

**ANALYSIS OF FACTORS LEADING TO TEACHERS
TURNOVER IN RURAL DISTRICT COUNCILS:
A CASE STUDY OF SIMANJIRO DISTRICT COUNCIL**

BY

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**A Dissertation Submitted to the School of Public Administration and
Management In Partial Fulfilment of the Requirement for the Award of the
Master Degree of Science in Human Resources Management of Mzumbe**

University

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CERTIFICATION

The undersigned certify and hereby recommend for the acceptance by Mzumbe University Dar es Salaam Business School the research report titled: **analysis of factors leading to teachers' turnover in Rural District Councils: A Case study of Simanjiro District Council** for the partial fulfilment of the requirements for the Msc. degree of Human Resources Management.

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DEDICATION

I dedicate this work to my lovely husband **PETER MOLLEL** for his moral and financial support during my study, to my children **Catherine, Eveline** and **Kelvin** for their devoted love and prayers.

LIST OF ABBREVIATION

HRD	-	Human Resource Development
HRM	-	Human Resource Manager
NBS	-	National Bureau of Statistics
PCA	-	Principle Component Analysis
SHRM	-	Society for Human Resource Management
SPSS	-	Statistical Package for Social Sciences
URT	-	United Republic of Tanzania

ABSTRACT

It is envisaged that, twenty percent of teachers at the rural schools are quitting their jobs in the first year of their employment (Upendo 2011). This study aimed at analyzing the factors leading to teachers' turnover in public schools that are in rural local government authorities. The study employed a case study design and sampled 91 teachers from Simanjiro District Council.

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%. It was also found that both extrinsic and intrinsic related factors significantly affect teachers' turnover in Simanjiro District Council.

The study concluded that the teachers' turnover rate for Simanjiro District Council is very high to the extent of jeopardizing the education service in Simanjiro District Council. In order to reduce teachers' turnover, the government should improve benefits to teachers such as better packages, meet teachers' prospects, control external forces or pressures that influence teachers' turnover, change of administrative guidelines and put in place strategies that maximize teachers' job satisfaction.

The study recommends to LGAs to design treatment mechanism for rural teachers. Teachers are very significant resource of the government which makes the government role of education to be fulfilled; Government through LGAs should pay teachers based on their work environment and look into their salary scale and draft a compensation packages that are considered competitive in order to retain talented teachers in the rural areas.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees' turnover is defined as employees 'mobility towards organization and outwards organization (Rains 2008). Employees' turnover outside the organization is considered as one of the motivational problem facing many organizations in the developed and developing world (Armstrong, 2009). Basically, there are two types of employees' turnover. These are known as voluntary employees' turnover and involuntary employees' turnover. Voluntary employees' turnover is employees 'turnover which is done willingly by an employee whereby involuntary employees' turnover is the turnover which is done by employees unwillingly. According to Rains (2008) the standard voluntary turnover is measured into three standard level namely high turnover 25%, moderate turnover 9% and low turnover 2% (Human Capital Index Report, 2005). According to Bureau of Labor Statistics, (2008) the standard average of labour turnover in the developed countries particularly United States of America was 3.3% in the 2000s

In the Asian countries particularly in China, Singapore, South Korea Malaysia, and Taiwan the employees' turnover was reported to affect many organizations (Katri et al., 2001). However, the average employees' turnover rates were measured to be Singapore - 3.4%, South Korea -2.9%, and Taiwan -2.7% (Katri et al., 2001).

Likewise, employees' turnover is not a new phenomenon in African countries. Employees' turnover is recorded in various countries. For example in the Ugandan the employees' turnover rates vary extensively when in a different periods of time. The records have shown that in the 2011-2012, the annual turnover rate for all primary schools in a district of Mityana was averaged 39.6% by the end of academic year.. Employees' turnover occurs without information to the organization whereby resignation of employees' voluntarily leaves the organization with a gap, which makes the organization to operate with understaffing; overburdening to the remaining

employees. In this regard, the quality of service deteriorates to the condition known as downbeat syndrome in an organization (Nzimande, 2011).

In Tanzania, like any other country in Africa it is faced with employees' turnover problem of employee turnover. According to Upendo (2011) found to that about 83% of teachers leave the public school in the rural areas during three month of their employment. However, it was also observed that, many of teachers who leave the public schools are joining private schools in the Urban Areas. This means that, work environment in the rural areas is a determinant factor for the teachers' turnover. Simanjiro District Council being one of the rural districts in Tanzania which is also experiencing voluntarily teachers' turnover.

Due to this turnover, the Council has been long experienced with short of primary teachers despite of regular recruitment time after time. A good number of teachers have been leaving the school and even not reporting at all after being deployed (URT, 2014). The situation has left several questions to on the reasons why teachers leave or not reporting at all on the early stage of their deployment. In this regard, the researcher is prompted to conduct this study so that specific factors would be identified and come up with concrete solutions on teachers' turnover in rural areas.

Article 146 and 147 of the Constitution of Tanzania established the Local Government Authorities (LGAs) of Tanzania.. However, the the Local Government Authorities Act Nos. 7 has classified LGAs into Rural District Authorities and Urban Authorities.

The LGAs are vested with independent corporate bodies with the numerous responsibilities including education and health. Despite there is ongoing debate on which body is actually an employer of teachers, LGAs is overall responsible and with direct contact with teachers. According to URT (2014) primary teachers are recruited and deployed to the primary schools under supervision of District education officer.

As reported by Upendo (2011), rural primary schools have relatively less qualified and experienced teachers compared to urban primary schools. Rural primary schools face higher teacher turnover than urban primary schools due to several reasons.

According to URT (2014) teachers in rural primary schools are complaining to be with high working load due to big classes sizes, and bad working conditions. In the rural areas, there are reported cases where a single teacher is running a whole school with handling both the roles of the principal and teacher as well.

Another reasons cited by Upendo (2011) to have influenced teachers turnover in rural areas are few number of classrooms, shortage of teacher housing, poor transportation infrastructure, lack of clean water, lack of electricity and many other social facilities. All these creates unattractive work environments for teachers,

Generally, primary schools in Tanzania are experiencing higher employees' turnover than secondary schools. Approximately 20% of primary teachers in the rural areas are quitting their jobs within one year of employment. Other factors identified by Upendo (2011) causing high teachers' turnover were indicative of low job satisfaction and lack of motivation.

1.2 Problem statement

Despite the growing rate of un-employment in Tanzania and several steps made by the government to improve working conditions and centralizing recruitment process, there has been growing rate of limited teachers working in rural areas (Gayno, 1998). The government has established a recruitment system under section 11(a) of the Public Service (Amendment) Act, Act No. 18 of 2007. Although the recruitment system seems to be effective, the recruited civil servants for rural areas are still not reporting in their working stations. It is very common that, nowday's teachers deployed in the rural areas to tender application for transfer using several reasons including medical reasons, family problems, ongoing studies etc (Mukyanuzi and Bennel, 2005).

According to Mukyanuzi and Bennel (2005), there is a growing gap of teachers working in rural areas and those working in urban areas, which creates work load in rural areas as among the challenges of work life management. Many people and teachers are blaming the government for failure to supply and facilitate the Local

Government Authorities in creating conducive environment and well managed working conditions to rural areas (URT, 2014).

The reasons could be lack of motivational factors as indicated by Upendo (2011) that teachers' turnover in rural areas is influenced by poor infrastructure, big classes sizes, poor working conditions and few number of classrooms. Others were shortage of teachers' housing facilities, poor transportation infrastructure, shortage of clean water, lack of electricity and many other social facilities. According to URT (2014), there is decreasing number of teaches reported in rural areas for the first appointment and those who are refusing when transferred. From this regard the researcher was prompted to embark on the study to find out why the problem of teachers turnover in rural area particularly in Simanjiro district council is existing. Therefore, this study analyzed the factors that contribute to the teachers' turnover in Simanjiro District Council.

1.3 Objectives of the study

The study aimed at assessing the factors leading to teachers' turnover in public primary schools in rural local government authorities.

1.3.1 Specific objectives

The following were the specific objectives:

- i. To determine level of teachers' turnover in Simanjiro District Council
- ii. To find out and analyze the factors leading to teachers' turnover in Simanjiro District Council.
- iii. To find out and recommend the solutions of reducing teachers' turnover in Simanjiro District Council.

1.4 Research Questions

According to the above specific objectives the following were the research questions:

- i What is level of teachers' turnover in Simanjiro District Council?
- ii What are the factors leading to teachers' turnover in Simanjiro District Council?
- iii What are the possible solutions of reducing teachers' turnover in Simanjiro District Council?

1.5 Significance of the study

The study findings are considerable significant to numerous stakeholders as below elaborated:

i. Policy Makers

The results and findings of study is considered to be significant as it can be used to ascertain problems identified to have affecting teachers' turnover in the rural areas and been use to update the existing policies.

ii. Local Government Authorities

The findings can be used to by, LGAs solve problems that are considered to be root course of the teachers' turnover.

iii. The Government

Through this study, the government via the Ministry of Education and Vocational Training could obtain important information that may assist the government in the administrative matters in the public schools such as that the number of teachers employed and paid by the government may be less as the teachers available to be optimally productive. This can reduce the government expenditure by having right number of teachers in the public schools but with high productivity and also it can assist in planning of national budgets allocations.

iv. The Researcher

This study can enable the researcher to gain more knowledge, experience, skills and confidence in research work by writing, compiling, presenting this paper and also she can acquire new knowledge in various aspects and factors affecting teachers in public schools.

v. Other Researchers

The findings can generally help for further researchers in similar studies by providing them with the potential knowledge about the area of study and broadening understanding of the subject matter both theoretically and empirically.

1.6 Delimitation of the study

The study was limited to Simanjiro District Council and few schools in few Wards. It however relied only on the variables shown in the conceptual framework, i.e. extrinsic, intrinsic and demographic factors. It covered the period running from January 2011 through December 2015.

Finally, the scope of this study was limited to the geographical area of Simanjiro District Council. However, the findings can be replica of the other rural district councils as the settings of LGAs are similar all over the country.

1.7 Limitations of the study

The major limitation of this study was the accessibility to adequate economic data that could have made possible a comprehensive analysis of the impact to be done.

Some sources of data in the Council were not in detailed form. This means that there was no a precision on how much many teachers recruited in a particular period of the study. It was not possible, for example, to have information on the number of primary teachers deployment into school was not an easy job. It was also difficult to get a specific factors affecting teachers motivation such as amount of salary, allowances etc.

For this reason, the survey was integrated just to make an estimate of the amount in general. However, the answers to the survey on the number of teacher separated from Simanjiro District Council were perfectly.

Secondly, Simanjiro District Council contacted were not willing to release key specific information stating confidentiality as a reason or fearing disclosure to the public information.

Obtaining information on the economic profile of the Simanjiro District Council over a given period of time has also been impossible. There seems to be no such monograph. Existing literature on Arusha were not available. This difficulty in itself constitutes an obstacle to the conduct of a comprehensive study on factors leading to teachers' turnover in public schools that are in rural local government authorities because of the lack of references, benchmarks on the trend of the turnover in other sectors; etc.

Despite of the limitations of this study such as respondent's delay or rejection to provide all the required information, financial constraints and inadequate time for the research period the researcher did some more effort to explore from the respondents and ensuring them on the importance and confidentiality of the information. Concerning the financial constraint the researcher used her savings and make proper utilization of time to meet deadline.

1.8 Operational Definition of terms

- i. Teacher: To the context of this paper, teacher is a term for workers and managers working for an organization.
- ii. Employees' Turnover: For the purpose of this study, employees' turnover is defined as a movement of employees outside the organization due to any reason. .
- iii. Voluntarily employees' turnover: According to this study it refers to the employees who resign on their own.

- iv. Organization: According to this study an organization is a social entity that has a collective goal.
- v. Extrinsic factors: To the context of this study, extrinsic factors are defined as external factors which are influencing employees' performance.
- vi. Intrinsic factors: For the purpose of this study, Intrinsic factors are defined as internal, that influences performance of employee.
- vii. Pay: According to this study pay is a set compensation paid to a person for regular work or services.
- viii. Career Growth: To the context of this paper, professional growth means achieving a better or higher title at a particular period of time.
- ix. Job Fit: For the purpose of this study, job fit is defined as matching of individual interest and job requirements.
- x. Working conditions: It refers to the working environment and all existing conditions affecting employment in the workplace.

1.9 Organization of the report

This report is arranged in five chapters as follows; Chapter one comprises of the background of the study where it was a brief summary showing gaps to be addressed by the research and similar and related researches carried out before. Chapter two reviewed of relevant literatures which were a description of what had been done in the past with regard to research topics while chapter three discussed the research methodology to be used in conducting the study and the data collection method to be used. Chapter four was comprised of data analysis, interpretation and discussion. It provided data analysis and presentation plan. Chapter five provided conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews theoretical and empirical literature. The literature review is presented in accordance with the study objectives.

2.2 Theoretical Literature Review

2.2.1 Overview of employees' turnover

Ngirwa (2008) defines employee's turnover as intended and unintentional terminations of employment contract between an employee and employer. Furthermore, employees' mathematically defined as the percentage of staff leaving from the organization to the proportion of employees remained or recruited in a particular given time. It is a rate of change of the workforce of an organization in a given particular time. According to Hodgetts and Hegar (2008) employees' turnover is a difference of the employees leaving and employees entered the organization. Joshi (2013) defines employees' turnover as the quantity of employees moving in and out of an organization.

Coetsee, (2003) developed a hypothetical opinion that employee turnover can be regarded as a movement of personnel from one organization to another due to increase or decrease of labor market or because of any cause. The researchers mean that existence of rates of labor markets between organizations can lead to employees' turnover. According to researchers employees' turnover can occur in two situations, voluntarily and involuntarily. By voluntary turnover an employer himself / herself introduces to his employer his intention to quit an organization whereas involuntary turnover termination of employment is not influenced by an employee but might be due to unavoidable circumstances which force an employee quit the organization such as employees' health retardation, death of an employee, or turnover initiated by employers (Ngirwa 2008).

Moreover according to Morrell, et. al., (2004) have the view that turnover can also be predictable possibility of a particular employee timeline to work with the same organization within a certain period of time and hence leave to another organization or his / her own businesses. However despite all observations regarding turnover there are also other positions which can be used to clarify turnover employees such terms are like separation from work, quits, exits, migration to another employer and so forth.

Ngirwa (2008) characterized voluntary employee turnover into two groups' functional and dysfunctional turnovers. He states that functional turnover is the situation whereby a substandard employee quits from work while dysfunctional turnover is the resignation of a competent and effective employee. Moreover in normal situation where dysfunctional turnover occurs in the organization the organization is likely to get negative effects such as decrease of its outputs. Furthermore, dysfunctional turnover can also be grouped into preventable and inevitable turnover whereby, preventable turnover is influenced by poor employees working conditions as well as low compensations. In contrary unavoidable turnover is the result of influences such employees 'serious sickness, death of an employee and more other reasons beyond the organizations' control.

2.2.2 The impact of employees' turnover

Where employees' 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

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 employees' 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 employees' 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.

Moreover the research that was conducted by Victor Vroom in 1964 developed a theory known as expectancy theory. The founder of this theory was in the view that the influence of a tendency to do something in a specified manner is dependent upon the anticipations stings over the attractions of the oriented results to the performer of that act. Therefore according to this theory an employee is not expected to continue working with that particular organization unless he or she is ensured that his outputs are being measured to the extent that he can therefore get rewards such as recognition or increase of his payments as a return of good performances.

However when an employer fails to reward his employees as he anticipated he is likely to cause such employee reduce his diligence or work desperately and eventually resign the job and look for an alternative place to work with.

Hence the expectancy theory which guided the researcher has the basis of revealing the reasons which lead to employee turnover. Employers have to know employees feel very disappointed and may finally think of turnover when they see that there is no possibility of meeting their anticipated results. However, it should be taken into account that an organization needs to have that stable and experienced personnel so that they make good outputs of the organization. Hence the researcher's decision to resort to the above two theories was due to the fact that the theories have dealt with features which unless they are met by employers and employees they are likely to lead to turnover as per the reference of this study (Armstrong, 2009).

2.2.3 Prevention/reduction of employee turnover

Despite the fact that everyone in the organization has his reason of turnover and quit from particular organization, however all these reasons can be linked into two groups either voluntary or involuntary ones. Hence an organization's management should make sure that it is capable to properly distinguish between the two types of the turnover hence it can take further actions accordingly so that it can consequently deal with those falling under its control.

Loquercio, et al., (2006) explains that voluntary employees' turnover occur when employees are willingly quit the job when securing other jobs somewhere else with better salary than the one getting from the former organization. However, involuntary employees' turnover happened when employees are quitting the organization because other reasons like retirement, expelling by management and death.

Contrary to employees' turnover, employees' retention is maintenance of employee within the organization within specified period of time (Harvard Business Essentials 2002). Organizations have various programmes that, aiming at retaining employees within the organization. These programmes enhance employees' commitment by

providing them with several opportunities such as promotion and other motivational packages (Bogdanowicz and Bailey, 2002).

2.2.4 Factors causing employee turnover

According to motivational theories, there are two categories of factors influencing motivation to employees' namely extrinsic factors and intrinsic factors. These factors are discussed below:

i. Extrinsic Factors

These are external factors which can influence an employee's motivation. It occurs when employees are motivated to demonstrate a behavior or engage in an activity expected due to external reward or avoid punishment (Morrell, et al., 2004).

a) Management Style

Management style is identified as an important factor that influences employees' turnover. Maicibi (2003) stated that when employees are poorly managed and supervised tend to work like imprisoned animals looking an easiest loop hole for escaping opportunity.. Maicibi (2003) contend that poor management and supervision are common factors influencing employees' turnover in an organization. When employees are not provided with the leadership they would expect whereby, they feel treated unjustly, discrimination or harassing they become dissatisfied. Ontario (2004) states that employees tend to quit because of their leaders when they find in a situation of not getting support from them rather criticism.

According to Silbert (2005), a talented and skilled are easily find another job in another organization and hence to retain them is very difficult. However, organizations tend to put a good working environment and attractive packages such as housing allowance, transport and many other fringe benefits. . Gregory and Henry (2005) explain that nature of management affects the individual employees in the organization as based on the management style the organization culture is developed.

Armstrong (2006) defines management style as the way employees are handled in the organization. Freyermuth (2007) recommended that organization leaders' must manage their employees in a way that they together build the work environment

which can suit all employees. According to Shamsuzzah & Sumon (2010) the relationship between employee and employer plays a key role employees' turnover. Brox (2012) comments on the aspects of leadership and how it involves relationship with management, relationship with peers, supervision, recognition of employees' efforts and administration. It is also stated by Mbah (2012) that, employees tend to perform better when they are given freedom and self control to practice through their own judgement, initiatives and self move towards the work.

b) Pay

Martin (2003) revealed the divergent relationship between salary and employees' turnover, employees who are paid high salaries demonstrated lower employees' turnover rate. Firth et al., (2004) explains that workers whose output is more than input may feel undermined at their current organization and in turn look for an organization with high pay equivalent to what they feel to deserve. It is also stated by Harman, et al., (2007) that employees can plan leave an organization when incentive given by such organization is perceived to be less than performance exerted by an employee. Griffeth, et al., (2007), concluded that employees' turnover has direct linkage to pay and rewards system of an organization. Griffeth, et al., (2007) concluded that employees with high performance expectation are expected high pay as well. When an organization fail to pay sufficient wages as expected an employee, decides to quit for better payment somewhere else.

Martin (2008) carried out a study the importance of higher wages to an employees' 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 employees' 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

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.

c) Job Content

According to Wright and Culpin (2002) employees are motivated to the job enlargement and responsibilities. In line to that, Maicibi (2003) observes that, job content enhances employees to stay longer with the organization. Job characteristics influence the employees' behaviour and feelings for better or worse outcomes. Sekuguchi (2004) comments that, employees may develop intention to quit the job when their needs are not satisfied. According to Aamodt (2004), employees who are interested with their job characteristics are enjoying working with the organization. Job attributes can affect employees' job performance as well as inspire them (Morgeson and Humphrey, 2006). Job status may also play an important role in reducing employees' turnover. In this regard organizations should use it as a career reward and incentive to retain qualified employees (Zhao and Zhou, 2008). Employees are also get satisfaction when they are given more responsibilities and more challenging work. From these observations Gam (2008) concludes that there are favourable relationships between job items and job outcomes, such as job satisfaction and intention for employee's turnover.

d) Working conditions

O'Connell & Kung (2007) explains that employing high competent employees into an unfavourable work environment may actually increase employees' turnover. Employees have a tendency of moving from organization to another due the the influence of working environment. Handelsman (2009) states that suitable work

environment is an attraction of employees to an organization. According to Handelsman (2009) employees are comfortable with working environment. They would be comfortable to work in organizations which have sufficient facilities such as buildings, furniture and instruments as well as organization where health and safety measures are observed. However, unfavourable work conditions can lead into increased employees' turnover. MacDonald (2012) goes further and explains how employees can only work in poor working conditions because they are desperate for money but once they are a bit stable financially, they can move to other organizations in areas of their choice thus increasing the turnover rate.

ii. Intrinsic Factors

These are factors which can influence employees' motivation internally. It make an employee to behavior is certain way toward the job or employer because he/she fills personally satisfied and is so doing he/she can, performing the work diligently without closer supervision or enforcement (Morrell, et al., 2004).

a) Job Fit

According to Maicibi (2003) job fit is one of factor that satisfies or dissatisfies an employee to stay with an organization. In an employee do not match with the organization in various forms it is probably find another job where he/she can match and decide to stay for longer period. Sekuguchi (2004) comments that; if the organization does not meeting the employees' requirements, the risk of employees' turnover tend to be increased and in turn they make a decision to quit. According to Kristof-Brown, et al., (2005) job fit is all about employee comfort ability within an organization in various aspects such as culture, values and social mixture with other employees.

b) Career Growth

Advancement in career is a significant factor to the satisfaction of an employee Shmsuzzoha (2007) expesses that, employees regardless of their category are required to be evaluated and informed about their performance in a career wise development.. Employees' turnover is also affected by various factors in the career development.

For example, level of career achievement, opportunity for promotion and the future expectation in the career ladder of an employee in the organization. Europhia (2008) stresses that; opportunity to grow in terms of career in an organization might be a basis for employees' turnover. Rampur (2009) indicates that, employees can prefer to stay with organizations provided they are assured with higher posts which increase their remuneration packages. Mankin (2009) expresses career growth as a motivational factor which is planned and structured for the purpose of career aspirations to employees. Employees' career development plan can enhance a long term personal and professional commitment of individuals within an organization (Tan 2008).

iii. Demographic Factors

a) Age

Ngirwa (2008) explain that employee turnover typically decreases with age. Furthermore, According to McCullough (2002) age is a common factor that influences employees' turnover. Moreover, McCullough (2002) express states that, an older employee is likely less interested to quit the job than younger one. The younger ones are always take risks and quit the job with hope to get other jobs. In this regard, age of the employee an important factor that influences voluntary employees' turnover and vice versa (Barrick & Zimmerman, 2005). On the other hand, the older the employees and work experience accumulated enhance employees to more satisfaction and get more reality of work life balance. Employees' with younger age are normally have little job experience as well as comparative work organizations which they can use to compare between jobs, work environment, remuneration and other conditions.. McGlaham (2006) comments that, young employees are moving from one job to another while they are young and at the age of 40 years they have moved at least 12 different job.

b) Tenure

Blood, et al., (2002) opine important relationship between job occupancy and job satisfaction. Meanwhile, Meyer, et al., (2002) opine constructive relationship between commitments to the organization with duration of service by employee. Net, et al., (2003) observe that employees tend to remain in an organisation for a long

period because of the built good relationship with their co-workers. Grobler, et al., (2006) express that a large rate of voluntary employees' turnover occurs during the first months of employment while an employee is new in the organization. Newstrom, (2007) indicates that, long term employee is more committed in the organization than a short term employee. It was observed that the longer period employees stay with an organization and the age imparts feelings of responsibility as well as outcomes increases their stay in the organization. Salami (2008) also observes a strong relationship between duration of work of an employee and organizational commitment.

c) Education and Training

Training can be classified into two category namely task oriented and non task oriented. The task oriented training is one which imparts specific knowledge about a task to be performed by an employee (Asare-Bediako, 2002). Rhoades and Eisenberger (2002) provide that, training enhance employee to use his/her potential to toward achievement of the organization's goal. Employees who were given such opportunities for training may increase their confidence in performing their duties. Subsequently, employees given education opportunities by an organization can do a commitment agreement to stay in the organization for a longer agreed period. This might be the strategy or reducing employees' turnover especially the key one. Nogueras, (2006) shows that; staff motivation through training reduces high employees' turnover. Nogueras, (2006) support his argument by referring study Clouden, (2009) that in 2003, 41% of employees that did not received training by the company had left within the year of employment while 12% with training had plan to quit the organization in the same period.

According to Pires (2009) an employee considers training as a development which can give him/her wider choice in the employment industry. Although, it is referred as a motivation factor, it should be incorporated with other factors such as good working condition and good remuneration otherwise is become an encouragement for employees to quit as widen their skills which open more rooms for more opportunities.

The training goal is enable employees to perform their duties effectively and efficiently with new skills as provided by the training module (Noe, 2010). According to Joarder and Sharif (2011), training is an act of acquiring new knowledge and skills which can improve the standard of performance of an employee in a rapid changing environment. Choi et al., (2012), also stated that training is method of enhancing competencies for employees to meet and fulfil objective of an organization..

2.3 Empirical Literature Review

General, (2002) revealed a result of a case study of teachers' turnover in Wakiso District in Uganda. The results depicted that, multitude of the teachers are moving out from private secondary schools for the reasons amongst looking for good pay in the public and other private schools. However, the researcher expressed the importance of human resources management as it is the most precious resource in a firm. In this context, the researcher is expressed that impact teachers can bring to the students if motivational factors cannot be taken into consideration. If teachers' turnover rate is high, the quality of education to the students is definitely affected. Furthermore the researcher observed mediocre commitment of teachers in the in private secondary schools in Wakiso District which could probably be the reason for high teacher-turnover. The report of Wakiso District Private Schools Association Report (2004) states that 253, out of 368 in 162 private secondary schools newly recruited teachers had quit their jobs.

The research involved head teachers and teachers in few selected schools in a District of Wakiso in Uganda. The study area was chosen because, of the high teachers' turnover rate in the country. However, teachers and head teachers were sampled for the study because of their role to play in the teacher's turnover..

Simple random and purposive sampling techniques were used to select sample size.. The sample size comprised 380 teachers from the sample frame of all head teachers and teachers from private secondary schools of Wakiso District. The study considered poor working condition, loss of teachers unity, poor, low pay,

management and supervision methods to have directly impact on teachers motivation, In turn teachers were not satisfied which resulted to increase of high rate of teachers' turnover. The study assumption was that in schools where pay rate was good with good working condition, good management and supervision, the teachers' turnover pace would be low. However, in the schools which these factors were poor, the teachers' turnover rate would be high.

Empirically, the study concluded that unfavourable environment was related to factors that affected teachers' turnover. Furthermore, the study explains that, teachers always joined the private secondary schools with high expectations. However, in the actual environment when they find the expectation cannot met, their motivation come down into dissatisfaction rather than satisfaction. Eventually, their commitment is affected and finally they find another engagement and quit the job. The study further revealed that, external factors such as working environment when compared with amount of salary paid demoralize teachers to the extent of finding another engagement elsewhere.

Naikuni (2007) reported on the study conducted in Kenya Airways labour turnover of Aircraft Maintenance Engineers.. The study assumption was that, Kenya Airways would attract, retained qualified and experienced engineers due to it uniqueness as a sole Airline company big in the East Africa. Contrarily the records show that Kenya Airways lost 30 engineers who quitted their job to other airline companies from 2004 to 2007. Due to this turnover, Kenya Airways forced to send their aircrafts to be serviced in the other part of their world such as Asia and Europe which increased the operation cost. Meanwhile, due to high cost of service and maintenance in Asia and Europe due to high employees' turnover, the airline reported the drop of profit by average of 19% in 2007. . Kenya Civil Aviation Authority regulations require all airlines in Kenya to recruit and maintain a licensed aircraft engineers as a strategy to reduce risk of aircraft failure and safety reasons. According to Naikuni (2007) the high turnover engineers in Kenya Airways was attributed to number of factors but it however, it impacted the company and is one of the challenges to the company,

particularly when a licensed aircraft engineer leaves the company with short notice of resignation.

A descriptive study was conducted which included the population of 180 engineers and 90 managers. A sample size was 54 respondents who were selected in a probability sampling technique. The data were collected using questionnaire form. The data were qualitatively analyzed in accordance to the themes used. However, the data were presented descriptively by frequency tables and charts. From the analysis discussion was done and the conclusion was drawn. The study finally concluded that the high engineers' turnover was a Kenya Airways' major problem with no prediction of the future trend. However, the turnover rate was attributed to internal conditions such as low pay, poor management and supervision, bad working conditions, high competition, in the industry and lack of concern by management to address issues raised by engineers.

2.4 Research Gap

Following literature discussed above, the gap can be identified specifically in the context of organization studies in the empirical literature. All of the studies about employees' turnover were conducted in the environment of private organizations. None was carried out in the public primary schools. The respondents revealed that, there is a growing problem related with employee turnover in the private organization and therefore these areas need a serious attention even in the public institutions.

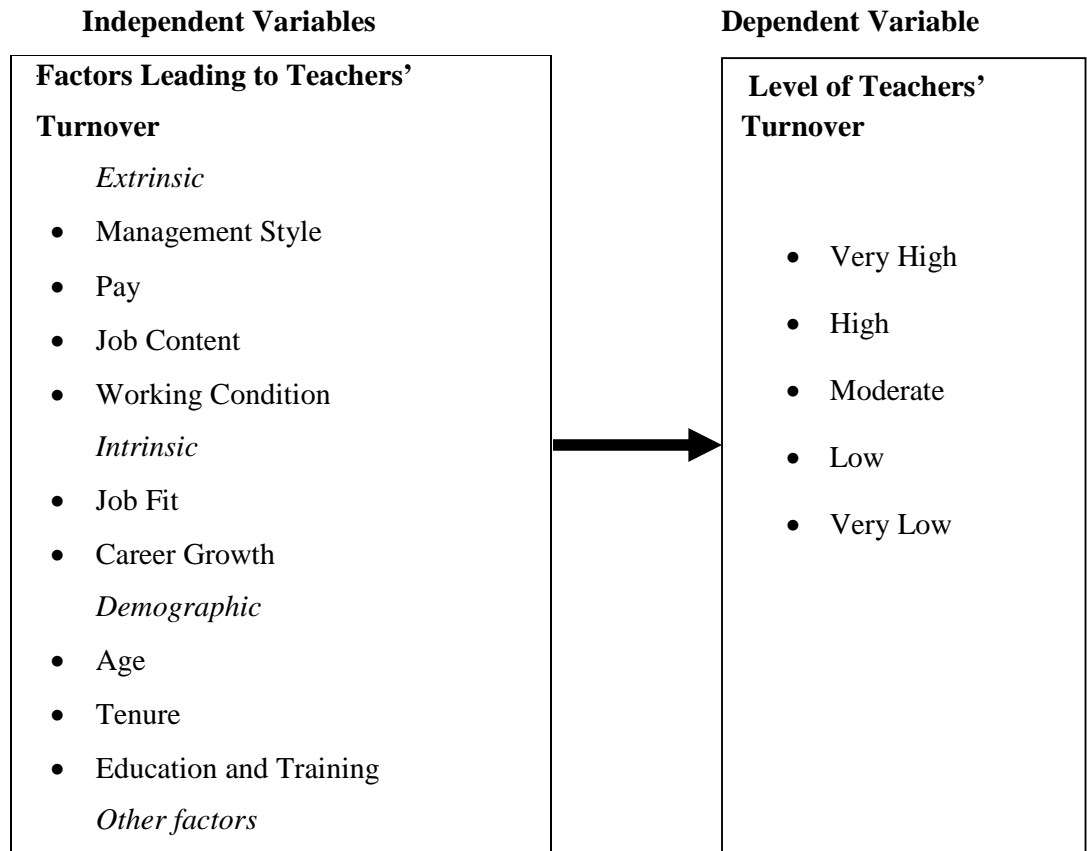
Furthermore, most of the existing studies about employees' turnover were carried out in the developed countries and few in the developing countries like Uganda. The researcher did not come across any Tanzanian study discussing about the same topic even one which was comprehensively investigating about the issue of employee turnover in the public primary education although it is a serious problem in this sector.

Employees' turnover in the education sector is a serious problem in the rural areas. Despite of this fact, there is no study conducted in Tanzania which analyzed factors influencing teachers' turnover.

2.5 Conceptual Framework

This study adapted a conceptual from Mobley et al. (1979) theory which explains that, workers are influenced by various factors which influence them to their jobs and sets priority on finding opportunities to acquire better work conditions in alternative employment before the actual voluntary turnover takes place. Mobley et al. (1979) expresses that, the major reason for employees' turnover includes employees' dissatisfaction with the management. Mobley et al. (1979) further expresses that, employees might be influenced with the available interesting job offered from other companies. The independent variables were represented by the extrinsic, intrinsic and demographic factors leading to employees' turnover in organization and the dependent variables were represented by level of employee turnover. Although, Human Capital Index Report (2005) has categorized employee turnover rate into three that is 2% low, 9% moderate and 25% high, the researcher considered 1% as very low and above 25% as very high in order to determine the actual level of employee turnover.

Figure 2.1 Conceptual Framework



Source: Adapted and modified from Mobley, et al., (1979)

CHAPTER THREE

RESERACH METHODOLOGY

3.1 Introduction

This chapter discussed how the research methodology that was employed to conduct this study. It includes the research design, area of study, study population, sampling and sampling procedure, sample size, methods of data collection and methods data analysis.

3.2 Research Design

Research design is defined as the way a study was planned for purpose of answering the research questions (Saunders et al., 2003). According to Amin (2005), research design is a framework and practical structure whereby a study is conducted. It is a blue-print for variable measurements, data collection and analysis. Saunders et al., (2003) define research design as a rational model of fundamental inferences between variables investigated. The research design provides ways for structuring collection of data, analysis and interpretation of data. It includes ways of summarizing and generalizing findings to represent larger population or to a similar situation (Saunders et al., 2003).

From the above observations, research design determined ways for conducting a research study according to the problem to be addressed, the objectives of a study and the research questions to be answered. For this regard, the research design for this study was of two folds.

Firstly, the study was conducted in case study design whereby Simanjiro District was used as a case. Secondly, the study used both qualitative and quantitative methods to collect data. Amin (2005), asserted that a triangulation is important during data collection for achievement of reliability of data.

3.3 Area of Research

This study was conducted in Simanjiro District Council whereby District Education Officer was approached for approval and the entire district education reports and information, schools and teachers were part of the study. The rationale of choosing Simanjiro District was that, the district is one of the rural districts which are suffering severely with teachers' turnover (URT 2013). It is estimated that, 65% of the newly recruited teachers and deployed in the rural areas of Simanjiro do not report on the appointment. Meanwhile, teachers' turnover at Simanjiro District Council is over above the national turnover rate (URT 2013). While the national turnover rate is averagely ranging from 1.9% - 2.1%, teachers' turnover rate is average of 5% (NBS 2013). Another rationale for selecting Simanjiro District Council was being the fact that, the researcher is familiar with the settings and hence she would be able to access data conveniently.

Simanjiro District Council is locating in 4°24'36"S 37°10'48"E coordinates in the Manyara Region of Tanzania. The District is bordered by Arusha Region in the North, by Kilimanjaro Region, in the North East, by Tanga Region to the South East, by Kiteto District in the South, by Dodoma Region in the South West and by Babati District in the West (Appendix B).

3.4 Population

The targeted population is defined as the entire units a researcher are interested for investigation. It is all about individuals whom the researcher wishes to study and draw conclusions (Kothari 2004). In this regard this study employed a total targeted population of 86 public schools and 996 teachers whereby 8 of them were involved during the pilot of the research instrument. Table 3.1 depicts the unit of inquiry as following:

Table 3.1 Population Frame

Ward	Number of Primary schools in Simanjiro	Total number of primary teachers in Simanjiro
Emboreet	4	52
Loibor-Siret	5	45
Loiborsoit	4	48
Mererani	5	46
Msitu wa Tembo	5	55
Naberera	4	50
Ngorika	5	52
Oljoro No 5	4	48
Orkesmut	3	64
Ruvu-Remit	4	54
Shambarai	4	49
Terrat	5	54
Langai	3	24
Endonyongijape	3	14
Kitwat	4	55
Komolo	5	58
Naisinyai	4	51
Endiamtu	5	48
Total	86	996

3.5 Sampling Procedures and Sample Size

This study employed multistage sampling technique to select wards from which the public school was selected. Kothari (2004) refers multistage sampling technique as technique whereby the process of getting sample size is carried out in stages while using descending scale from one stage to another. The first stage was selection of wards from Simanjiro District Council. However, the wards were purposively selected based on the peculiarity of the school. The wards and schools which had recorded high teachers' turnover for the past five years were selected by the researcher. Purposive sampling is also referred as selective, subjective or judgmental sampling procedure. It is a non-probability sampling technique whereby it selects particular attributes of a population which are required to provide specific behaviour to best enable the researcher to answer the research hypothesis accurately. The next stage involved the selection of public schools from the chosen wards in which the sample size was drawn. The third stage was selection of representative respondents.

3.5.1 Sample size

According to Kothari (2004), sample size is a small group of units drawn from a population used to provide representative information which can enable the researcher to draw a generalized conclusion. In this regard the sample size for this study was selected in a cluster of 3 wards whereby the top wards with high teachers' turnover were chosen. The rationale was based on the homogeneity of the population whereby each unity of inquiry was capable of representing the entire population. However, in selection of public schools and the respondents, the study employed random sampling method. The Krejcie and Morgan (1970) formula was used to determine sample size as indicated below:

$$Sz = P \div [1 + P (d^2)]$$

Where:

Sz = Sample size

P = Population

d = Degree of accuracy (0.05)

From the above expression teachers' respondents were 91. The table below summarizes the sample size

Table 3.2 Sample Frame

Ward	Number of Primary Schools	Number of teachers	Sample Size
Orkesmut	3	64	55
Langai	3	24	23
Endonyongijape	3	14	13
Total	19	102	91

3.6 Types of Data

The primary and secondary data were used:

3.6.1 Primary Data

Parasuraman (1991) defines primary data as first hand information that are not yet processed in any form. In this study primary data are the information from the

respondents' opinion, views and experience regarding factors leading to teachers' turnover in rural district councils.

i. Questionnaire

Questionnaire is a prepared research instrument containing questions addressed to respondents for answers either unlimitedly or using defined and closed alternatives, called Likert scale responses (Amin, 2005). Questionnaires can be administered personally, mailed or electronically distributed using email technology. Questionnaires enable standardisation of data which also simplifies data analysis (Saunders, et al., 2003). According to Amin (2005), self-administered questionnaire is a type of questionnaire format which allow the respondents to answer it in a minimum interference from the researcher. From this regard primary data were collected from the study population using researchers developed semi-structured questionnaire with open and close ended questions (Appendix A). It is self-administered in the sense that the targeted respondents who have ability to read and understand questions without clarification from the researcher. Questionnaire form was validated for its reliability by undertaking a pilot study which involved eight (8) teachers currently working in Simanjiro District Council. After being piloted they were corrected ready for being distributed to the sample size of the study. The questionnaires consisted three sections namely; section A detailed of the respondent whereas section B provided series of questions that intending to find out the factors affecting teachers' turnover and Section C provided questions intended for finding out the possible solution for teachers turnover in Simanjiro District Council.

ii. In-depth interview

Interview is a data collection method which is used to interrogate the respondents to get the intended research information. It involves face to face interactions which enable probing and triangulation of the information (Kothari, 2004). Interview has a high response rate when compared with other methods of data collection. Interviews can either be in a form of unstructured, semi-structured and structured interviews. Unstructured interview does not contain any list of the pre-determined list of questions (Kothari, 2004; Saunders, et al., 2007). In-depth, semi structured interview was conducted with the Simanjiro District Council's alumnae teachers who were

contacted face to face and through telephone communication. The interview helped the researcher to find the reasons why teachers were voluntarily left the job at Simanjiro District Council. The researcher also interviewed key people in Simanjiro District Council who were perceived to be involved in teachers' welfare. They were also solicited to provide possible solutions of reducing teachers' turnover in Simanjiro District Council.

3.6.2 Secondary Data

Secondary data was defined by Mugenda and Mugenda, (2003) as a processed data and concern with examination and evaluation of existing data collected by previous research projects whereby it can be available in two forms namely internal and external data. In this study secondary data were documents and information regarding factors leading to teachers' turnover in rural district councils.

Secondary data were collected by reviewing documents related to teachers' turnover in the public sector. The study employed sources such as:

- a) Research reports from distinguished academicians
- b) Public records and statistics

3.7 Methods of Data Analysis

The study employed quantitative and qualitative methods of data analysis. This was done so as to give the collected data a meaning and grouping similar data for easy comparison and tabulation. Data that contained quantitative figures was categorized and SPSS version 17 software was used in analyzing them. The qualitative data from open ended items in the interviews were analyzed using thematic analysis. The analysis was done by descriptive method. Tables and pie charts were prepared to analyze data by computing the percentages just to show the relationships. Finally, description was used to explain, clarify and make conclusion on the observed situation.

3.8 Validity and Reliability

To guarantee the accuracy of the data; the validity and reliability test were carried out. Validity is the ability of a measuring instrument to accurately measure what it supposed to measure (Saunders, et al., 2003). On the other hand reliability is the ability of measuring instrument to produce consistent results in a different sample element (Saunders et al., 2003).

3.8.1 Validity

For purpose of validity the instruments were tested whereby few 8 were used to pilot the questionnaire. These were not part of the sample size for the study. After piloting the questionnaire, it was corrected to suit the study area.

3.8.2 Reliability

Mugenda and Mugenda, (2003) explained that, reliability ensures the degree of consistency/stability is high. In this regard, questionnaires were used to measure the reliability in relevance, clarity and ambiguity of items. In achieving these questionnaires were tested to other teachers who were not part of and they produced the same results hence the reliability was observed. The data were subjected to reliability and internal consistency prior to exact statistical analysis. The reliability and internal consistency was checked for the extrinsic and intrinsic factors. The Cronbach Alpha for extrinsic factor was found to be .889 and based on standardised items it was found to be .889 and for intrinsic factor was found to be .873 and based on standardised items it was found to be .867. (Refer Appendix C and D) According to Cronbach and George the scale is considered good and thus further statistical analysis can be considered. Cronbach consider data with Alpha value close to one as reliable and consistency. Therefore, the extrinsic and intrinsic factors were reliable and internally consistency. The data can be used for further statistical analysis.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study assessed factors leading to teachers' turnover in public primary schools in Simanjiro District Council. It principally focused on how the Council and other factors affect teachers' turnover in Simanjiro District Council. In this regard this chapter discussed the major findings. It starts by analyzing relevant information from respondents and followed with analysis and discussion of the objectives of the study.

The analysis was divided into three objectives. The first objective determined the level of teachers' turnover and the technique used was descriptive analysis. The second objective was to identify the factors leading to teachers, turnover at Simanjiro District Council and the technique used was descriptive and factor analysis. The third objective suggested solutions on dealing with the problem of teachers' turnover in Simanjiro District Council and the technique used was distractive analysis. The presentation will be as follows:

- i. Demographic information
- ii. Level of teachers' turnover in Simanjiro District Council
- iii. Factors leading to teachers' turnover in n Simanjiro District Council
- iv. Possible solutions of reducing teachers' turnover in Simanjiro District Council.

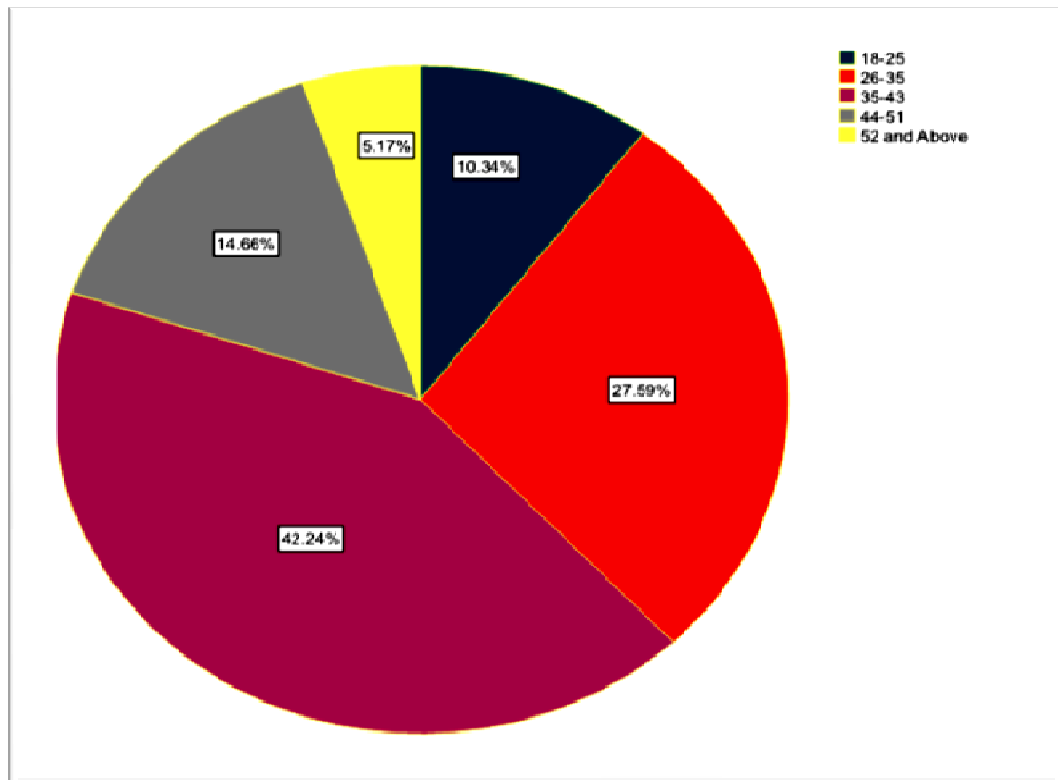
4.1.1 Demographic Data

The demographic data analyzed basic information including age, gender of respondents, level of education and number of years working at Simanjiro District Council. The purpose of analyzing demographic data of the respondents was enhance the researcher to portray the attribute or features of the target group in the population of primary teachers of Simanjiro District Council which are considered useful for further discussion of the findings.

4.1.2 Category of respondents by age

Respondents' age were grouped into four levels. About 42.2% of respondents were at age bracket 35 to 43 years. About 84.20% of the respondents were at the age below 43, which indicated that Simanjiro District Council's teachers comprised of considerable young working group. This could probably explain why teachers' turnover is high at Simanjiro District Council. This is in agreement with the study done by Tye and O'Brien (2002) which argues that it is normally for young employees with high to migrants in the labour market. a Thus, they create instability situation in the working staff of an organization. For the meantime respondents of above 52 years old forms 3% of the total number of teachers.

Figure 4.1 Respondent Distribution by Age

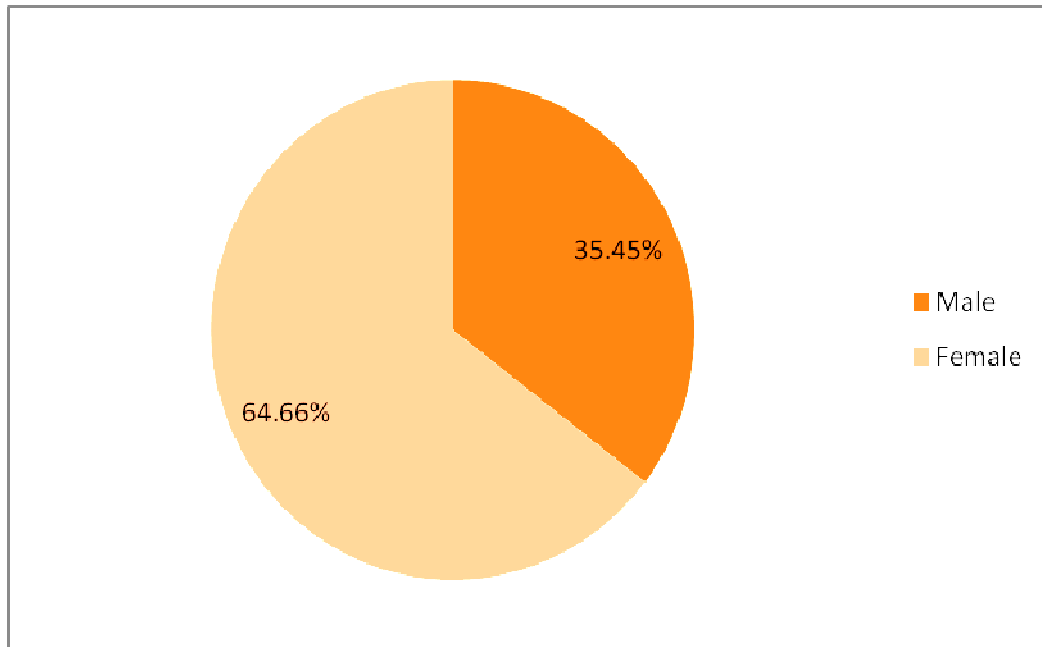


Source: Field Data (2016)

4.1.3 Gender profile analysis

The gender of the respondents was captured as to measure how it leads to teachers' turnover. Figure 4.2 below summarized the results.

Figure 4.2 Respondents' Distribution by Gender



Source: Field Data (2016)

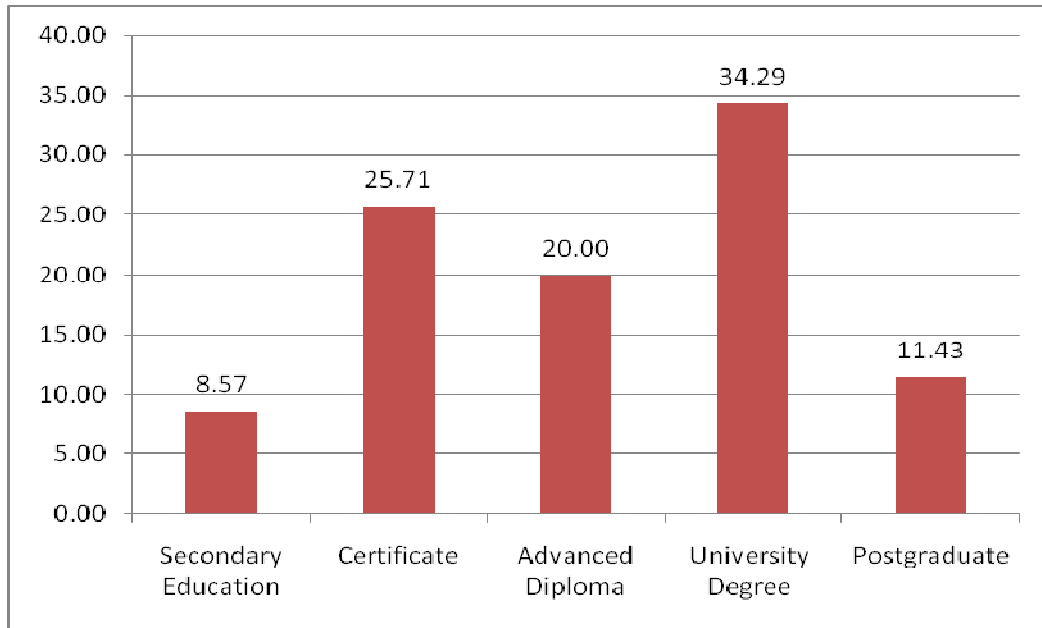
From the findings as shown by figure 4.2 above, the female (64.66%) constitute a bigger percentage of the teachers at Simanjiro District Council. Male only form 35.45% of the total respondents. This trend however is detrimental to the Council because women are much occupied by other responsibilities after school activities such as household tasks which make them unable to carry extra work. According to (Dowell, 2014) women are more likely to stay in job because of their role in the society. Many family roles are left to women to take care of it. To mention few, such roles include: taking care of other dependants, including children, elderly parents, taking care of ill of family member and childcare. Women are also overwhelmed other family matters disputes such as divorce or separation, family arguments, family reunion. Other social matters such as holiday, marriage, pregnancy, relationship and remarriage of a family member are some of matters affect women in the society more

than men. Thus, the composition in the gender analysis indicates that, male are more mobility than female in Simanjiro District Council. However, according to NBS (2013) women comprises more than male in the education sector. Thus, the gender composition of this study might reveal the real pattern of the state demographic and not rate of labour turnover.

4.1.4 Respondent category based on the level of education

Figure 4.3 below reveals that the highest percentage (34.29%) of Simanjiro District Council teachers hold university degree the lowest percentage (8.57%) was secondary education holders. It was established that certificate holder comprise of 25.71% and 20% of the respondents held advanced degree. Respondents with postgraduate level comprised 11.43%. It was established that 34.29% of the respondents were primary school teachers while 65.71% of the respondents were secondary education teachers. Education level is one of the factors which influence labour turnover. According to Meyer, et al., (2002) voluntary turnover has positive relationship with level of education. Employees who are leaving organization voluntarily are those who are unsatisfied. According to Meyer, et al, (2002) employees' turnover and employees' retention are influenced by demographic factors such as age, gender, tenure, income level and education level. Employees with high qualification have greater chance to get another employment. The study revealed that, teachers in Simanjiro District Council have sufficient education qualifications which enable them to be employed in other sectors.

Figure 4.3 Categories of teachers by highest qualification attained



Source: Source: Field Data (2016)

4.1.5 Category of respondents based on the number of years with worked in Simanjiro District Council

Table 4.1 indicate that, majority (41.76%) of teachers worked in Simanjinro District Council for more than 5 years. 30.77% have worked for 3 to 4 years. 23.08% have worked experience of 1 and 2 years whereby 4.4% have work experience of less than one year. On average therefore, a relatively large proportion of teacher have worked less than 5 years in Simanjinro District Council. The results are contrary with Sorensen (2008) which explains that employees with high experience are more familiar with their work responsibilities than those with low experience. Employees with high work experience have more career satisfaction than those employees with lower work experience. On the other hand, Kavanaugh, et al., (2006) study shows that employees with high work experience are not motivated to remain with an organization by get payment of same level. The result of this study meant that, mobility of the teachers in Simanjiro District Council is affected by other factors than the tenure reason.

Table 4.1 Teachers' Work Experience in Simanjiro District Council

	Years	Frequency	Percent
Valid	Less than 1	4	4.40
	1 and 2	21	23.08
	3 and 4	28	30.77
	5 and above	38	41.76
		91	100

Source: Source: Field Data (2016)

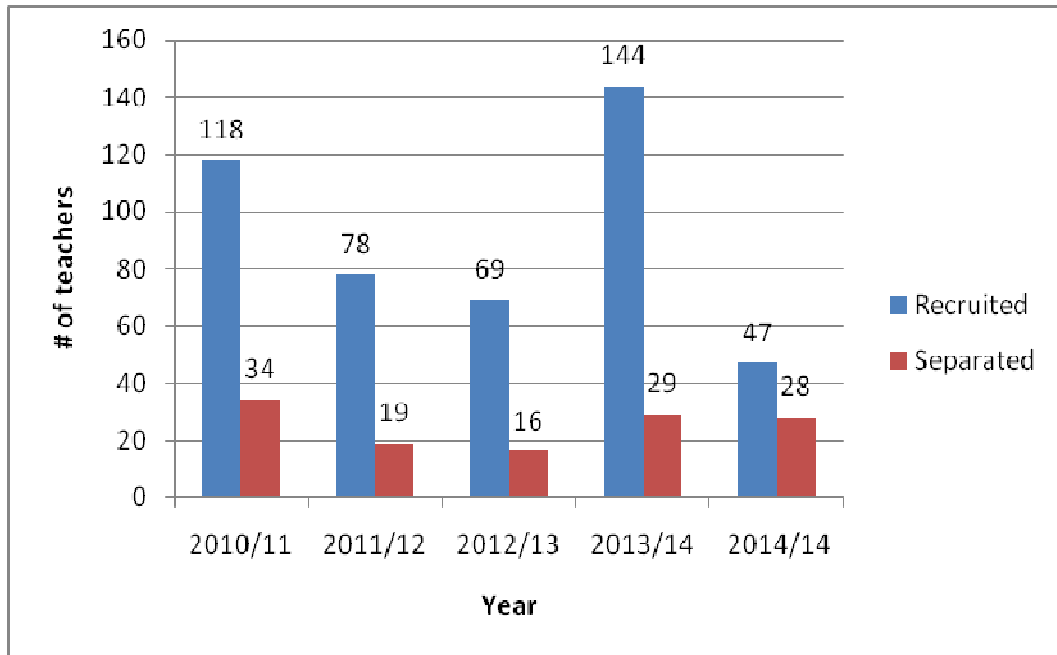
4.2 Level of Teachers' Turnover at Simanjiro District Council

Objective one of the study focused on the determination of level of teachers' turnover in Simanjiro District Council. The researcher used secondary data whereby the Council's reports regarding teachers' turnover were consulted.

4.2.1 Trend of Teachers' turnover trend in Simanjiro District Council

Figure 4.4 shows the teachers' turnover for the five years since 2010 to 2014. The researcher computed the trend of the teachers deployed and teachers separated from Simanjiro District Council. The researcher considers recruited teachers to include newly recruited, transferred to Simanjiro District Council. On the other hand separated teachers include movement of teachers outside in terms of resigning, non-reporting, retiring, death and transfer from Simanjiro District Council.

Figure 4.4 Trend of Teachers' Turnover in Simanjiro District Council



Source: Simanjiro District Council's Report (2015)

4.2.2 Teachers' Turnover rate in Simanjiro District Council

Figure 4.5 shows the comparison of turnover rate between Simanjiro District Council, general teachers' turnover rate in the country and national labour turnover rate. The researcher adopted a Kothari (2004) formula to calculate the rate of of teachers' turnover in Simanjiro District Council.

$$ATR = S/A \times 100$$

Whereby:

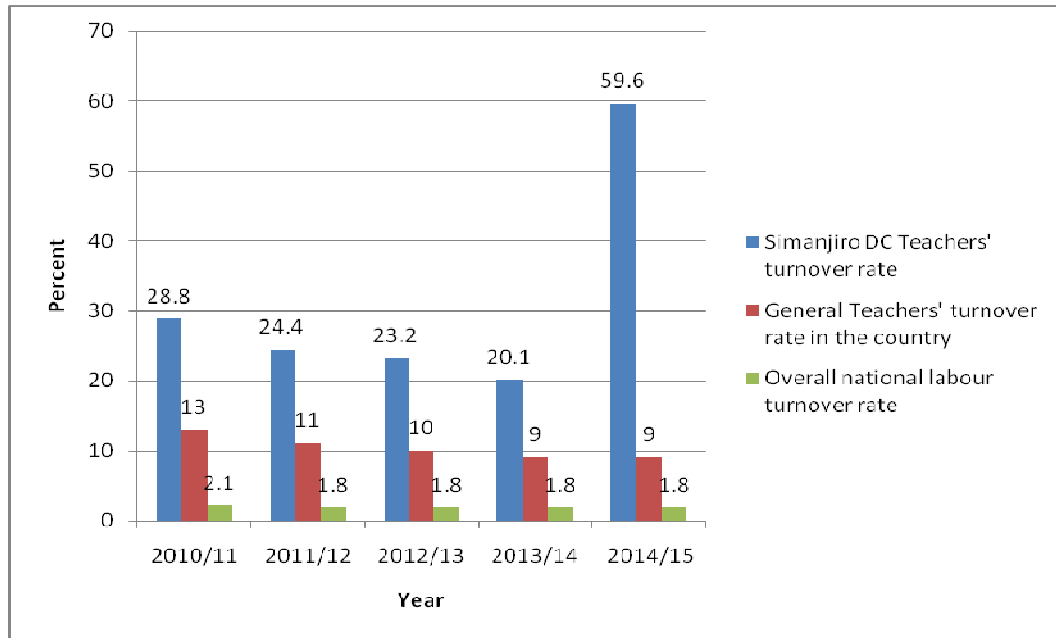
ATR = Annual turnover rate

S = Number of separations during a year

A = Average number of employees during a year

According to the analysis Simanjiro District Council teachers' turnover rate is alarming at the average of 31.2% whereby 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%.

Figure 4.5 Teachers' Turnover rate in Simanjiro District Council



Source: Simanjiro District Council's Report (2015)

Despite the rate of unemployment approaching 40% (NBS, 2014) the turnover rate in Simanjiro District Council is very high contrary to the real situation. It is not expected to see people moving outside the labour industry unless there is a problem. Although, various reports show that, the government is recognizing that, teachers are most valuable asset in the development of education, yet the level of teachers' turnover indicates there is something not going well especially in the rural areas. The study differs with Ogaboh, et al., (2010) that, education industry creates mass employment in the developing countries.

According to Human Capital Index Report (2005) which categorized employee turnover rate into three that is 2% low, 9% moderate and 25% high but the researcher considered 1% as very low and above 25% as very high in order to determine the actual level of employee turnover. It can therefore be established from the findings that the teachers' turnover rate in Simanjiro District Council is very significant with the average rate of 31.2%. The employment turnover was computed on annual basis which revealed the alarming trend.

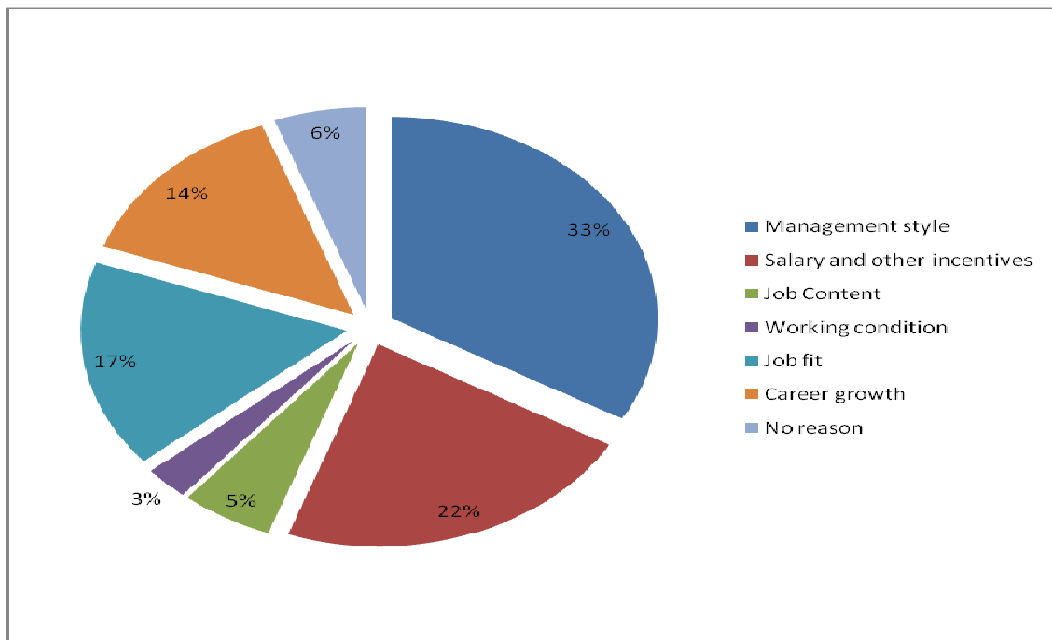
4.3 Factors leading to teachers' turnover in Simanjiro District Council

Objective two of the study focused on identifying factors leading to teachers' turnover in Simanjiro District Council. The researcher used questionnaires to obtain data from the field. The study employed the descriptive statistics technique to analyze the data.

4.3.1 Reasons for leaving

The reasons for voluntarily separating from teaching in the Simanjiro District Council were determined. This was done by interviewing some of the teachers who had voluntarily left Simanjiro District Council (Figure 4.6).

Figure 4.6 Reasons for leaving



Source: Field Data (2016)

As presented in Figure 4.6 above, 33% of the respondents complained much about management style. One of the teacher explained on how she was frustrated by being talked rudely on daily basis by school's management, 22% left because of salary and other incentives. In some instances the researcher discovered that the teachers who

had Advanced diploma and university degrees at Simanjiro District Council had to leave because the salary they got did not match with their education, 5% left they were not contented with job, 3% left because of were not satisfied with working condition, 17% left because they found themselves not matching with the job. One of the respondents is presented as follows: I prefer to sit at home than to be in-subordinated. Some employees representing 14% left for career growth and 6% indicated no reason for leaving.

4.3.2 Factors Leading to Employee Turnover

The study assessed factors leading to employees' turnover in Simanjiro District Council. The researcher employed descriptive statistic method in analyzing the data as presented below:

i. Perception of factors influencing employees' turnover

Weighted average (mean) and standard deviation were used for the analysis of data from the field. Table 4.2 below summarized the results.

Table 4.2 Descriptive Statistics for all factors

	Mean	Std. Deviation	Analysis (N)
Feel Satisfied with my job	3.23	1.271	91
Feel Content with remuneration	3.60	1.333	91
Safety Environment	2.11	1.261	91
Feel Content with Management style	3.82	1.342	91
Everyone treated fairly	3.76	1.242	91
Workload satisfactory	2.34	1.319	91
Respect from management	3.09	1.565	91
Enough autonomy	3.79	1.275	91
Valued and appreciated	3.57	1.399	91
Good fit btn job and personality	2.08	1.112	91
Job matches profession	1.81	.996	91
Enjoy coming to work everyday	2.72	1.101	91
Feel committed to job	2.55	1.156	91
Job Challenging	3.26	1.539	91
Career Advancement	3.87	1.401	91
Adequate training	3.99	1.418	91
Good communication btn mgmt and employee	3.83	1.368	91
Rewarded for good work	4.10	1.289	91

Source: Field Data (2016)

Table 4.2 above shows the extent to which the respondents perceived as factors leading to teachers' turnover at Simanjoro District Council. According to the researcher, those factors with a mean between 0.5 and 2.0 were not influencing turnover, those factors with a mean greater than 2.1 but less than 3.6 were somehow influencing turnover. From the respondents' summary in table 4.2 above, there was only one factor with a mean greater than 0.5 and 2.0 and that was job matches profession (1.81) meaning it did not lead to teachers' turnover at Simanjoro District Council. The factors with a mean greater than 2.1 but less than 3.6 were neutral. The factors that were found to have a neutral effect on the turnover were position in the safety environment (M=2.11), feel satisfied with my job(M=3.23), feel content with remuneration (M=3.6) , workload satisfactory(M=2.34), respect from management(M=3.09), valued and appreciated (M=3.57), good fit between job and personality (2.08) enjoy coming to work every day (2.72), feel committed to job (2.55) and job challenging (3.26). The factors with a mean greater than 3.7 but less than 5.2 were fairly influencing turnover. The factors that were found to be fairly influencing turnover were everyone treated fairly (M=3.98), lack of satisfaction with the job (M=4.01), lack of recognition for work done (M=3.76), enough autonomy (M=3.79), career advancement (M=3.87), adequate training (M=3.99), good communication between management and employee (M=3.83) and rewarded for good work (M=4.10). The factors with a mean greater than 5.3 would be termed as extremely influencing turnover. There was no mean score greater than 5.3 hence it can be explained that none of the factors listed above were perceived to be extremely influencing turnover. The standard deviation was also used to evaluate the responses. The higher the standard deviation, the higher the level of dispersion among the respondents. The standard deviation for all the factors listed was less than one meaning there was common consensus by the respondents. A standard deviation of more than one would mean there was no consensus among the respondents.

ii. Extrinsic Factors

The study was meant to find out if extrinsic related factors affect employee turnover in Simanjoro District Council. The extrinsic items identified above included feel satisfied with my job (3.19), feel content with remuneration (3.54), feel content with

management style (3.77), everyone treated fairly (3.72), respect from the management (3.06), enough autonomy (3.72) and valued and appreciated (3.52). The above identified do determine teachers' turnover for Simanjiro District Council. According to other studies like Maicibi (2003) support the above findings that when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape, in such a situation when an opportunity opens, whether less than the present job, the employees could leave without looking behind. Therefore extrinsic related factors especially good wages, good supervision and better working conditions are potent motivators which can boost employees' morale, enhance their job satisfaction and reduce turnover. Vroom's expectancy theory in this regard, indicates that employees' behaviours are a result of the expectation of what outcome or rewards the school will extend to them. Failure to ensure this, will lead to increased teachers' turnover, however if their expectations are realised by their employers, employee retention rates will be high and consequently reduce teachers' turnover.

Other studies indicated that employee turnover is due to administrative grievances largely. These included management of the organization, unbearable workload to mention but a few. This finding is supported by Senteza (2001) who mentioned that grievances in organization especially about inefficient management caused employee turnover. It was also noted that in organization where there was a strong sense of collaboration among employees and administrators, employee turnover rate was low. All these findings clearly show that extrinsic related factors have a significant impact on teachers' turnover in Simanjiro District Council.

iii. Intrinsic Factors

Respondents were provided with the list of predetermined items used to determine the intrinsic factors for teachers' turnover. The items included were good fit between job and personality; job matches profession; enjoying coming to work every day; feel committed to job; job challenging; career advancement; adequate training; good communication between management and employee; and rewarded for good work.

The most appealing intrinsic factors as rated by respondents include reward for good work; good communication between management and teachers; career advancement; and job challenges. Other studies indicated that employee job satisfaction, career growth and personal decisions were used to measure employee related factors. Similar studies indicated that job satisfaction and career growth in most organization is almost a nightmare. Lack of such leads to low morale which may culminate into frustrations and the end result may be voluntarily leaving the job for better paying job. If all these are rectified; teachers may be willing to remain working in their jobs. Management at Simanjiro District Council generally need to address this discrepancy to reduce on teachers' turnover.

iv. KMO Test

The Kaiser-Meye-Olkin (KMO) measure of sampling adequacy and the Barlett's test of sphericity results are displayed in table 4.2 below:

Table: 4.3 Sampling Adequacy – KMO

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.874
Bartlett's Test of Sphericity		
	Approx. Chi-Square	1403.540
	Df	153
	Sig.	.000

Source: Field Data (2016)

The KMO statistic varies between 0 and 1. For these data the value is 0.874, which falls in the range of being good hence the researcher was confident that factor analysis was appropriate for this data. Bartlett's test was highly significant ($p < 0.001$), and in this reason the factor analysis was appropriate.

Table 4.4 Factor Analysis on employee turnover (Communalities)

	Initial	Extraction
Feel Satisfied with my job	1.000	.651
Feel Content with remuneration	1.000	.712
Safety Environment	1.000	.536
Feel Content with Management style	1.000	.751
Everyone treated fairly	1.000	.706
Workload satisfactory	1.000	.479
Respect from management	1.000	.350
Enough autonomy	1.000	.759
Valued and appreciated	1.000	.799
Good fit btn job and personality	1.000	.756
Job matches profession	1.000	.836
Enjoy coming to work everyday	1.000	.476
Feel committed to job	1.000	.583
Job Challenging	1.000	.610
Career Advancement	1.000	.758
Adequate training	1.000	.776
Good communication btn mgmt and employee	1.000	.681
Rewarded for good work	1.000	.727

Source: Field Data (2016)

The above table helps the researcher to estimate the communalities for each variance. This is the proportion of variance that each item has in common with other factors. The communalities in the column labelled Extraction reflect this common variance. So from the table it can be seen that 65.1% of the variance associated with variable 1 or question one of the study is common, or shared variance. For example “Job matches profession” has the greatest communality with others of 83.6% while “Respect from management” has the least communality with others of 35.0%.

The researcher used Kaiser Normalization Criterion which allows for the extraction of components that have an Eigen value greater than 1. PCA was used and three factors were extracted. As the table shows, these three factors explain 66.36% of the total variation. Factor 1 contributed the highest variation of 48.335%. The contribution decrease as one move from factor one to the other up to factor three (Appendix G).

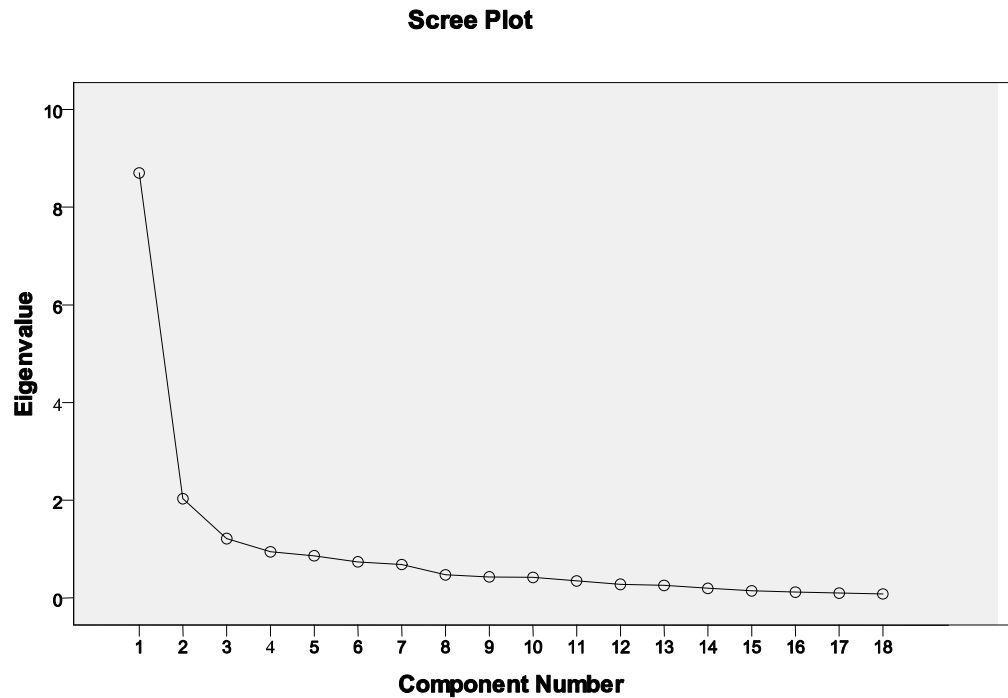
Table 4.5 Component Matrix

	Component		
	1	2	3
Valued and appreciated	.887		
Enough autonomy	.866		
Feel Content with Management style	.850		
Rewarded for good work	.824		
Everyone treated fairly	.817		
Good communication btn mgmt and employee	.803		
Career Advancement	.795		
Adequate training	.792		
Feel Satisfied with my job	.751		
Feel committed to job	.738		
Feel Content with remuneration	.733		-.400
Job Challenging	.700		
Enjoy coming to work everyday	.687		
Respect from management	.541		
Good fit btn job and personality		.647	.459
Safety Environment		.598	
Workload satisfactory		.565	
Job matches profession		.618	.625

Source: Field Data (2016)

The component matrix before rotation contains the loadings of each variable onto each factor. By default SPSS displays all loadings; however, generation from SPSS for all loadings less than 0.4 in absolute terms be suppressed in the output and that resulted to blanks in many spaces for some loadings. It is interesting to note that before rotation most variables load highly onto the first factors. The criterion used is only accurate when there are less than 30 variables and communalities after extraction are greater than 0.7 or when the sample size exceed 250 and the average communality is greater than 0.6 (in our case it is 0.66362). Some of the communalities shown exceed 0.7 in such ground Kaiser's rule is considered to be accurate. The researcher had assumed that the factors for teachers' turnover for Simanjiro District Council comprised of two main groups i.e. extrinsic and intrinsic. The component matrix indicated the three factors which imply that there are more than two factors as assumed before. The corresponding Eigen values for the components are shown below:

Figure 4.7 Eigen Values



Source: Field Data (2016)

Jolliffe's criterion considers retaining variables with Eigen values greater than 0.7 and in this case the researcher will retain 3 factors. Following to this criterion is the use of Scree Plot as presented above and the main finding is that there are many possible factors for teachers' turnover for Simanjiro District Council. The above results allowed the researcher to identify what variables fall under each of the 3 major extracted factors. Each of the 18 variables were looked at and placed to one of the three factors depending on the percentage of variability; it explained the total variability of each factor.

4.4 Possible solutions of reducing turnover in Simanjiro District Council

Objective three of the study was to find out possible solutions of reducing turnover in Simanjiro District Council. The researcher used questionnaires to collect data and the study employed the descriptive statistics technique to analyse the data.

4.4.1 Motivational factors

Table 4.6 shows the extent to which respondents agreed or disagreed with certain aspects of motivational factors in -terms of mean scores and standard deviation.

Table 4.6 Empirical results for application level of motivational factors on working in Simanjiro District Council

Motivational Factor	N	Mean	Std. Deviation
Salary	91	3.1162	.67851
Policy	91	3.0673	.46969
Supervision	91	3.4044	.41544
Interpersonal relationship	91	3.4869	.49734
Job Security	91	3.5556	1.10270
Working condition	91	3.1459	.41750
Other factors	91	3.3300	.42850
Level of work performance	91	3.1216	.52991

Source: Field Data (2016)

The factor job security obtained the highest mean score of 3.5556, and the factor *policy* the lowest mean value of 3.0673. The items used to measure the job security were: My job position is secure (3.18); The level of job security makes me motivated always(3.63); always fairly treated by my employer(3.45); and the level of job security makes me improve my work performance(3.95). However, this suggests that the job security at Simanjiro District Council was highly considered by the respondents of the survey as a most motivating factor.

The lowest mean factor was policy which was measured by the use of: The teachers' Housing Policy is effective to encourage motivation to perform work; The Staff Development Policy is effective to encourage motivation to perform work; and LGA's Policy is effective to encourage motivation to perform work. This signify that the respondents did not agree with the considered items in measuring the policy as a motivating factor and hence instituting measures to address the policy is very important.

According to literature (De Vos et al., 2005: 235), "when standard deviation is high, the values are more dispersed". Table 4.6 also portrays the standard deviation scores of the findings. In this case, the high standard deviation scores revealed that the respondents varied broadly with respect to their perceptions of the attendance of the

programmed motivational factors. However, the highest standard deviation score was 1.10270 for job security and the lowest score was 0.41544 for supervision.

4.4.2 Motivational factors that influence the teachers' performance

The researcher further analysed motivational factors that influence the teachers' general performance. The researcher collected data through questionnaires and analysed them using the Pearson Product-Moment Correlation Coefficient technique. Table 4.7 below reveals the results.

Table 4.7 Teachers' motivation factors

Rank	Factor	R-Squared
1	Salary	.19
2	Other motivation factors	.168
3	Working conditions	.076
4	Interpersonal Relationship	.025
5	Job Security	.012
6	Policies	.004
7	Supervision	.004

Source: Field Data (2016)

This table depicts that salary had the strongest correlation for both the level of work performance and the teachers' satisfaction whereas supervision and company policies had the weakest correlation. From the literature, The Scientific Management Model which states that that, "a worker is an economic man who could be motivated by money", absolutely supports this finding. Additionally, Chad, (2005) said that monies can play a vital role in satisfying the physiological, security and social needs of the workers.

Thus, in order for Simanjiro District Council to increase the level of work performance, it is vital to consider on employees' salaries which can add value to their jobs and attraction for their retention. The study focused on the factors such as: salary is the only motivator at my workplace, my salary is equal to the weight of my duties, my current salary motivates me to work hard, and my annual salary increment improves my performance.

The second strongest correlation was identified as the other factors, followed by working conditions, interpersonal relationship and job security.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

A significant number of variables were assessed in this study on the analysis of factors leading to teachers turnover in Rural District Councils; the case study of Simanjiro District Council. This chapter presents conclusions and recommendations.

5.2 summary of the findings

The general objective of the study was to analyse the factors leading to teachers' turnover in public schools that are in rural local government authorities. Specifically the determined the level of teachers' turnover; established the factors leading to teachers' turnover; and established the possible solutions of reducing turnover in Simanjiro District Council.

The study was prompted by fact that, there is a growing gap of teachers working in rural area and those working in urban areas, which creates work load in rural area as among the challenges of work life management. Teachers' turnover rate in rural areas has been reported to be higher compared to urban areas.

The study employed a case study approach whereby Simanjiro District was selected for this study. The study sampled 91 teachers of Simanjiro District Council whereby 55 were from Orkesmut Ward; 23 were from Langai Ward; and 13 were from Endonyongijape Ward.

The study was based on the concern that, there is a growing gap of teachers working in rural area and those working in urban areas which creates work load in rural area as among the challenges of work life management. In general, Tanzania is experiencing high rate of teachers' turnover especially in the rural schools. Approximately 20% in of teachers at the rural schools are quitting their jobs in the first year of their employment.

The first objective determined level of teachers' turnover in Simanjiro District Council. Teachers' turnover rate in Simanjiro District Council is alarming at the average of 31.2% whereby 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%. Therefore, it can be concluded that, the teachers' turnover rate for Simanjiro District Council is very high to the extent of jeopardizing the education service in Simanjiro District Council.

According to the rate of unemployment in the country which is very high, it would not be expected to have a high labour turnover rate in Simanjiro District Council above the national level. This is an indication that there is a problem to be addressed. Although, various reports show that, the government is recognizing that, teachers are most valuable asset in the development of education, yet the level of teachers' turnover indicates there is something not going well especially in the rural areas.

It was also found out that both extrinsic and intrinsic related factors significantly affect teachers' turnover in Simanjiro District Council. For Simanjiro District Council to be exceptional then stable experienced teachers are paramount. Failure to maintain such, the rate of teachers' turnover should constantly be high with and with dangerous outcomes.

Employees' performance is influenced by various factors including organization structure, culture, competence, work life balance and application of motivational packages to mention few. In the world of competitiveness which is geared by technology and force of market while size of organization plays no role, employees' motivation is a paramount. In this regard, this study revealed that, human resource is major asset for the achievement of the desired target. In order to increase performance, LGAs can formulate various strategies in order to well maintain employees in the work place. Unless the teachers are satisfied with certain work conditions, the designed strategies might not being implanted for the success of the LGAs.

For Simanjiro District Council to reduce on teachers' turnover the Council should improve on providing benefits to teachers, in terms of better packages, meet teachers' prospects, control of external forces or pressures that influence teachers' turnover, improve the administrative guidelines and put in place strategies that can ensure teachers' job satisfaction.

It is evident that satisfied teachers have a optimistic influence on work performance. In addition, according to research, committed employees are the trademark of a successful organization. Ultimately, teachers who are satisfied and committed can contribute to the greater achievement of the government's mission and goals on education.

5.3 Conclusion

The aim of the study was to analyze the factors leading to teachers turnover in Simanjiro district council. Where it was discovered that teachers are not motivated and the working environment as well as infrastructure are also very poor. It was also discovered that there was no good social services such as clean water, health centre and overloaded classes. Although through observation method the researcher managed to see building of teachers houses in progress.

5.4 Recommendations

From the findings, the researcher developed recommendations to various stakeholders as following:

- i. LGAs should look at the root causes of teachers' turnover and adopt a best approach to overcome the problem, which can be permanent solution and maintenance of teachers in the rural schools and to encourage their competitiveness. They should also provide sound leadership that is helpful.
- ii. Management of LGAs should understand that teachers in the rural schools must be treated as very significant resource of the government which would make the government role of education is fulfilled.
- iii. Government through LGAs should pay teachers based on their work environment and also look into their salary scale and craft compensation

packages that are considered competitive in order to retain its talented teachers in the rural areas.

- iv. Establishment of mechanism of providing regular feedback to teachers on how well they are doing in pursuit of the goals and mission of the government.
- v. School management should associate into the leadership role and exercising authority, control and power. When teachers feel that, their opinions, ideas and suggestions are given priority, their work morale can automatically grow and reduces turnover.

5.4 Policy Implications

The findings of this study aimed at identifying facts that are significant to the governments' policy makers as it provided actual factors contributing to the teachers' turnover. The findings suggest to the policy makers and local government authorities to set suitable policies that should address the problem of teachers' turnover in rural areas. Should the government take the recommendation of this study, it can manage to ascertain weaknesses identified in designing policies and strategies which have great effect in terms of teachers' motivation and in turn labour turnover.

5.5 Future Research

The study identified the motivational factors which can be universal applicable to the teachers in rural and urban areas. The study found working condition and environment to have little contribution to teachers' turnover. The study did not into the rural environmental factors in particular and thus recommend as a possible avenue to be pursued a further study into this area.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

The following questionnaire is intended to collect information aimed at finding out the Assessment of Factors leading to Teachers' Turnover. Please respond to each item/question as honestly as possible. Your answers will be completely confidential.

Section A: – Respondent Profile (Demographic Factors)

Please tick (✓) the appropriate choice

1. Gender:

a) Male

b) Female

2. Age:

a) 18-25

b) 26-34

c) 35- 43

d) 44-51

e) 52 and above

3. Marital status:

a) Married

b) single

c) Separated

d) Divorce

4. Educational level:

a) University Degree

b) Post Graduate

c) Advanced

Diploma

d) Secondary Education

e) Certificate

f) Primary or below

5. Monthly salary Tshs:

a) 100,000- 299,000

b) 200,000-399,000

c) 400,000 – 599,999

d) 600,000 and above

6. Are you satisfied with your salary scale Yes

No

7. Years of work at Simanjiro District Council:

a) less than 1 year

b) 1 – 2 years

c) 3-4

d) 5years and above

Section B: Factors leading to teachers' turnover

Extrinsic Factors

Please indicate your level of disagreement / agreement by ticking [√] the MOST appropriate box.

1) Strong Agree (SA) 2) Agree (A) 3) Neutral (N) 4) Disagree (D) 5) Strongly Disagree (SD)

	Item	D	N	A	SA
1	I feel satisfied with my job				
2	I feel content with my remuneration package				
3	There is Safety of environment				
4	I am content with the management style used				
5	Everyone is treated fairly at the school				
6	My workload in the school is satisfactory				
7	I get respect from management				
8	Enough autonomy is allowed in my job				
9	I am valued and appreciated by management				

Other.....

Intrinsic causes of turnover

	Item	SD	D	N	A	SA
1	There is a good fit between my job and my personality					
2	My job matches with my profession					
3	I enjoy coming to work everyday					
4	I feel committed to my job					
5	My job is challenging and offers growth and opportunities					
6	There are possibilities for career advancement in my job					
7	I receive adequate training and information to do my job well					
8	There is good communication between management and employees					
9	I am rewarded for good work done					

Others.....

**Section C: Aspects of Job satisfaction and possible solution of teachers' turnover
in Simanjiro District Council**

i. Opinions on Level of Motivational Factors

Please TICK the number of the best answer to show the level of motivation

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	a) Salary	1	2	3	4	5
		SD	D	N	A	SA
1	Salary is the only motivator at my workplace					
2	My salary is equal to the weight of my duties					
3	My current salary motivates me to work hard					
4	My annual salary increment improves my performance					

	b) Policies	1	2	3	4	5
		SD	D	N	A	SA
5	The Teachers' Housing Policy is effective to encourage motivation to perform work.					
6	The Staff Development Policy is effective to encourage motivation to perform work.					
7	The LGAs' Policy is effective to encourage motivation to perform work.					

		c) Supervision				
		1	2	3	4	5
		SD	D	N	A	SA
8	I am free to talk to my immediate supervisor					
9	My immediate supervisor motivates me to work hard					
10	My immediate supervisor treats all workers equally					
11	My immediate supervisor rewards me on good performance					
12	My immediate supervisor penalizes					

		d) Inter-Personal Relations				
		1	2	3	4	5
(Inter-Personal Relations refers to the job related relations between you and your fellow workers, immediate supervisor and superiors. The researcher is not interested in private relations)		SD	D	N	A	SA
13	I have good relationship with my fellow workers					
14	I have good relationship with my immediate supervisor					
15	I have good relationship with my fellow workers					
16	I have good relationship with my superiors					
17	I have good relationship with my subordinates					

		e) Job Security				
		1	2	3	4	5
		SD	D	N	A	SA
18	My job position is secure					
19	The level of job security makes me motivated always					
20	I am always fairly treated by my employer					
21	The level of job security makes me improve my work performance					

		1	2	3	4	5
e) Work Conditions		SD	D	N	A	SA
22	My office is adequately equipped and furnished					
23	Teachers' transport service will improve work performance					
24	I am satisfied with the catering services offered at the school					
25	I am satisfied with the teachers' (school) house provided to me					
26	I am satisfied with the house rent I pay					
27	The working hours set encourages me to work hard					
28	My workplace is clean, safe, free from danger and noiseless					
29	My office is not congested with other staff					

ii. Identifying motivational factors that influence teachers to stay and work in Simanjiro District Council

1	2	3	4	5
Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied

Please tick the number of the best answer.

No	Motivational Factors	1	2	3	4	5
		HD	D	N	S	HS
i	salary					
ii	Organizational policy					
iii	supervision					
iv	Inter personal relations					
v	Job security					
vi	Work conditions					
vii	Other factors					

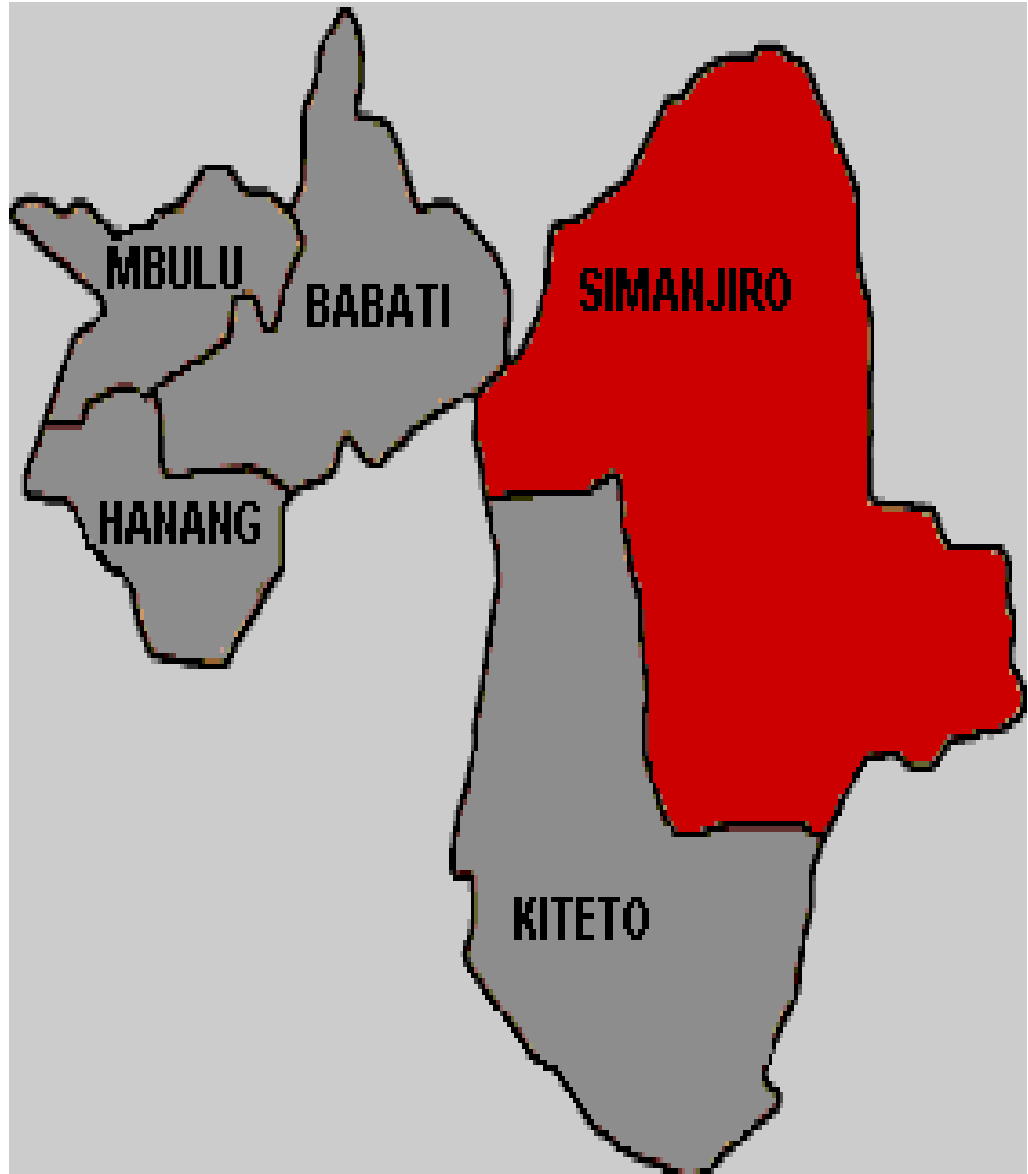
i. Will you quit at teaching job at Simanjiro District Council as soon as you find a better job? () Yes () No

ii. Explain your answer.....

.....

Thanks

APPENDIX B: SIMANJIRO DISTRICT



APPENDIX C: ITEM STATISTICS (EXTRINSIC FACTORS)

Source: *Field Data, 2016*

	Mean	Std. Deviation	N
Feel Satisfied with my job	3.19	1.294	91
Feel Content with remuneration	3.54	1.364	91
Safety Environment	2.08	1.248	91
Feel Content with Management style	3.77	1.385	91
Everyone treated fairly	3.72	1.276	91
Workload satisfactory	2.32	1.311	91
Respect from management	3.06	1.565	91
Enough autonomy	3.72	1.318	91
Valued and appreciated	3.52	1.418	91

APPENDIX D: RELIABILITY STATISTICS (EXTRINSIC FACTORS)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.889	9

APPENDIX E: ITEM STATISTICS (INTRINSIC FACTORS)

Item	Mean	Std. Deviation	N
Good fit btn job and personality	2.17	1.188	91
Job matches profession	1.88	1.064	91
Enjoy coming to work everyday	2.75	1.135	91
Feel committed to job	2.63	1.203	91
Job Challenging	3.28	1.521	91
Career Advancement	3.82	1.415	91
Adequate training	4.01	1.391	91
Good communication btn mgmt and employee	3.84	1.345	91
Rewarded for good work	4.06	1.308	91

Source: Field Data (2016)

APPENDIX F: RELIABILITY STATISTICS(INTRINSIC FACTORS)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.873	.867	9

APPENDIX G: TOTAL VARIANCE EXPLAINED

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.700	48.335	48.335	8.700	48.335	48.335	7.845	43.581	43.581
2	2.032	11.287	59.623	2.032	11.287	59.623	2.336	12.975	56.556
3	1.213	6.739	66.362	1.213	6.739	66.362	1.765	9.805	66.362
4	.945	5.249	71.610						
5	.862	4.787	76.397						
6	.737	4.095	80.492						
7	.681	3.785	84.277						
8	.473	2.626	86.903						
9	.429	2.383	89.285						
10	.420	2.331	91.616						
11	.346	1.923	93.540						
12	.277	1.537	95.077						
13	.254	1.413	96.490						
14	.195	1.081	97.571						
15	.143	.797	98.368						
16	.117	.652	99.020						
17	.097	.537	99.557						
18	.080	.443	100.000						

Extraction Method: Principal Component Analysis.