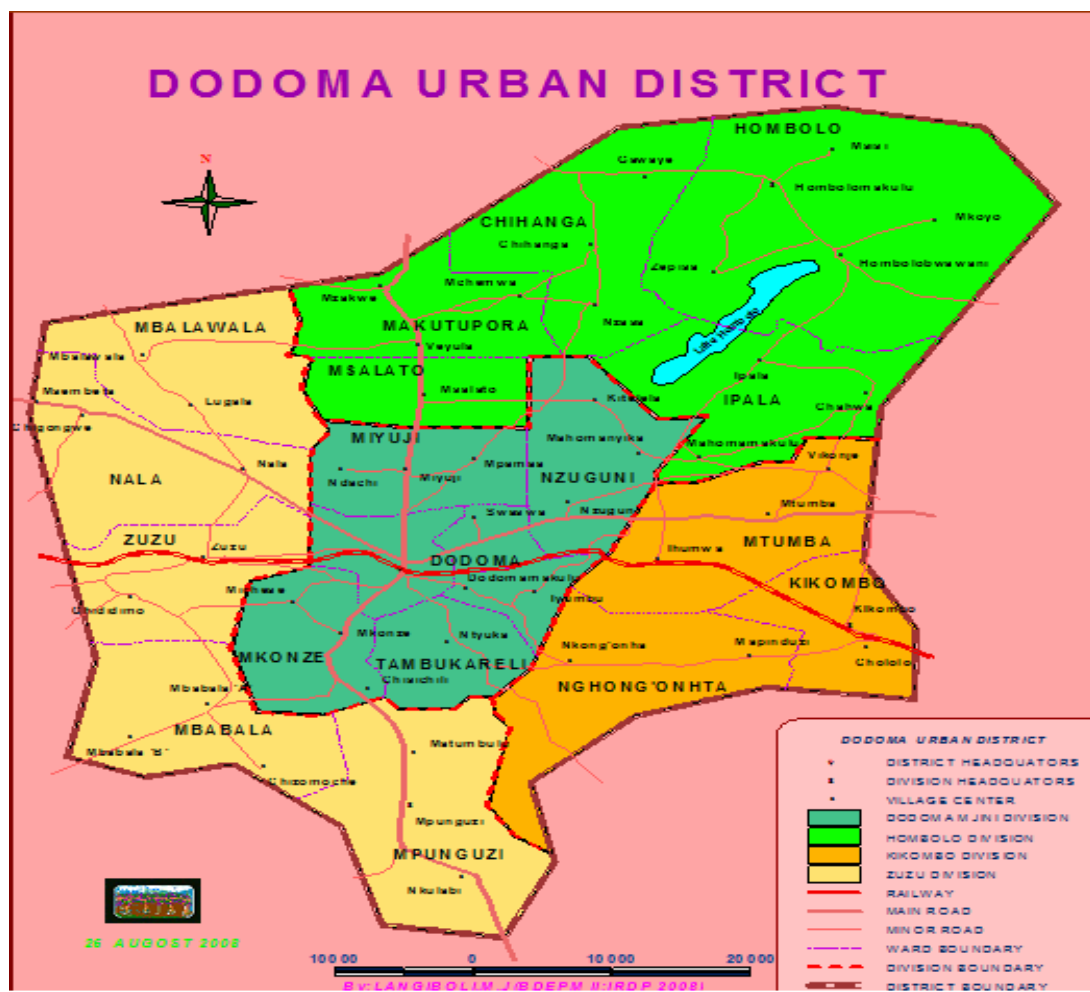
Figure 3.1: Map of Dodoma Urban District
Source: free encyclopedia from; https://www.google.com/search.

This study was conducted in Dodoma region, specifically in the Dodoma Urban district in Tanzania. Dodoma Urban is among the seven districts of Dodoma City. According to the 2012 Tanzania National Census, the population of Dodoma Urban District was 410,956.The District lies between latitude 6.1904° south of the Equator and Longitude 35.7407° east. The district shared border with Bahi district to the west and Chamwino District to the East.

3.3 Research Design

The study employed cross-sectional research design in which the investigator measures the outcome and the exposures in the study participants at the same time for determination of relationships among variable (Maninder Sigh Setia 2016). The reason for doing cross sectional in this study is due to the factor that it is a type of research design that aims to give an intensive description and analysis of a single situation (Adam and Kamuzora, 2008). The adoption of this research design gave comprehensive description and analysis of the situation of teacherøs turnover in education department at Dodoma Urban. The study also was adopting the descriptive survey research design to study the ways adopting by the government to reduce teacher turnover among public primary schools.

3.4 Target Population

The data was taken from the Primary school teachers, students and education officers in Dodoma Urban district council. The target population helped to get complete information about the Effects of teacherøs turnover on teaching effectiveness in selected primary school at Dodoma Urban. The information was collected regardless of the age, race. Working experience and education level.

3.5 Respondents' Sampling Techniques

This study involved the use of probability and non probability sampling techniques to draw sample size from the targeted population.

3.5.1 Probability Sampling

In Probability sampling techniques we use random selection to help in selecting units from sampling frame to be included in sample (Dr. V.K.Maheshwari 2017). In probability sampling, every individual in the population have equal chance of being selected as a subject for the research. This method guarantees that the selection process is completely randomized and without bias.

3.5.1.1 Simple Random Sampling Technique

A simple random sample is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group (Adam Hayes 2019).

Table 3.1: Simple Random Sampling

Respondents categories	Total number	Percentage
Primary school teachers	40	44.4
Pupils	50	55.6
Total	90	100

Source: Field Data (2019)

In choosing the sample, the names of all public primary schools in the municipality was written on pieces of paper then placed in a box and eight (8) schools were picked randomly after mixing those pieces of paper. Five teachers from each primary school among eight schools were chosen randomly by lottery system. ; sampling

technique was employed to avoid bias in collecting information from teachers and pupiløs in public primary schools in Dodoma Urban district. Therefore, every primary school teacher and pupil in public primary schools had equal chance to be selected into the study

3.5.2 Non-Probability Sampling

Non-probability sampling is that sampling procedure which does not afford any basis for estimating the probability that each item in the population has of being included in the sample.

3.5.3 Purposive Sampling Technique

Purposive sampling was employed to get key informants for interviews including District Primary Education Officers, head teachers and district academic Officers. The study wants to know from the education Officers how the council played its role to end teacher turnover. A researcher opts for this sampling technique so as to get relevant information which cannot be obtained from other sources.

Table 3.2: Purposive Sampling

Respondents categories	Total number	Percentage
Education Officers	2	20
Head teachers	8	80
Total	10	100

Source: Field Data (2019)

3.6 Sample Size

The sample size consisted of 100 respondents. The sample sizes of 100 respondents were selected because the researcher was interested in carrying the study problem

which could not easily be achieved with huge sample of respondents. Prince (2005) argues that a sample of 30 elements and above is sufficient for the study.

3.7 Data Collection Methods and Tools

This section describes tools that were used to collect data. The study employed the triangulation approach whereby interview, questionnaire, documentary review were used as methods of data collection. Triangulation of data collection method ensured the validity of the study. Data were collected in Primary and Secondary through different tools.

3.7.1 Observation

Observation was used to collect the primary data about the working conditions in Public Primary School at Dodoma Urban District Council. The Observation guide was attached in figure 4.1 and 4.2.

3.7.2 Documentary Review

Documentary review method were used to collect secondary data on The Effects of teacherø turnover on teaching effectiveness in selected Public Primary school at Dodoma Urban from District Primary Education Office about the number of teachers and pupils in each public primary school in Dodoma Urban district.

3.8 Data Analysis Plan

Kombo, (2006) defined the term data analysis as examining what has been collected in survey and experimenting in making deductions and inferences. Data analysis of the information from the questionnaires and interviews involved content analysis. Then coding schemes and categories were developed, texts were coded, coding

consistency was assessed to make sure that data are consistent. The data was reported while marking quotes that useful to generate the contents and carefully considered information relevant to the study i.e. the information relevant to the research objectives.

Data analysis was involved number of closely related operations that were performed with the purpose of summarizing the collected data and organizing them in such a manner that they yield answers to the research questions. All data were analyzed by using descriptive statistics employing computer software of Statistical package for social Science (SPSS) and data were presented in tabular forms, with frequencies and percentages being calculated for drawing up conclusion on particular observation.

3.9 Ethical Considerations

Ethical standards were observed in the planning and conducting of the study. The researcher secured research clearance from The Open University of Tanzania, also researcher requested for research permit from Dodoma Urban district council. The study was conducted with the consent of the respondents after been informed about the purpose of the study, and it was their choice to participate. The researcher observed the right to privacy of the respondents and the confidentiality of their information.

3.9.1 Validity and Reliability

The instrument used for data collection were perfect and correct for data collection and ensure that the representativeness of study were obtain and observe and maintain ethical issue during data collection.

3.9.2 Chapter Summary

In this chapter different; research methods and procedures were applied for the accomplishment of this study. This is a very important area because it shows the way how the research was conducted through research design and the area of study where the research took place. The populations in which data were collected from, sampling techniques and size, because it is believed that, it is very hard to deal with an entire population.   Instead, samples were used for collection of data of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

This chapter is organized into three parts: the first part presents the brief background of Dodoma Urban district council and the six selected primary schools, the second part presents findings on demographic characteristics of the respondents of the study, and the third part presents findings and analysis with respect to the purpose of the study, research objectives and research questions.

4.1. Description of Dodoma Urban District Council and six selected Primary Schools

Dodoma Urban is among the seven districts of Dodoma City. According to the 2012 Tanzania National Census, the population of Dodoma Urban District was 410,956.The District lies between latitude 6.1904° south of the Equator and Longitude 35.7407° east. The district shared border with Bahi district to the west and Chamwino District to the East. The District is divided into 41 wards.

4.2 Demographic Characteristics of Teachers

The study collects information from respondents with respect to age, working experience and education level. It was found to be important to capture data on demographic information of respondents for the implication of the study.

4.2.1 Teachers Distribution by Age

the age of respondents was categorised into four age groups: 20-25, 26-35, 36-45, and the above 45years.the findings in Table 4.1 shows that the respondents above 45

years of age were 42.0%, 36-45 years were 34%, 26-35 were 22%, 20-25 were 2%.The findings imply that the majority of primary school teachers in Dodoma Urban district aged 20-35 may have left teaching job and joined other careers, also the findings show that primary schools teacher aged 36-45 years might have already established and maintained their career in teaching profession, therefore accepted the teaching career.

Table 4.1: Teachers Distribution by Age

Age	Frequency	Percentage
20-25 years	1	2
26 ó 35 years	11	22
36 ó 45 years	27	34
Above 45 years	21	42
Total	50	100

Source: Field Data (2019)

4.2.2 Teachers Distribution by Education

The education levels of teachers were categorized into three groups: Certificate, Diploma and Bachelorøs degree. The findings in Table 4.2 below show that 30 % had attained Certificate of Education, 32% had attained Diploma of Education and 36% had attained Bachelorøs degree, 2% had attained masterøs degree. This might be supported by the fact that many teachers from Secondary school with Bachelor degree were transferred to primary school. The findings imply that majority of primary school teachers with level of diploma and Bachelorøs degree might have left teaching job in government schools and joined private primary or secondary schools. Teachers with Diploma and Bachelorøs degree have a lot of job opportunities compare to teachers with certificate of education; therefore they are not tolerant with

difficulty working environment and low salary paid to primary school teachers.

Table 4.2: Teachers Distribution by Level of Education

Level of Education	Frequency	Percentage
Certificate	15	30
Diploma	16	32
Bachelorøs degree	18	36
Maters	1	2
Total	50	100

Source: Field Data (2019)

4.2.3 Teachers Distribution by Working Experience

Working Experience of teachers categorized into four groups: one year, two years, three years and more than three years. The findings in table 4.3 below show that 74% had experience of more than three years, 18% had experience of three years, 6% had experience of two years and 2% had experience of one year. The findings imply that the government didnøt recruit enough new primary teachers for the past two years.

Table 4.3: Teachers Experience by Working Experience

Working experience	Frequency	Percentage
One year	1	2
Two years	3	6
Three years	9	18
More than three years	37	74
Total	50	100

Source: Field Data (2019)

4.3 The Rate of Teachers Turnover in Public Primary Schools

The study strives to explore the rate of teacherøs turnover per year in Public Primary School at Dodoma Urban District Council. The interview with Education officers and heads of schools revealed that more than one teacher have been leaving teaching

job per year, one of the Head teacher has the following to say. I got confused when one science teacher left teaching job in my school, I had no replacement. My students especially standard seven did not study science for almost three months until the government recategorise one teacher from secondary school to our school.

Also, The District Education Officer had the following comment. Teachers turnover rate is low, the average of one to two teachers are leaving teaching every year in my District. Though we have got replacement of teachers from secondary school but not in all Primary schools. The questionnaire data from teachers confirmed the findings from interview whereby 92% of respondent agreed that the rate of teacherøs turnover is low as shown in Table 4.4.

Table 4.4: The Rate of Teacher's Turnover per Year

Turnover rate per year	Frequency	Percentage
One teacher	4	8.0
None	46	92
Total	50	100

Source: Field Data (2019)

Also the findings from interview and questionnaire shows that apart from the low rate of teacherøs turnover within the District, but there still the shortage of teachers in Public primary school at Dodoma Urban District where by most of the school have seven (7) teachers with the average of 1 teacher for 95 pupils. (1:95)

Table 4.5: Distribution of Teachers in Eight Selected Primary Schools

Primary School Ratio	Number of pupils	Number of teacher	teachers/pupil
Msembeta	630	10	1:80
Chigongwe	876	9	1: 97
Lugala	780	7	1:90
Nala	701	16	1:60
Mtumba	1037	10	1:73
Ihumwa	1819	13	1:130
Ntyuka	1523	32	1:47
Mkonze	974	12	1:81

Source: Field Data (2019)

The findings from interview, questionnaire and documentary review shows that there is low rate of primary school teacherøs turnover in Dodoma Urban District. the finding in table 4.1 reflect that there is a shortage of teachers aged between 20 - 25 years due to the fact that the government didnøt employ new staff who are fresh from college for the past two years, and others who were employed with the same age changed their careers hence lead to the shortage of primary teachers in public primary school. Also the finding show that primary school teachers aged 36 ó 45 years have already established and maintained their career, this can be one of the reasons for many teachers at aged 36 ó 45 are still prevailing in most of schools.

This is supported by Lindsay Tiger (2018) who argues that employees at age of 32 ó 55 have already established focus on achieving career goals and maintaining organizational progress, therefore will work with the organization for the long period of time. Also, findings in table 4.3 imply that there is an average of two primary school teachers leaving teaching job in every year; this might have led to the shortage of teachers as it has been shown in Table 4.4 where by most of the school have seven teachers which is the same to the average of 1 teacher for 95 pupils in

every school.

4.3.2 Factors Contributing to Teacher's Turnover

The study attempted to unveil major factors contributing to teacher's turnover in public primary school at Dodoma Urban District council. The interview with the Education officers and heads of the schools and teachers revealed that Low salary, Poor working conditions and Promotions have been major reasons for primary schools teacher turnover in Dodoma Urban District.

4.3.2.1 Poor Remuneration Package

During the interviews with Education officer and head teachers, described that low salary contribute to primary school teacher turnover in Dodoma Urban. Concerning teachers low salary, head teacher of Ihumwa primary school had the following to say; õTeachers are not satisfied with the current monthly salary because the cost of living is high. Primary school teachers who start teaching job earn 370,000TZS per month; this amount does not satisfy teachersø daily needs. Therefore, some of teachers have been leaving teaching job in government schools and joined private schools where there is a green pastureö.

Education Officer had similar remark concerning low salary as follows õOne of primary schools teachers has terminated his employment contract, and his major reason was low salary. Also, the teachers who are still in employment have the same complaint that their monthly salary is not enough. I believe that when the government starts paying teachers good amount of money for their salary, the primary school teacher turnover will decrease in Dodoma Urban districtö

Questionnaire data from primary school teachers confirmed the findings from the interview, whereby majority of respondents 50% as shown in the table 4.6 commented that poor packages remuneration has been contributing to primary teacherøs turnover.

Table 4.6: Factors Contributing to Teacher's Turnover

Factor	Frequency	Percentage
Low salary	25	50
Poor working condition	15	30
promotions	5	10
harassment	3	6
Loan/Debt	2	4
Total	50	100

Source: Field Data (2019)

The results from interview and Questionnaire show that those teachers who have been left teaching, Poor package remuneration has been causing factor for primary schools teacher turnover in Dodoma Urban district. Teachers are not satisfied with the current monthly salary of 370,000TZS per month because the cost of living is high, and the amount does not gratify teachersø daily needs. Therefore, some of teachers have been leaving teaching job in government schools and joined private schools where there is green pasture.

The same observation was done by Lyimo (2014) on the Analysis of teachersø low payments in Tanzania, he revealed low salary has affected teaching professional, teacherøs job satisfaction has decreased. Also, the study by Inayatullah and Jehangir (2012) about Teacherøs Job Performance, the study revealed that most of the teachers were not satisfied with their salaries, whereby the low salaries of the teachers

affected their performance. Some of teachers had left teaching career to other careers, leaving some schools with less number of teachers. Moreover, Ghana National Association of Teachers (2009) on its study about teacher turnover in Ghana revealed low wage for teachers contributed to high rate of teacher turnover and unequal distribution of teachers in Ghana.

Shukla ana Sinha (2013) observed that when an employee is engaged in a low-wage position with inadequate benefits, there is little or no motivation to continue if a comparable employer offers even a slightly higher rate of pay. Thus, low-wage jobs usually record a higher rate of employee turnover,although it cost less for employers to replace the employee in this category when compared to those in a high-wage positions.Employees who contribute significantly to an organisation but whose wages fall short of the current market rate,possibly will feel cheated in the present employment and seek for employees that will pay what they considered appropriate remuneration.

Study conducted by Mathew Lynch (2018) suggest that, contrary to popular belief, salary is not the number one reason for teachersø leaving the profession, although sufficient evidence indicates that it plays a significant role. Those who teach in-demand subjects like mathematics and science are more likely to quit because they receive more attractive offers for opportunities outside the teaching profession. While salary is a major factor in attrition among young teachers who are beginning their careers, it also acts as a deterrent to the retention of experienced and well-qualified teachers.

a higher rate of employees@turnover; although, it cost less for employers to replace employees in this category.

4.3.2.2 Poor Working Condition

During the interview, Education officers and head teachers admitted that the working environment in some primary schools is terrible with absence of staff houses, unreliable transport, insanitary water and insufficiency of teaching and learning materials. One education officers remarked that Most of the primary schools are located in remoteness areas, some of them do not have enough classrooms, staff house, and for example Msembeta Primary school has only five classrooms, pupils have been studying by shift.

The questionnaire data from teachers in Table 4.5 above confirmed the findings whereby 15% of the respondents agree that poor working condition contribute to primary school teacher@s turnover in Dodoma Urban District council although the turnover is in a small number. Also the findings from observation show that working conditions in most of the primary school in Dodoma Urban especially those who are located in a remoteness area are very difficult whereby some of the school do not have health facilities, most of the school have one staff house which are in bad condition, for example Msembeta primary school.

The same observation was made by Mathew Lunch (2018) on his study about the four biggest factors in teacher@s turnover, the study reveal that the teachers who work in affluent and advantaged communities experience better working conditions than those who work in low-income communities. These conditions include lesser

numbers of students to teach and more decision-making power in their schools. Teachers who work with disadvantaged students experience less appealing working conditions, with limited administrative support, fewer textbooks and supplies, and larger student groups to handle. Thus, it is evident that working conditions play an important role in a teacherøs decision to continue or leave the teaching profession, and that they contribute significantly to high teacher attrition rates.

Table 4.7: Items Observed According to Working Condition

Primary School	No. of staff houses	No. of Class rooms	No. of staff Office	Conditions
MSEMBETA	1	6	1	In bad condition
CHIGONGWE	3	11	2	In bad condition
LUGALA	2	9	2	In bad Condition
NALA	3	9	1	In Good condition
MTUMBA	2	13	1	In bad condition
IHUMWA	3	16	2	In Good condition
NTYUKA	2	8	1	In bad Condition
MKONZE	2	10	2	In bad Condition

Source: Field Data (2019)

Figure 4.1: Class Room at Mtumba Primary School
Source: Field Data (2019)

Figure 4.2: More the 85 Pupils listening during teaching and learning at Mtumba Primary School
Source: Field Data (2019)

The findings imply that difficulty working environment causes teachers to rethink their profession and perhaps look for alternatives. When primary teachers are posted to various schools, it is natural for them to expect that the government will provide them with good working condition such as proper accommodation when they report to their post.

4.3.3 Effects of Teachers Turnover on teaching Effectiveness

The third objective of this study was to examine the effects of teacher's turnover on teaching effectiveness in Primary schools, Dodoma Urban district council. The study strived to explore effects on two areas which are used to measure the teaching effectiveness; Pupils academic performance in primary school living examinations and pupils' competence in reading and writing. The exploration was done through

the data collection methods and the respective analysis was carried out to bring the information pattern of the interest of the study.

4.3.3.1 Academic Performance

The study explores the performance of primary school in Dodoma Urban District in leaving examination. The interview with education officers and head teachers revealed that the performance of the most primary schools in Dodoma Urban is poor; for example schools like Msembeta where by 4 pupils passed the primary leaving examination 2018 among 56 pupils. Education officer said that the poor performance are caused by lack of enough teachers, some subjects were not taught or taught by unqualified teachers.

Head teacher of Mtumba Primary School commented about the failure of the pupils in Primary school leaving examination as follows.

> *"My teachers are hard workers, but they are overworked, the load is too big compared with the number of students, my school has 10 teachers and 1017 pupils the load is too big because every teacher teaches more than 65 periods per week unsteady of 32 periods. In this situation how can the pupils make wonders in their leaving examinations?"*

Questionnaire data from primary school teachers an pupils and document review data shows that pupils in primary schools in Dodoma Urban district have been performing poorly in the primary school leaving examination despite of the low rate of teachersø turnover within the district. The results shows that majority of the respondent 78.4% said that quarter of the standard seven passed their leaving examination 2018 in their school,21.6% said that half of the candidates passed PSLE 2018. As shown in table 4.7 The findings imply that the teaching in primary school

in Dodoma Urban is not effective because most of the pupils failed to pass the primary school leaving examination, whereby in few schools only quarter of pupils who sat for PSLE in 2018 passed examination .

Table 4.8 Response from Teachers on Primary School leaving Examination Result 2018

Number of pupils passed PSLE in 2018	Frequency	Percentage
All candidates passed examination	0	0
Half of candidates passed examination	8	21.6
Quarter of candidates passed examination	29	78.4
Total	37	100

Source: Field Data (2019)

4.3.3.2 Competence in Reading and Writing

The study strived to investigate the pupils competent in reading and writing from selected primary school in Dodoma Urban district. The interview with Education officers and students revealed that most of the pupils in primary school they don¢t know how to read and write. One of the head teachers has the following to say:

> *"There are pupils who completed primary education with illiteracy in reading and writing and some of them even passed PSLE, we have agreed that all pupils who are not able to read and write should not be enrolled for secondary education until they are capable"*

Also the questionnaire data from primary school teachers and documentary review data shows that pupils in Primary School Dodoma Urban most of them they don¢t know how to read and write. The questionnaire data from the teacher show that majority of the respondents 52.0% said that in every 50 pupils there are 5 to 10 pupils who are illiteracy,34.0% said 1 to 5 pupils.14.0 said 7 pupils among 50 they don¢t know how to read and write. As shown in Table 4.8

Table 4.9: Teachers Response on Illiteracy Pupils

Number of pupils	Frequency	Percentage
1 - 5	17	34.0
6 ó 10	26	52.0
11 - 15	7	14.0
Total	37	100

Source: Field Data (2019)

The findings imply that the shortage of teacher in most of the Public primary school in Dodoma Urban caused the few remaining teachers to be ineffective in teaching due to the teaching load; also they face difficulties in assessing the learning advancement and ability of writing and reading among other pupils due to the teaching load per week. In most of the school teachers teach more than 65 periods per week instead of 32 as directed by Tanzania training Education Policy of 2005.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Overview

This chapter presents a summary, conclusion and recommendations drawn from the study. The purpose of this study was to examine the effects of teacher's turnover on teaching effectiveness in selected Public primary school at Dodoma Urban.

5.2 Summary of the Major Findings

The study focus on effects of teacher's turnover on delivery of quality education from selected public primary school in Dodoma urban District council. Tanzania. The three research questions were used to accomplish the study objective were; What are the teacher's turnover rates in selected primary schools at Dodoma Urban? .What are the contribution factors to teacher's turnover rate in selected primary schools at Dodoma Urban.?.How does teacher's turnover rate affecting teaching effectiveness in selected primary schools at Dodoma Urban?

In respect to the research objectives, the study revealed that there is low rate of teacher's turnover in Dodoma Urban District council whereby an average of one teacher leaving the teaching job every year. Also the poor working conditions, low remuneration, compensation and promotion are the major factors causing teacher's turnover. However the study revealed that there is a shortage of primary school teachers in Public schools due to the fact that the government didn't recruited new teachers for the past two years, which have been affecting negatively teaching effectiveness in some of the primary schools in Dodoma Urban whereby majority of pupils cannot read and write simple sentences of Kiswahili and English Language

which lead to poor performance in Primary School Leaving Examinations (PSLE).

5.3 Conclusion

According to the findings for every research objectives presented, analysed and discussed in this research report, the study concluded as follows:

5.3.1 The Rate of Teacher's Turnover in Selected Public Primary School in Dodoma Urban

There is low rate of teacherøs turnover in Public primary school in Dodoma Urban District council whereby an average of one teacher leaving the job in each school every year.

5.3.2 Factors contributing to Teacher's Turnover in selected Primary School in Dodoma Urban

Poor working environment, low salary, compensation and promotion have been mentioned by many teachers as the major factors for primary school teacherøs turnover at Dodoma Urban.

5.3.3 Effects of Teacher's Turnover on Teaching Effectiveness

The prevalence of teachersø turnover has an adverse impact on academic performance. In recent years the results of the Standard seven Public Primary schools in Dodoma Urban have been deteriorating every year and among the causes, are Salary and poor working conditions which lead to the shortage of teachersø also lead to use of unqualified teachers who fail to control pupils behavior and poor performance, some of the pupils cannot read and write simple sentences of Kiswahili and English language.

5.4 Recommendations

5.4.1 Possible Solution to Eradicate Teacher's Turnover

The Study intended to find out possible solutions of reducing turnover in Dodoma Urban District Council. The researcher used questionnaires to collect data and the study employed the descriptive statistics technique to analyse the data. The interview with head teachers and teachers explore that, improving teaching and learning environment, promotion and compensation, recruiting new staff, improving teachersø salaries, transferring teachers from city centre to the remoteness areas. They had the following comments:

> *"Teachers are working in difficulty environment, when the working environment will be improved, construction of enough staff houses with the availability of water and electricity, increase of teaching and learning materials like books, Public Primary school teachers in Dodoma Urban will be motivated to work hard and teachers turnover rate will be reduced and the academic performance will be improved"*

Teachers place a lot of importance on their working conditions and consider it a key factor in their decision to leave or continue in the teaching profession. Good working conditions include administrative support, availability of professional resources, freedom to express their opinions on matters related to their profession, and the empowerment to influence policy in their schools. Teachers who work in affluent and advantaged communities experience better working conditions than those who work in low-income communities. These conditions include lesser numbers of students to teach and more decision-making power in their schools. Teachers who work with disadvantaged students experience less appealing working conditions, with limited administrative support, fewer textbooks and supplies, and larger student groups to handle. Thus, it is evident that working conditions play an important role

in a teacher's decision to continue or leave the teaching profession, and that they contribute significantly to high teacher attrition rates.

Another Head teacher said that

> *"Salary is not the number one reason for teachers' leaving the profession, although sufficient evidence indicates that it plays a significant role. Those who teach in-demand subjects like mathematics and science are more likely to quit because they receive more attractive offers for opportunities outside the teaching profession".*

While salary is a major factor in attrition among young teachers who are beginning their careers, it also acts as a deterrent to the retention of experienced and well-qualified teachers. The primary schoolteachers in Dodoma Urban are not motivated with the current monthly salary due to the high living cost. The amount they earned per month Tsh.370,000/= does not satisfied their basic daily needs because of the price fluctuation of commodities in the market.

Also another teacher said that;

> *"The government should recruit the new staff in order to solve the problem of shortage of teachers in most Public primary School in Dodoma Urban District. In most School there is a ratio of 1 teacher per 75 pupils (1:75), which cause the teaching load hence poor performance in PSLE"*

The questionnaire data from teachers confirmed that 24% said that improving teaching and learning environment can reduce turnover.26% said that if salary will be improved then turnover will decrease,14% said promotion and compensations must be considered,18% said that the government must recruit new staff to overcome shortage of teachers, also 18% said that most of the teachers preferred to work in city centre that's why there is a shortage of teachers in remoteness area within the District hence teachers must be transferred to the remoteness area to increase the

number of staff and to improve the academic performance as shown in the Table 4.9

Table 4.10: Teachers Recommendation about the Possible Solution to Eradicate Teacher's Turnover in Public Primary School in Dodoma Urban

Solution	Frequency	Percentage
Improving teaching and learning environment	12	24
Improving teachers salary	13	26
Promotion and compensation	7	14
Recruiting new staff	9	18
Transferring from city centre	9	18
Total	50	100

Source: Field Data (2019)

The findings revealed that the possible solutions to reduce teachers turnover in public primary school at Dodoma Urban are to improve teachers working condition, improve teachers remunerations .Teachers are not motivated with the currently monthly salary due to the living cost. If the government will increase the monthly salary up to Tanzania shillings. 800,000/= it will motivate the public primary school teacher and hence reduce the teachers turnover. Moreover the finding shows that if the government will recruit new staffs the academic performance in most of the public primary school at Dodoma Urban will increase.

The government with the collaboration of the Schools should provide a mentorship programs for new teachers because Without good mentors, new teachers can feel lost, frustrated, and stuck. Itøs much harder to get out of a problem not faced before without the guidance of someone who already knows the solution. Itøs also much easier to keep making the same mistakes without the wise word of an outside perspective. Learn more about the importance of mentoring in reducing teacher turnover in future articles.

Government through Local Government Authority should pay teachers based on their work environment and also look into their salary scale and craft compensation that are considered competitive in order to retain its talented teachers in Public Primary School. Finally, the researcher recommends that the study be made the background for further research especially since not much has been done on the area of how to reduce the rate of teacher turnover. The researcher therefore recommends that a study be conducted to find out how teacher turnover can be reduced to allow effective teaching and learning of pupils.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PRIMARY SCHOOL TEACHERS

I am a student from The Open University of Tanzania conducting a study on The Effects of teacherøs turnover on teaching Effectiveness in Public Primary School at Dodoma Urban. I would like to have experience from you through the following questions. Any response from you is confidential and shall be used for academic reasons only.

Thanks in Advance

Personal information's

1.   Age

    a) 20 ó 25

    b) 25 ó 35

    c) 36 -45

    d) Above 45

2. What subject (s) do you teach?

    a) Science

    b) Social science

    c) Vocational studies

    d) Home economics

Others í í í

. What is your highest educational level?

    a) Grade A

    b) Diploma

    c) Degree

d) Masters

4. For how long have you been teaching?

    a) Two years

    b) Three years

    c) More than three years

    d) One year

5. What is your position in school?

    a) Ordinary teacher

    b) Head of department

    c) Discipline teacher

    d) Academic teacher

6. Which department are you working in?

    a) Science

    b) Social science

    c) vocational studies

    d) home economics

Part two: Research questions

The rate of teacher's turnover in Public Primary School at Dodoma Urban

Is there any teachersøturnover in this school?

    a) Yes

    b) No

If yes how many teachers are leaving the school annually?

    a) One

b) two

c) more than two

How many students do you have in one class? í í í í í í í í í í í í

Is there any replacement of teachers?

a) Yes

b) No

What the pupilsø level or reading and writing Kiswahili Language?

a) Excellent

b) Good

c) Average

d) Poor

Causes of teacherøs turnover in Public Primary School at Dodoma Urban

Are you satisfied with the working conditions in your school?

a) Yes

b) No

c) Why?

What are the major reasons for teachersø turnover?

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How is your salary scale as compared with those of similar qualifications in other

jobs?

a) Excellent

b) Good

    c) Fair

    d) Poor

    e) Very poor

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

    a) Yes

    b) No

How many times have you been paid for your leave?

    a) Never

    b) Once

    c) More than once

What is the rate of your promotion?

    a) No

    b) Low

    c) High

iii. Effects of teachers turnover on teaching effectiveness

How many Pupils pass primary school leaving examination in 2018?

    a) All candidates passed examination

    b) Half of candidates passed examination

    c) Quarter of candidates passed examination

    d) No candidate passed examination

Are there any impacts of teacher turnover on effective teaching?

    a) Yes

    b) No

If yes, may you mention?

………………………………………………………

………………………………………………………

Does teacher turnover affects completion of syllabus?

   a) Yes

   b) No

If Yes, mention the subject you teach (s) whose syllabus was not completed in

2018………………………………………………

9. Can teacher turnover affect student performance in learning?

   a) Yes

   b) No

If yes explain ……………………………………… .

10. Are there any effort that a school is doing to solve this problem?

   a) Yes

   b) No

If yes mention them,

……………………………………………… .

……………………………………………… ..

What government should do or is doing to solve this situation

………………………………… .

………………………………… ..

………………………………… .

………………………………… ..

APPENDIX II: QUESTIONNAIRE FOR PUPILS

I am a student from The Open University of Tanzania conducting a study on The Effects of teacherøs turnover on teaching Effectiveness in Public Primary School at Dodoma Urban. I would like to have experience from you through the following questions. Any response from you is confidential and shall be used for academic reasons only.

Thanks in Advance

Part I: PERSONAL INFORMATION

Instructions:

Please fill in or tick where applicable.

Part I:

1. Which School are you studying? í í í í í í í í í í í í í í

2. Which Class..

3. Sex:

   a) Male

   b) Female

   4. Age...

   5. Time spent in the school..

Part II:

6. In which year did you join this school?   ....

7. What is the general performance of the school?

   a) Very good

b) Average

c) Good

d) Poor

8. Why is the performance like this (refer to the above)

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í í í í í í í í í í í í í í í .

7. How many teachers have left since you joined?

a) 1-5

b) 5-10

c) 10 and above

d) None

8. Could you possibly mention at least 3 factors that may explain teacher turnover in your school?

....

....

Part III:

9. Does your school have illiterate (not able to read and write) Pupils?

a) Yes

b) No

10. How many Pupils pass primary school leaving examination in 2018?

a) All standard VII passed examination

b) Half of standard VII passed examination

c) None of standard VII passed examination

d) Quarter of standard VII passed examination

11. Do your teachers complete syllabus (s)? If no, what do you think are the reasons?

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12. In your own view, do you think teacher turnover affects students academic performance and teaching effectiveness?

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13. Please mention any other reasons that may affect studentsø academic Performance in your school other than teacher turnover?

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Thank you for your participation

APPENDIX III: INTERVIEW SCHEDURE FOR EDUCATION FOR

DISTRICT PRIMAY EDUCATION OFFICERS

I am a student from The Open University of Tanzania conducting a study on The Effects of teacher's turnover on teaching Effectiveness in Public Primary School at Dodoma Urban. I would like to have experience from you through the following questions. Any response from you is confidential and shall be used for academic reasons only.

Thanks in Advance

For how long are you in your position?……………………….

Is there any primary school teacher's turnover in your district?

………………………………………………………….

Can you justify, how many teachers leave the teaching job annually in your district?

…………………………………………………..

Is there any mechanism to replace them?………………………

What are reasons for teacher turnover?

………………………………………………………………

………………………………………………………………

Which one is more common reason?

………………………………………………………………..

(a) Do your teachers complete syllabus (s) of subject (s) they teach?

………………………………………………………………

………………………………………………………………

(b) If they do not complete the syllabus, what   are the reasons?

……………

(a) How many pupils in your district passed and failed in 2018 Primary school living examinations?

(b) If there are pupils who failed, what are the reasons?

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(a) How many pupils are illiterate (not able to read and write Kiswahili language) in your district for every 50 pupils?

(b)If there are pupils who are illiterate, what are the reasons?

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What are impacts of teacher turnover on effective teaching?

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What recommendations can you make to reduce teacher turnover?

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 (i) Do you think it is important to retain a stable staff?

   a) Yes

   b) No

(ii) If yes, why?

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Thank you for your cooperation

APPENDIX IV: OBSERVATION KIT FOR WORKING CONDITION

Primary school	Staff houses	Class rooms	Staff Office	Condition
MSEMBETA	1	6	1	In bad condition
CHIGONGWE	3	11	2	In bad condition
MBABALA	2	9	2	In bad condition
NTYUKA	2	8	1	In bad condition
MTUMBA	2	13	1	In bad condition
NALA	1	9	1	In Good condition
MKONZE	2	10	2	In bad Condition
IHUMWA	3	16	2	In Good Condition