

**STRATEGIES TO REDUCE TEACHERS' TURNOVER IN PUBLIC
SCHOOLS:**

**A CASE OF SECONDARY SCHOOLS IN MOROGORO
MUNICIPALITY**

**STRATEGIES TO REDUCE TEACHERS' TURNOVER IN PUBLIC
SCHOOLS:
A CASE OF SECONDARY SCHOOLS IN MOROGORO
MUNICIPALITY**

By

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**Research Report Submitted in Partial Fulfilment of the Requirements for Award of
the Degree of Master of Public Administration (MPA) of Mzumbe University**

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled ***Strategies to Reduce Teachers' Turnover in Public Schools: a Case of Secondary Schools in Morogoro Municipality***, in Partial Fulfilment of the Requirements for Award of the Degree of Master of Public Administration (MPA) of Mzumbe University

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I, **Joseph Wilfred Kimaro**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

This dissertation is dedicated to my beloved parents: **Wilfred and Eliaika Kimaro**; my wife **Neema Mwakyokola** who tirelessly encouraged me to embrace my education

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
EFA	Education for all
HIV	Human Immunodeficiency Virus
HRO	Human Resource Officer
IFM	Institute of Finance and Management
MOEVT	Minister for Education and Vocational Training
MSAO	Municipal Secondary Academic Officer
MSEO	Municipal Secondary Education Officer
NIT	National Institute of Transportation
PEDP	Primary Education Development Plan
SEDP	Secondary Education Development Plan
SLO	Statistic and Logistic Officer
SSA	Sub-Saharan Africa
TDMS	Teacher Development and Management Strategy
TTU	Tanzania Teachers Union
URT	United Republic of Tanzania
USA	United States of America

ABSTRACT

The major objective of this study was to examine the approaches established and employed by the government in dealing with teachers' turnover in public secondary schools in Tanzania. The specific objectives of the study were to assess the current situation of teacher's turnover in the study area; to examine how the council has dealt with teacher turnover rate; to assess achievements reached by the council in reducing teachers' turnover; and to examine challenges faced by the council in reducing teacher turnover. Data collection was done using structured questionnaires of open and closed questions, to obtain quantitative and qualitative data. Interviews of key informants were undertaken under the guidance of checklist questions. The major part of the results were analysed qualitatively. Some results were presented using texts, tables and figures to illustrate findings.

The study found that the strategies to reduced teachers' turnover include improving allowances, construction of teachers' houses; creating environment for teachers to get loans from financial institutions, and seminars and workshops for training. The success of the strategies was very little as the implementation of the strategies was of the low standard. The challenges that the council faces in reducing teachers' turnover include financial constraints, corruption among leaders, shortage of teachers, and undisciplined students.

From the results it was concluded that the rate of teachers' turnover in Morogoro municipality was still high; several strategies were established at the school level and council level in order to motivated teachers but they were not workable; council faced various challenges in its efforts to reduce teachers' turnover. These challenges include financial problems, corruption among leaders, shortage of teachers and undisciplined students.

The study recommends that government should give teacher the transport facilities like motorcycles and cars in terms of loans so that to facilitate teachers' transport to their working stations. Also the teachers should be involved in priority setting and planning so that to include the teachers' needs.

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CHAPTER ONE

BACKGROUND INFORMATION

1.0 Introduction

This chapter introduces the background information of the factors leading to the teachers' turnover in public secondary schools in urban Tanzania. It states the context of the study in overall and specific perspectives. It also states the research problem the research questions,–research objectives, the relevance or significance of the research, focus of the study and organization of the study.

1.1 Background to the study

Employees turnover is a global phenomenon in the present era, almost all organizations faced the problem of turnover intention Ulhaq (2011). Due to the intense competition, organizations have felt the importance of human resource in recent past. The study by Pitsoe (2013) stipulates that globally, more than any other profession, the teaching profession has recently gone through rigorous deliberation and analysis (Xaba, 2013). In most cases, the profession itself as well as the education policy that guides it has been a highly emotive issue in public discussions. The other recent study by EFA (2010) reveals that attrition is generally higher among teachers with higher academic qualifications. There are some indications of higher attrition of teachers specialized in mathematics and science. Attrition is also higher among those in the least desired schools, typically in rural areas (EFA, 2010).

In Africa, despite impressive achievements, especially in education and political transformation, many challenges and gaps exist (Pitsoe, 2013). In most African countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002). A number of literatures states that a massive exit of teachers from the profession due to, amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Kamara, 2002). The study by

Mukumbira (2001) reports that Zimbabwe lost about 2000 newly-qualified teachers who may have left for greener pastures in 2000.

According to Hakielimu (2011) there is a teacher crisis in Tanzania. Teacher attrition in Tanzania is estimated at 3% (Chediel, 2010). Attrition rates are thought to be higher in rural areas than in urban areas (Hakielimu, 2011; Chediel, 2010; URT, 2010). The government of Tanzania continues to lose teachers, especially science teachers according to Chediel (2010). According to Policy Forum (2010) on Public budget for secondary education the government aims at recruiting 17,204 teachers for public secondary schools, so as to increase the percentage of teachers in each public secondary school to reach a number of five teachers. The government continues to rightfully allocate more new teachers to rural areas, but this has little impact as many of them do not report to their posts or leave within the first year. In 2008, almost 40% of new teacher graduates didn't even enter the teaching work force. This, combined with transfers of rural teachers to urban schools, meant rural areas only received 35% of the new teachers the government planned to send them whereas urban areas ultimately received more than twice as many new teachers as planned (URT, 2010).

There are a number of reasons to support the argument that the nature of turnover in most schools is detrimental to school quality. Hakielimu (2011) reveals that to cope with this teacher shortage, schools, particularly community secondary schools, are taking in unqualified staff to teach practice that is dangerous to development of education. Research shows that the quality of the teacher is the single most important factor within the control of schools that contributes directly to pupil learning and achievement (Hanushek *et al.*, 2004; Rockoff, 2004). To be qualified to teach at a secondary school, one needs a diploma or degree, qualifications that can be found in almost all government secondary school teachers. On the other hand, however, almost 30% of teachers at community secondary schools are unqualified, having only a license or having a Form VI education (URT, 2010).

There are a number of literatures that have given the reasonable factors that lead to turnover among the teachers. Podgursky (2004); Henke (2000) give clear evidence that teachers with strong academic backgrounds are most inclined to leave the profession. Guarino *et al.* (2006) concluded that the preponderance of evidence suggests that teachers with higher measured ability have a higher probability of leaving. Hanushek *et al.* (2005) gives the second reason that attrition is highest among teachers that are new to the profession. Past research found teachers make important gains in effectiveness in their first three years and smaller gains over the next few years (Hanushek *et al.*, 2004). Supporting the point (Ingersoll & Smith, 2003) argues that almost 50% of teachers leave the profession within their first five years, many teachers are leaving the classroom before they have developed into optimally effective practitioners. Moreover, exiting new teachers are often replaced by similarly inexperienced teachers and consequently students in schools with high turnover may rarely be exposed to experienced teachers. Understanding this, the government of Tanzania has done its efforts to reduce teachers' turnover in Tanzanian secondary schools. This study assesses the extent to which the established by the government have been effective in reducing teachers' turnover.

1.2 Problem statement

There are numerous literatures that have depicted the question of teachers' turnover but the documentations are too broad. Many studies (such as Shah *et al.*, 2010; Ulhaq, 2011; Chan and Dar, 2014; Chepkemboi, 2013; Podgursky, 2004; Henke, 2000; Lee, 2012; Pitsoe, 2013; Ubom (2001); Sargent and Hannum, 2003; Mhozya, 2007) identified teachers' turnover in varied ways. Most of the mentioned studies have mostly dealt with the factors and effects of teachers' turnover. However, there has been little attention that has been drawn to show the ways adopted by councils to reduce teacher turnover and their effectiveness. This study therefore seeks to uncover the strategies adopted by the councils to overcome teacher turnover among public secondary school.

1.3 Research objectives

1.3.1 General objectives

The objective of the study is to examine the approaches established and employed by the government in dealing with teachers' turnover in public secondary schools in Tanzania.

1.3.2 Specific Objectives

- i) To assess trend of teacher's turnover in the study area
- ii) To examine how the council has dealt with teacher turnover rate.
- iii) To assess achievements reached by the council in reducing teachers' turnover
- iv) To examine challenges faced by the council in reducing teacher turnover

1.4 Research questions

Specifically the investigation and formulation of this study was guided by the following research questions:

- i) What are the current situations of teacher turnover in Morogoro municipality?
- ii) How has the municipal council dealt with the problem of teachers' turnover?
- iii) What are the achievements reached by the council concerning teachers' turnover?
- iv) What are challenges faced by the council in reducing teachers' turnover?

1.5 Significance of the Study

- i) The findings of the study will help the government to improve teachers working environment in order to perform better and remain in the teaching career.
- ii) The findings will contribute to the improvement of quality of education in order to improve academic achievement of students in the country by paying adequate attention to teachers' needs and attend them in order to solve problems related to this sector.
- iii) The results are expected to pave the way for the Ministry and the Local Authorities to see the need of establishing better means in order to reduce high levels of turnover.

- iv) The information collected will add to the scanty information that is available on how the government contributing to reduce the rate of teacher turnover. This would help to identity specific mobilization campaigns and strategies by the area education officials to address the situation. The councils will use the research findings for formulating future policy to end teacher turnover. Finally, the study would form a basis for further research.
- v) The findings may be used as a source of literature to those who are interested in conducting research in the related field of study.

1.6 Focus of the Study

The study focused on to examine ways adopted by the government that lead to reduce the teacher's turnover in public secondary schools in Tanzania, more particularly in Morogoro municipality. The main stress was to examine the strategies adopted by the municipal council to reduce teachers' turnover in public secondary schools .Only public secondary school teachers participated in the study because public schools have similar set up guided by policies from the Ministry of Education.

1.7 The organization of the Dissertation

This dissertation is organized in five chapters. Chapter one consists of introductory part, background of the study, statement of the problem, objectives of the study, research questions, and rationale for carrying out the study, and organization of disertation. Chapter two covers literature review whereby a number of issues linked to the topic are discussed. Chapter three describes research methodology that covers all methods and techniques that were used in data collection, the population of the study, sample size and sampling technique, methods of data collection (questionnaires, observation, interviews, and documentary review) and the methods of data analysis which includes a combination of descriptive, historical and analytical methods. Chapter four involves data presentation, analysis and discussion. Chapter five covers conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on relevant literatures on teacher turnover and how to reduce it among secondary school teachers worldwide, with a particular focus on Tanzania. The review of the literature is organized around the following themes: theoretical literature; the concept of labour turnover, theories of labour turnover, teacher's turnover, types of teachers' turnover, empirical literature; teachers' status in Tanzania, factors influencing teachers' labour turnover in Tanzania. The chapter ends with a statement concerning research gap and the conceptual framework which guided the study.

2.1 Theoretical Literature

2.1.1 Definitions of key terms

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

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

Labour turnover: refer to the ratio of the number of employees that leave a company through attrition, dismissal, or resignation during a period to the number of employees on payroll during the same period. (Business Dictionary).

Labour turnover: Labour turnover is defined by Armstrong, (2003) as the analysis of people leaving the organization. This provides data for use in supply forecasting so that calculations can be made about the number of people lost who may have to be replaced. The analysis of number of leavers and the reasons why they leave provides information that will indicate whether any action is required to improve retention rates. This definition will apply in this study.

Motivation: “Motivation” in this study therefore, refers to the desire or needs that teachers want to satisfy so as to accomplish their intended goals. This study will adopt the definition throughout.

Teacher: means and includes all trained and certified teachers employed under the terms and conditions of services as laid down in the Unified Teaching Service Regulations. It does not include teachers employed or working under the terms and conditions of service of the following institution: IFM, NIT, and Universities both Public and Private.

Public secondary schools: In the Tanzania context, “Public secondary schools” are those schools owned by the government of Tanzania through the Ministry of Education and Vocational Training. A large part of their financing is done by the central government and the rest by other sources, mostly by parents through school fees.

2.1.2 Theories related to Labour turnover

This study was guided by Maslow content theory of motivation and job satisfaction. This theory suggests what the organizations can do to satisfy and motivate their employees. This theory can be used in the organizational context. Content motivation theory is also applicable in teacher’s workplace. Employees (including teachers) are people with complex needs therefore their needs should be satisfied and this is in line with Maslow theory of job satisfaction which emphasis that needs of employees should be satisfied. If the needs of teachers as employees are not satisfied they will not work effectively they will look somewhere else to satisfy their needs.

2.1.3 Teaching

Is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way? Learning achievements can mainly “be determines in classroom by motivated teachers who plan for teaching, put into practice what they have learned” (ADEA, 2006).

Motivation of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay on its own does not increase motivation among teachers; nevertheless financial motives are likely to be dominant among teachers in less developed countries. In Sub-Saharan Africa, teachers’ motivation is low and it has been detrimental to the quality of education” (Fry, 2003).

2.2 Teacher turnover in different parts of the World

Several other studies conducted in different parts of the world have indicated that large numbers of teachers leave only a few years commencing professional practice. Dropout rates vary between countries and period, but are disconcertingly high. 30% of teachers in the USA dropout within two years and 40% within five years, while cites 50% within five years (Craziano, 2010). The Dutch figures are 40% within two years and over 50% within six years. Moreover, many graduates in education do not commence working in education at all. In Austria, Norway and Spain, 60% to 70% stay in education, and in Germany, Italy and the Netherlands only about 50% stay. To make things even worse, many drop out during teacher training, with the dropout rate in the Netherlands being as high as 10-15% in the first year of training (Centraal Bureau voor de Statistiek, 1999).

The study conducted by Craziano, (2010) in USA revealed that teachers quit for several reason, but the one you would expect to be at the top of the list-salary-typically is not. Even though they start their careers earning roughly \$ 30,000 (and fork out, on average, about \$500 of their own money for instructional supplied, less than 20% of teachers who change schools or leave the profession cite salary as their primary job complaint.

More frequently the reason is dissatisfaction with administrative support 38% or workplace conditions (32%), according to the NCE's 2001 survey of 8,400 public- and private school teachers Graziano, (2010). Poor administrative support, lack of influence within the school system, classroom intrusion, and inadequate time are mentioned more often by teachers leaving low-income schools where working conditions are more stressful; salary is mentioned more often by teachers leaving affluent schools.

2.3 Teacher attrition in Africa

It has been revealed by various literatures that teachers leave their posts after deployment and move to either to other profession or to other schools with better setting for various reasons. The factors that compel teachers to leave the teaching profession include low status accorded to the profession (Rust and Dalin, 1990), low salaries and inadequate economic incentives, lack of career prospects in comparison with other profession, poor working conditions such as crowded classrooms, lack of teaching materials the professional and social isolation of rural areas (Olivieraa and Farrell, 1993) and administrative inadequate that lead to poor moral of teachers.

Most of the reasons that compel teachers to leave profession also apply for the movement of teachers from school to school. The major factors pertain to school environment related factors such as community apathy, problems of social integration, administrative inadequacies and poor working conditions. The community in which the school is found plays an important role in sustaining teachers' stays in a given school. Among these are the social status of teaching in the community, the level of receptivity, the teachers' ability to relate to the local culture, the availability of social amenities such s safe and affordable housing, health and educational facilities for self and family and entertainment opportunities. Administrative inadequacies differ with local areas particularly in a decentralized system. Irregular payment, authoritarian management of schools, and education offices, lack of organizational support, escalated criticism of teachers aggravate teacher turnover at a school level (Craig et al 1998). In Ethiopia, teacher attrition has been an age old problem. An exodus of teachers to other professions

is as old as the educational system itself. Wrinkle as cite in Aklilu, 1967 reported turnover rate of 67% s early as 1953. The major problem at that time was at the primary level, since the teachers at the secondary level were expertise. The reason, for leaving the profession included low salary, low social status of the profession, unfavorable working conditions in the school, difficulties for rural life, isolation factor and the absence of further educational opportunity (Aklikulu 1967, MOE 1986). Thus, the push out factors is the same as in other countries.

2.4 Teacher retention and attrition in Sub-Saharan Africa

In SSA, contemporary teacher attrition rates are believed to range between 5% and 30% in different countries of SSA. Malawi with a slow economy, reported an 8% attrition rate in 1996, while greater economic freedom in Liberia contributed to attrition rates in the region of 20 to 30%. Attrition is highest in geographical locations where living conditions are extremely poor, harsh or expensive, or where teachers do not feel comfortable with the local ethnicity, customs or language (Macdonald 1999). Attrition rates are higher in the early years of a teaching career. Teachers early in their careers may have less stable family lives and less commitment to teaching. Differential rates of attrition can be clustered around specific subjects, with higher attrition for those subjects in demand in other jobs. Macdonald (1999); Hedges, (2002) reports that in Ghana unqualified teachers may have more of a stake in the communities they work with and hence lower attrition because they have fewer choices. In Zimbabwe by contrast attrition of unqualified teachers was higher than qualified teachers, possibly, reflecting the short term nature of their contracts (World Bank, 1992)

2.5 Attrition levels and characteristics

There is very little information on staff retention in schooling system in Africa. This includes basic data on the main characteristics and trends in teacher retention (age, gender, experience, qualification, school location, school ownership, subject, type of staff, employment status, type of teaching and the overall economic and political situation). There are five main types of teacher turnover, there is the departures of

teachers at the school level, movements of teachers between public and non-state schools, teacher upgrading (in particular primary school teachers moving to jobs in secondary schools) occupational attrition (teachers leaving the profession to take up other jobs), and international migration. Teachers' transfers between primary and secondary school are high in some countries especially where there has been a rapid expansion of secondary school enrolments. Teacher attrition is either voluntary (resignation, early retirement) or involuntary (death, illness, compulsory retirement age, dismissal) similarly transfer can be either voluntary or involuntary. Staff turnover due to study leave and school transfers is usually much higher than attrition (Bennell *et al.*, 2002). Study leave is the major avenue for career advancement in many countries. In Tanzania, for example only half of primary school teachers who upgraded their qualifications during the 1990 are returned to primary school teaching (Bennel, 2004).

2.6 Labour Turnovers

2.6.1 Teacher Turnover

Turnover is a phenomenon that can be considered from different perspectives, depending on the subject in question (Enaohwo, 1983). Among teachers, turnover refers to the rate of departure among staff engaged in schools for a given time frame or period. The issue of staff turnover poses a very serious problem with critical effect on both the individual and government. Thus to the individual teacher, turnover involves some definite loss of earnings which would have accrued. From the government perspective, staff turnover is a problem of greater dimension. Notwithstanding whether the teacher involved enjoyed government sponsorship for his training or not, departure results in a financial loss to government (Enaohwo, 1983).

Turnover in the teaching professional can have important consequences for schools and students, including the financial and time costs of filling positions, disruption of curricular continuity, difficulty in maintaining a cohesive school environment and overrepresentation of inexperienced teachers (Harrington, 2010).

2.6.2 The situation of teaching field

In Tanzania, during the primary Education Plan (PEDP) and the Secondary Education Plan (SEDP), expansion in education has led to the Teacher Education Division to re-examine its role when there is an increase in the registration of primary or secondary school students, there has to be an expansion in the number of teachers to be trained (Mhando, 2006). As a result, Teacher Education in Tanzania was faced with a crisis that demands innovation in making the required number of teachers, especially for the mushrooming secondary schools. To recruit and develop secondary school teacher is not easy to succeed with only one way, alternative ways could be found in employing university graduates with a degree in education ,also university graduates with specific subjects, but without the education component (Mathematics, Statistics, English, Geography etc), those who qualify from teachers colleges that are not at university level, holders of the Advanced level secondary Education Certificate who are given a short crash course in pedagogy, expert teachers from outside the country, retired teachers who are strong enough to give service.

Due to the condition explained above, it shows that there is a crisis in teacher education. It is a crisis and it is not possible to maintain quality education with the kind of teachers listed above. It is a crisis as it is not possible to maintain quality education with the kind of teachers listed above. It has been seen that the expanded employment of teachers and the terms that are set for their selection and training makes the career lose its status. Teaching has been seen as the field that absorbs candidates who would not have access into other careers. The public has that kind of kind of attitude, and the government decides to pay the teachers a humble salary that would not compare the teachers with their former schoolmates that walked into other career. The social status of teachers, in comparison with other academic staff, is low. Those teachers are classified differently according to their training and salary, and indeed they are not allocated to inappropriate places fin the prestige scale of our society. Society does not know what to expect of this group. So the law social status of the teaching profession that is recorded is easily linked to its low economic status in society.

In that sense teachers can be posted and sent to very remote areas where standard of living is very low. These teachers have to accept poor housing, poor water and fuel services, exclusion from the modern marketing system and many other benefits that are available to town dwellers and professional of other fields.

This applies to both primary and secondary teachers. Teachers in remote areas are excluded from information. The radio is the only thing that can link them to the world. Transfers cannot be accessed easily. In this way, teachers are not motivated to stay in the hard-life areas. The government has been suggested to pay these teachers a hardship allowance, but the government has been slow at reacting to the idea. So teachers are being paid very little salaries and also getting it late as it is difficult for them to come to town to collect it. (Mhando, 2006)

2.7 Types of teacher's turnover

Evans (1998) listed about five main types of teacher turnover: departures of teachers at the school level; movements of teachers between public and non –state schools; teacher upgrading; occupational attrition (teachers leaving the profession to take up other jobs); and international migration. Teacher retention at the school levels is a combination of attrition (through long- term illness and death, resignation, retirement, dismissal) and transfers (lateral, promotion, study leave). Murnane, (1987) noted that the main issue in most countries is the high rate of transfers of teachers between schools rather than attrition per se. A ‘Culture of discontinuity’ often characterizes teacher staffing in remote rural schools. The ‘need to belong’ is a fundamental human motivation, which is undermined when teachers are frequently transferred, as is the norm in South Asia. In this study, the type of teacher's turnover which is being referred is the “voluntary turnover”

2.8 Factors for teacher turnover in Tanzania

2.8.1 Teaching Facilities

A study by Lemomo (2010) revealed that, job dissatisfaction can be caused by lack of teacher's motivation and lack of teaching facilities. He studied the problem of teachers in public secondary schools in Tanzania mainland. He was concerned with work factors which make teachers be satisfied and dissatisfied with their work. Negative factors which contributed to dissatisfaction were limited opportunities for professional advancement and lack of teaching and learning facilities, limited budgets and poor management of resources have a direct impact on teachers' working condition and living. That lack of proper desk on which to prepare their work or even to sit of in the classroom (VSO, 2007). Poor staffrooms which are overcrowded really demoralize the teachers, and this can cause teachers to leave the teaching professional.

2.8.2 Housing

The working environment in rural areas does not attract teachers especially those with higher qualification to work in remote areas. There are great shortage staff houses and there are no good houses in rural areas for teachers to rent. Studies has shown that majority of teachers do not have houses, and those who live in school houses, their houses are often in serious need of repair and most schools are in very poor physical environment (ADEA, 2006).

2.8.3 Workload

Larger class sizes, increasing hours of work, more subjects' and constantly changing curricula are cited as major de-motivators in many countries especially in Tanzania. Lower motivation is experienced when pay off o Teachers for teaching extra classes is not increased. In Tanzania at secondary level the Gross Enrolment Ratio (GER) is only 7.4%. The average number of pupils per stream in secondary is higher than in primary schools. Average class size is 17 compared to the require 32. The teacher-student ratio ranged between 1:26 in 1990 to 1:19 in 1999, there is wide variations at both primary

and secondary levels, due to teachers' preference for urban schools and differences in attitude towards education among regions (URT, 2001). Public schools teachers at secondary school teach fewer periods a week than those in private and fewer than the officially prescribed number of 28 to 35 periods per week. Furthermore, public school teachers are working 25.5 hours a week (0or about five hours a day). However, if classroom teaching time were raised for public school teachers would increase the teacher-student ratio moderately and lower per student costs (Sumra and Katabaro, 2014).

2.8.4 Pay

The total pay of teachers in Low Income Developing Countries' is inadequate, and does not cover basic household survival needs and enable teachers to enjoy a "reasonable standards of living." The most qualified and experienced teachers move to other professional fields (SIDA, 1999). In Tanzania teachers are dissatisfied with salary paid to them. For example, the teacher alary with a salary of TGTS A/1, starts with a salary basic of 114,910/= Tshs. up to TGTS I/1 with a salary of 1,342,590/= Tshs. thus this cause teachers to look for more attractive jobs (Sumra and Katabaro, 2014).

2.8.5 Training Opportunities

Most of the candidates who joined teacher training in Sub-Saharan Africa including Tanzania have weak academic backgrounds. The two tie system that has been adopted by the government does not help to address the quality of training of teachers. Furthermore, in many developing countries, high proportion of teacher's remains untrained which effects the 'can-do' motivation. Thus, teachers need continuous professional development noted by Lemomo, (2010).

2.8.6 Lack of Recognition

Teachers in mot Least Developed Countries (LDCs) are "semi-professionals." This is caused by their low levels of education and training vis-avis professional occupations such as doctors, engineers and lawyers. Teaching is reported to have become

“employment of the last resort” among university graduates and secondary school leavers in many countries Lemomo, (2010). Teachers often lack a strong long-term commitment to teaching as a vocation, and are paid less than the mainstream professions. Tiberondwa, (1975) about teaching profession in Uganda revealed that teachers had low status both economically and socially. Thus, teachers are not encourages to remain in profession and teach effectively.

2.8.7 Teacher Motivation Crisis

Many literatures have shown that there is a problem in the way teachers are motivated in Tanzania. For example: World Bank, (2001) noted that the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students. Bennell, and Mukyanuzi, (2005) found out that it appears that teacher job satisfaction is considerably lower among secondary teachers and that, in many ways, this do amount to a teacher motivation crisis. Bennell and Akyeampong , (2007) noted very sizeable proportions of primary school teachers, particularly in Sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Compared to other major professions and rather than performance-based advancement, promotion can be arbitrary or emphasize years of experience.

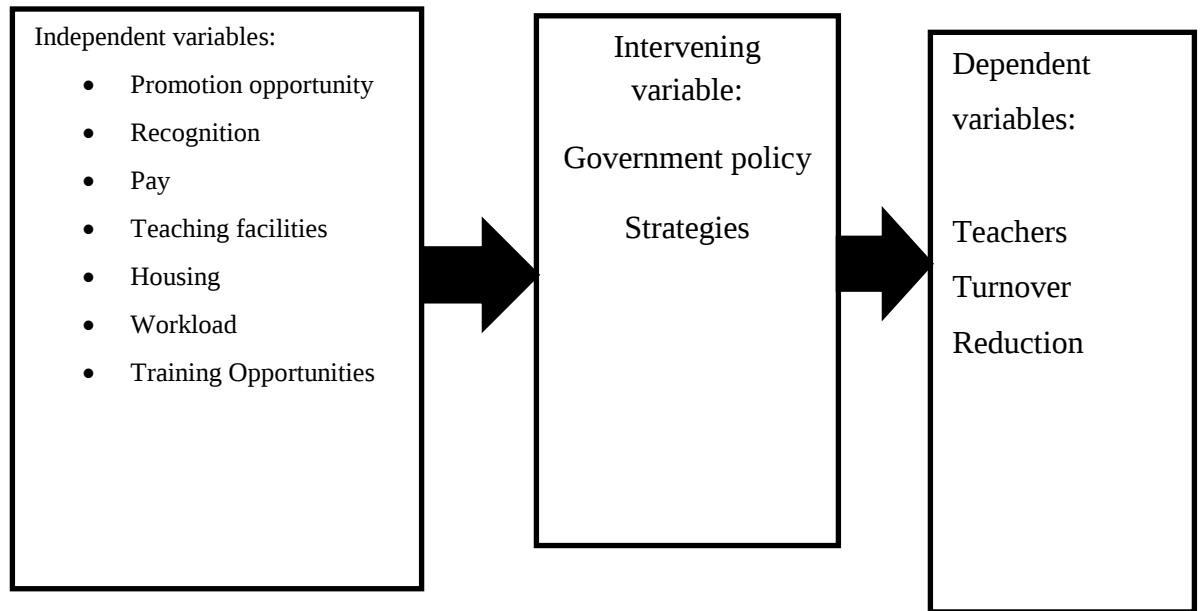
2.9 Effort of Tanzania Government in Addressing Teachers Motivation Issues

Teacher’s issues complex. However, the Budget Speech for 2007/08 by the Minister for Education and Vocational Training (MOEVT) has drafted the Teacher Development and Management Strategy (TDMS) to stabilize and synchronize training, accreditation, teacher recruitment, deployment and motivation. We look forward to its adoption and implementation (URT, 2006).

2.10 Conceptual frame work

This study was guided by the conceptual framework developed by researcher after reviewing a number of related literatures. The assumption of the framework is that teacher's turnover reduction in public secondary schools is a function of the several interrelated factors as shown in the figure below. Where motivational are "independent variables" while "teachers' turnover' reduction stands for dependent variable.

Figure 2.1: Conceptual framework



Source: Researcher Construct, 2015

Conceptual framework has been developed from the reviewed literature and related theories. The independent variables are teachers' needs. Independent variable involve Motivation, promotion opportunity, recognition, teaching facilities, training opportunities, housing and payment. Missing some of the independent variables lead to frequent turnover of teachers. The dependent variable is teacher turnover reduction. Turnover reduction is assumed to be the result of independent variable. The independent variables are factors that influence turnover reduction which is the dependent variable. However the intervening variables like the guidance and government policies comes in between the independent and dependent variables.

The study assumed that teachers' turnover can be reduced by establishing the suitable strategies by the government. If the government fulfills the teachers' needs through strategies which are implemented effectively, teachers' turnover can be reduced and finally reduced.

2.11 Operationalization of variables

Promotion opportunity

Promotion is the most important reward in organization as such it must be located in a way that gives hope and motivation [Rosenbaum, 1979:23]. There are a good number of teachers who are less favoured in the process of promotion to the extent that they remain stagnant in one grade for more than three years. Promotion also leads to the convergence of grades among teachers of different academic qualification, in such a way, teachers become demoralized/ unmotivated.

Teaching facilities

It is said that limited budgets and poor management of resources has a direct impact on teachers' working condition and living. Lack of proper desk on which to prepare their work or even to sit on in the classroom [VSO, 2007]. Poor staffrooms which are overcrowded really demoralize the teachers, and this can cause teachers to leave the teaching professional.

Housing

Housing is a major issue for nearly all teachers and all workers because it is the fundamental need of the human beings. Teachers need house to live in. In urban areas there are good and many houses for teachers but they are very costly to rent. Those who live in school houses, the houses are often in serious need for repair and this almost lead to teacher turnover.

Workload

It has been seen that larger class sizes, increasing hours of work more subjects and constantly changing curricula are cited as major de-motivators in many countries

especially in Tanzania. Lower motivation is experienced when pay off to teachers for teaching extra classes is not increased.

Pay

The total pay of teachers in Least Developed Countries (LDCs) is inadequate, and does not cover basic household survival needs and enable teachers to enjoy a “reasonable standards of living”. So, most qualified and experienced teachers move to other professional fields. Training Opportunities in many developing countries, high proportions of teachers remain untrained which adversely affects “can-do” motivation. Teachers need continuous professional development. Lack of this can lead to teacher turnover (Bennell, 2004).

Lack of Recognition

Teachers in most LDCs are “semi-professionals”. This is caused by their low level of education and training vis-avis professional occupations such as doctors, engineers and lawyers. Teaching is reported to have become “employment of the last resort” among university graduates and secondary school leavers in many countries. Teachers often lack a strong long-term commitment to teaching as a vocation, and are paid less than the mainstream professions, thus this lead to turnover (Bennell, 2007).

2.12 The research gap

Several studies, so far have been conducted in Missouri, USA (Harrington, 2010) on teacher turnover in Nigeria (Enaohwo, 1983) on teacher motivation and incentives, and Asia (Bennell, 2004) on teacher motivation and incentives, and in Tanzania on education system such as teacher Retention (Mkonongwa, 2004). Teacher’s Turnover, teacher motivation and job satisfaction and Lack of motivation as a factor leading to Teachers Exodus. One study by Mwakilembe was done before Education For All (EFA) goals, the others above were done within the Education For All (EFA) Goals, but this study see that there is still a problem which had not been fulfilled yet. Many researches in Tanzania have addressed the problem of teachers’ turnover among public schools.

So this study generated up to date data on how the government through its councils struggles to solve the problem among teachers of its schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter shows the research methodology and techniques that the study used in carrying out the research study. The chapter consisted of research design, population, sampling techniques, sample size, type of data to be collected. This part also focused upon the presentation of data collection methods which were applied during the course of the study and finally the ways in which data were analysed is also covered in the chapter

3.1 Study Area

This study was conducted in Morogoro Municipality. The researcher selected the study area because there was found no documentations (no research conducted) on the strategies employed by the council to reduce teachers' turnover despite Morogoro municipal council being one of the councils with many public secondary schools. Therefore, the study examined the strategies applied by the Morogoro council to reduce the rate of teacher turnover in public secondary school.

3.2 Research Design

The study employed cross-sectional research design in which data were collected at one point in time. Such a design is highly recommended by Bailey (1998) and Babbie (1990) for determination of relationships among variable. The reason for doing cross sectional in this study is due to the factor that it is a type of research design that aims to give an intensive description and analysis of a single situation (Adam and Kamuzora, 2008). The adoption of this research design gave comprehensive description and analysis of the situation of teacher's turnover in education department at Morogoro Municipality. The study also adopted the descriptive survey research design to study the ways adopting by the government to reduce teacher turnover among public secondary schools. Descriptive research was concerned with conditions that already exist, practices that are held,

processes that are ongoing and trends that are developing. Descriptive survey research design is most appropriate when the purpose of study is to create a detailed description of an issue (Mugenda & Mugenda, 1999).

3.3 Population of the study

Turner (2011) argues that the population of a study refers to set of objects, which are the focus of the research and about which the researcher wants to determine information related to the study objectives. The study focused on identifying the strategies adopted by the government to reduce teacher turnover where by Morogoro municipality represented other councils in Morogoro region. The total population was represented by selected staff members of Morogoro Municipal council at various levels and some secondary school teachers. Each group gave a great contribution to the findings since they had different understanding, knowledge and ideas concerning information needed by this study.

Table 3.1: Distribution of Respondents

Respondent's category	Number of respondents
District secondary education officer	1
Academic officer	1
Teachers in secondary schools	50
Human resource officer	1
Statistic officer and zonal school inspector	2
Total	55

Source: Research, 2015

3.4 Sampling Design and Procedure

Sampling is the act, process or techniques of selecting a suitable sample for the purpose of determine characteristics of the whole population (Kombo, 2006). Sampling design is the mechanism of selecting a sample from study area. In the study, the researchers used random sampling and purposive sampling.

3.4.1 Simple Random Sampling Technique

Simple random sampling is a probability sampling technique whereby all members of the population have an equal chance of being selected to form a sample. (Adam and Kamuzora, 2008). In choosing the sample, the names of all public schools in the municipality were written on pieces of paper then placed in a box and ten (10) schools were picked randomly after mixing those pieces of paper. The secondary schools randomly selected included Morogoro, Uwanja wa Taifa, Sumaye, Lupanga, Sua, Kihonda, Kingalu, Tubuyu, Kola hill and Nanenane.

Five teachers from each secondary school among 15 schools were chosen randomly by lottery system. The names of all teachers in a given secondary were written in a piece of paper and placed in a container. The lottery then was drawn to pick the names of five teachers. This method helped to reduce biases or prejudices in selecting sample.

3.4.2 Purposive Sampling.

The process involves nothing but purposed handpicking individuals from the population based on the authorities or the researcher (Msabila and Nalaila, 2013). Purposive sampling was used to select officials to be interviewed. The study wanted to know from teacher how the council played its role to end teacher turnover. A researcher opted for this sampling technique so as to get relevant information from the expert respondents. The purposive sampling was employed in selecting the MED, MEOs, school inspectors and heads of schools. This is due to the knowledge they have concerning the study.

3.5 Research Techniques

This study employed three methods namely interview, questionnaires and documentary review to collect both primary and secondary data. These data collection methods were used because they give current information concerning the study.

3.5.1 Questionnaires

A questionnaire is a written list of questions to which respondents individually respond in writing. A list of questions were prepared and printed on sheets and distributed to different respondents to give answers according to Cresswell (1998).

The questionnaires were distributed to the 50 of the visited secondary teachers. The respondents were asked to fill the questionnaires individually on the question of teachers' turnover and the strategies employed by the council to reduce turnover in their working areas. The researcher jotted down the names of the teachers to whom the questionnaires were distributed. The teachers were given time and then the filled questionnaires were returned to the researcher without delay. Questionnaires were used in order to avoid biasness and to save time as they were filled by a big number of respondents. However, respondents may be biased and represent interest of those who author or produce them (Creswell, 2003).

3.5.2 Interviews

The interview method was used by the researcher to allow much greater freedom of expression to the respondents. It gave the researcher different ideas and answers from respondents which were useful to the researcher in data analysis. Also it was easy for the respondents to raise issues that the researcher did not know.

The interviews were done with the key informants like MSEO, HRO; Municipal statistics officer; zonal school inspector and school academic officers who could give information concerning the strategies adopted by the government to reduce the teacher turnover. The interviewees were asked the appointment and visited on the agreed time by the researcher. Checklist was used to conduct interview with the key informants. Some of the questions were predetermined while other questions were arisen during the interview. The information that was given in the interview was recorded in the recorder so that to save time and to keep information that can be retrieved when needed.

3.6 Data Analysis Procedures

Kombo, (2006) defined the term data analysis as examining what has been collected in survey and experimenting in making deductions and inferences. Data analysis of the information from the questionnaires and interviews involved content analysis. The data were prepared, unit of analysis was defined. The unit of analysis used was individual themes, expressed in words, phrases or sentences by respondents. Then coding schemes and categories were developed, texts were coded, coding consistency was assessed to make sure that data are consistent and conclusion was coded from the findings. The data were reported while marking quotes that useful to generate the contents and carefully considered information relevant to the study i.e. the information relevant to the research objectives.

3.7 Ethical consideration

The researcher asked for permission from heads of schools and respondents before data process or collection begins. Ethics and protection of the dignity of all respondents was ensured as follows:

- i. Informed consent of participants was done well in advance and participants were briefed about the nature of the research before they complete the questionnaires.
- ii. Right to privacy as to identity and that participants' responses were kept confidential.
- iii. Findings were reported with honesty, even if the results seemed unfavourable to and different from the researcher's expectation.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.0 Introduction

The chapter is divided into five sub-sections. The first sub-section presents socio-economic characteristics of respondents. This part presents the attributes (age, gender, marital status, education levels and working experience) of respondents. Then the chapter presents the results on the current rate of teachers' turnover in the study area. Further, the study details the strategies which have put in operation by the council. Also the chapter presents the results on the achievements that have been acquired through the established strategies to reduce teachers' turnover. Lastly, the chapter presents the results on the challenges faced by the stakeholders in education in reducing teachers' turnover.

4.1 The trend of teachers' turnover in Morogoro municipality

The first research question sought to assess current trend of teacher's turnover in public secondary schools in Morogoro municipality. Teachers, school heads, EHROs, MSEOs, MSAOs, eastern zone school inspectors and education statistics officer of the municipal council were asked to give their understanding on teachers' turnover in the municipality.

The study assessed the trend of teachers' turnover in the previous five years. The results show that teachers' turnover has been increasing year after year. In the interview with the municipal EHRO show that in 2010 one teacher turned over; in 2011 3 teachers' turnover; in 2012, 4 teachers turned over; in 2013, 8 teachers turnover; and in 2014, 8 teachers turned over.

Table 4.1: Trend of teachers' turnover

Year	Trend of turnover
2010	1
2011	3
2012	4
2013	8
2014	8

Source: Research (2015)

The respondents were asked to tell their feelings on what they think could be the reasons for the increased teachers' turnover. The respondents mentioned a number of factors including poor working conditions e.g. absence of teachers' houses, lack of transportation, big teaching load, harassment from the administration and poor discipline of students; low salaries and lack of incentives; marriage; sickness; family problems; poor education policy; teaching being considered unworthy (invaluable).

4.2 Strategies used by the municipal council to address teachers' turnover

The study interested to understand the ways that had been undertaken by the municipal council to reduce the teachers' turnover in the municipality. The strategies established to reduce teachers' turnover were divided at two levels; at the municipal level and at the school level.

4.2.1 Strategies at municipal council level to reduce teachers' turnover

The interviewed municipal officials revealed that the council had to put into force the strategies established by the local government at the council level. The mentioned strategies are as follows;

a) Improved teachers' promotion allowances

The results that about half (50%) of all the respondents had the idea that the improved workers' promotions and other allowances motivated teachers to remain in teaching jobs. It was reported by the respondents that teachers like other public and private workers are entitled to be paid salary, leave allowances and arrears when they get

promotion. It was reported that the council has improved teachers' promotions especially within the last ten years under the presidency of Hon. President Dr. Jakaya Mrisho Kikwete.

In the interview with the HRO it was reported;

The government wants to see the teachers enjoying their job like other workers. Teachers' promotions and other allowances have been observed despite the laziness of the heads of school who do not bring the teachers information to the required offices so the teachers may be promoted in the required time. (said HRO 1)

It was further, reported by the respondents that a good salary and allowances help teachers to meet their basic needs and concentrate on teaching activities. On the other hand it was insisted that low salary and unpaid allowances discourage teachers to teach effectively. The result is that the teachers start to involve themselves in other economic activities in order to generate income for their own and family's wellbeing.

In the interview with one of the headmasters from one of the schools visited, it was revealed;

Teachers' allowance increments were the results of the complaints of teachers through reports and researches conducted by several researchers by which most of them concluded that teachers in Tanzania were paid low salaries in comparison with the hard work they are undertaking. For a long time the teachers have been earning less than what is required for their human survival. (said the head of school 4)

A majority of respondents interview pointed out that on time teachers' promotions is one of the factors which can motivate teachers to work effectively and reduce teachers' turnover.

b) Creation of environment to access from financial institutions.

In the interview with the government officials (EHRO and DSEO), it was reported that the government in the council has done its best to advice the teachers and to give them information to have loans from the financial institutions. It was also reported that the officials were always available to sign their forms in time.

In the interview with the HRO argued;

Here in the council we have been advising the teachers to have small projects like poultry, garden farming and small business which they can attend at their free time like time after working hours, weekends and during holidays. They can have loans from financial institutions in order to have capital to start up their projects. These projects can reduce their dependency on salary which is always not sufficient.

Nowadays the doors of the banks and other micro-financial institutions are open to give loans to public workers more than the previous years when the procedures to have loans were so complicated. (Said EHRO)

In the interview with the MSEO it was revealed that the local government enabled the teachers and other workers to obtain loans from the financial institutions like banks and micro-finance institutions by receiving and processing their letters and checking their salary slips. It was reported that the intention of the council was to enable the teachers to obtain the loans from the financial institutions so that they would involve themselves in investments which could help them generate income for their improved livelihood. It was in addition disclosed that when the teachers have other sources of income the rate of turnover is low because they are settled and not ready to leave their investments to go to other places. The MSEO said;

What the teachers are required to do is just to present the letter from the district director and the salary slip of the previous month and the loan is given to the teacher. The teachers could be using the loans given to make other investments so as to raise income for the betterment of his and family's livelihood. (Said MSEO)

The respondents had the view that the council had created the environment for the teachers to obtain the loans from financial institutions. It was pointed out that the council had facilitated them to obtain loans from the financial institutions.

c) Construction of teachers' houses near schools

It was reported by the council officials that it was recognized that lack of teachers' houses near the schools was one of the factors that increased teachers' turnover. It was reported by the officials that in some schools the process of constructing teachers'

houses in their respective schools had started and some schools were in process at different levels.

In interview with EHRO visited, it was contended;

We came to realize that the most disturbing problem and sometimes leading to teachers' turnover was absence of teachers' houses near schools. This increases costs to the teachers as one teacher is obliged to travel a long distances boarding two buses to reach the working station. For example, you find a teachers' working station is Sumaye (Bigwa) and that teacher lives in Kihonda. This teacher will have to board two buses to reach the working station. This discourages the teachers and when they get employment near their homes they have to go.

Some schools in our municipality have started to build teachers' houses though in small numbers which in some years to come they are going to reduce the problem. The school like Mjipya, Morogoro, Kilakala and others have teachers' houses. I think other schools more particularly ward schools will have to construct teachers' houses. (Said EHRO)

Some of the respondents (more particularly the teachers and head of schools) revealed that the council had constructed houses in only some schools in order to retain teachers. However, it was reported that most of the schools had no teachers' houses. This is due to the reason that many schools especially the ward (community) schools have a few or do not have enough houses to accommodate their teachers. This was reported to be the cause of most teachers to rent houses in the streets and mostly far from their respective schools. This increase costs to teachers since they have to pay house rents and travel everyday to their working station by public buses or motorcycles. Also staying far from their schools teachers have been coming late to schools something that has been spoiling the relationship with their head masters to the extent that they are discouraged and do not enjoy their teaching work. To reduce this problem there are schools that have been constructed in some schools and some are still in the construction process.

4.2.2 Strategies at the school level to reduce teachers' turnover

The school heads and teachers were asked to mention the strategies they had used in their respective schools to reduce teachers' turnover. Many strategies used were mentioned including the following;

a) Bonuses

It was reported that the school provided bonuses to teachers who performed well especially after national examination results (form two and four national examination results). It was said that the gifts varied in accordance with the grades which the students obtained. For example, in some schools a subject teacher was given 10,000/= shillings when a student obtains grade “A” and 5,000/= shillings when it is “B”.

Also it was reported that some individual schools motivated their teachers by providing them gifts on special days such as on the workers’ day (1st May). The teachers perceived this act as important as their schools showed appreciation to their work they were doing in performing their work.

b) Extra duty allowances

It was reported in many schools that there were conducted remedial classes that were undertaken after class hours and during weekends. It was revealed that most of the remedial classes were for the science subjects and mostly for the form two and four students who are preparing for the national examinations. The schools organized these classes and prepared the ways to pay the teachers involved in the remedial classes.

c) Permission to undertake small business

It was reported that teachers allowed to undertake small businesses like selling buns, ice-cream, potato clips etc. in their schools so as to enable them earn extra money. It was reported that the teachers were advised by the heads of schools and other seniors to use their free time especially during weekends and holidays to involve themselves in small businesses so as to generate income.

d) Persuasion

It was revealed that the heads of the schools used the strategy of convincing and encouraging teachers not to leave teaching field so that to offer their contribution to the

nation by convincing them that their contribution to the education sector and national development is valuable and important.

It was revealed by the respondents that school heads are recognised for their capacity for producing positive change by motivation and enthusiasm for school improvement.

4.3 Achievements reached and challenges encountered

The study was interested to understand the achievement that had been reached by the municipal council and the challenges encountered in reducing the teachers' turnover in the municipality. The respondents were asked whether the strategies established by the municipal council to reduce teachers' turnover had any achievements realized. It was revealed that since teachers' turnover has been increased in recent years especially from the 2012. So the strategies established had less than 3 years since their establishment. It was said the strategies implemented need enough time to deliver results.

However, in some projects it was reported that there are some achievements though at low levels that could be witnessed. The examples that were given were that simplified procedures in loan taking from the financial institutions improved teachers income and assets accumulation. The loans from the financial institutions have made teachers to involve themselves in other economic activities besides teaching activities in order to raise teachers' income.

In the interview with the EHRO, it was revealed

There are strategies that have been established by the local government to satisfy teachers in order to reduce teachers' turnover despite the fact that these strategies are very slow in implementation. They are slow because they need resources to be injected in them. Some of the projects like teachers' houses in ward schools for instance, the schools themselves in collaboration with the communities are the ones responsible to construct them. However, you find the schools do not have money and it is not simple to make the parents contribute for them. Other parents need time. It is not hast thing. But I believe in a few years to come. Some strategies will have been implemented, four to five years to come... (EHRO said)

However, there were revealed some challenges facing the council to achieve the established strategies to reduce teachers' turnover. The following challenges were highlighted;

a) Financial shortage

It was reported by respondents that the municipal council was facing financial problems to motivated teachers whenever teachers performed well. It was revealed that the municipal council failed to pay teachers extra duty allowances and motivation allowances for good performances in national examinations.

Further, it was revealed that it was due to financial problems that the municipal council could not be able to conduct seminars and workshops to all teachers. However, it was reported that the municipal council used the little money it had to conduct seminars to some few teachers especially science teachers in order to increase skills for teachers to master their teaching activities in the fast changing world.

The financial constraints were also at the school level. Most to the visited schools expressed their lack of finances to meet the teachers' requirements. In the interview with one of the head of schools, it was revealed;

We have a number of teachers who are staying far away from the school. They have to travel a long distance to the school. They sometimes face transport fare problems. The school could be supporting them by giving them some amount of money for their fare but the school does not have financial capacity to support them.

Some teachers are spending much time to teach our students even in weekends and after class hours. They are conducting remedial for students. We wish we would be giving them at least a big amount of money but we are not capable. (Said HM 1).

b) Teachers' expectations

It was reported by the respondents that many teachers have different expectations when they are in the colleges. It was said that when the teachers are employed they come with higher expectations than the reality. This discourages them that they decide to leave teaching and go for other jobs.

In the interview with the one of the heads of schools it was reported;

We have difficult time to change the mentality of teachers especially the degree holders. When they are in colleges they think they are going to be given priority by being higher positions in schools. This is a challenge because it is difficult to change this mentality. We talk to them those who understand follow but those who do not understand, you hear them gone to other schools or other jobs. (Said HM 2)

c) Few teachers

It was reported that the council is facing the problem of shortage of teachers. It was reported that in some fields like science teachers are few. The shortage of teachers in schools adds workload to few available teachers. Hence, once new teachers are posted to this kind of environment, they do not stay. This discourages the teachers and as the result the teachers shift to other schools or decide to go for the other work. Others decide to go for studies and sometimes change the profession. For example, it was reported by some teachers that they are obliged to teach the class of more than 70 students at time. They witnessed that teaching overcrowded classes discouraged them to the extent that they could no longer love teaching activity.

d) Educational commission

It was reported by most of the interviewed respondents (3 interviewed heads of schools) that there used to be educational commission in the previous years. The commission was very important as it dealt and fulfilled teachers' needs. It convinced the teachers that teaching is a vocation (a call). It was reported that the commission was terminated and was replaced by the very small department which basically is not able to meet teachers' needs.

In the interview with one of the heads of schools it was said;

In those days we used to have education commission which dealt with teachers. Today it is no longer there. There has been established the small education department which is not able to deal with all teachers and their requirements.

The educational commission would of important today when the secondary schools are under the ministry of Prime Minister's Office Regional Administration and Local Government, when the ministry has to deal with many issues like health. Within the intermingling of many things under the ministry the education matters especially teachers would have been dealt with by the education commission. The education department cannot do satisfactorily. (Said HM 1)

The results suggest that when teachers' and educational issues are not dealt well by the educational department established to replace the education commission the teachers become disappointed and decide to leave teaching or shift to private schools where their issues can be dealt with fully.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter discusses the findings that are presented in chapter four. The chapter discusses the results on the current rate of teachers' turnover in the study area. Further, the study details the strategies which have put in operation by the council. Also the chapter discusses the results on the achievements that have been acquired through the established strategies to reduce teachers' turnover. Lastly, the chapter discusses the results on the challenges faced by the stakeholders in education in reducing teachers' turnover.

5.1 The current trend of teachers' turnover in Morogoro municipality

The study expected that the teachers' turnover would decrease due to the fact that the council has the capable officers who could fundamentally introduce and implement approaches to teachers' turnover. However, the results show that the teachers' turnover has been increasing, especially in the previous two years.

The results suggest that the teachers' turnover in the public schools has been increasing instead of decreasing. The results imply that most of teachers in Tanzania are not satisfied with the teaching activity especially in the public schools. This can be due to too little or totally absence of motivation from their employers and administrations.

The results show that there were a number of factors for teachers' turnover which need to be declined in order to retain teachers in the public secondary schools. The results are in line with some literatures such as MacDonald (2012) that insists that some of the geographical locations of organizations are very harsh for the employees. Such locations include areas with poor infrastructure and areas prone to floods and diseases. The literature by Jinyevu (2013) shows the positive link between satisfaction and labor turnover that when employees are satisfied, their intention to quit the job becomes low, in other words the higher the satisfaction the lower the labor turnover. Many graduate

teachers are not staying long in the teaching profession because of bad working and living conditions (Sumra, 2005).

5.2 Strategies used by the municipal council to address teachers' turnover

The study expected that the council had introduced some approaches to reduce teachers' turnover which seemed increasing year after year. It was found by the study that several approaches to reduce teachers' turnover.

The results show that the council was implementing the approach of paying the promotion allowances to its teachers. The teachers can be happy if their rights to the promotion allowances are given to them in time. By so doing the teachers can be retained, hence reduced teachers' turnover. The promotion allowances lead to the teachers' motivation and satisfaction to fulfil their teaching activities and reduce turnover. From this point of view, the study found that the government (council) to some extent has shown commitment to its teachers. The teachers, like other public employees are interested to work in an organization which is committed to pursue their carriers and benefits.

Further, the results show that the council had established the environment for the teachers to access the financial support through loans from the financial institutions. The teachers use the loans to improve their wellbeing by doing their own issues like building their own houses, accumulating assets like motor cycles, bicycles, plots, cars, and investing in some small businesses. These were important to retain teachers and reduce teachers' turnover. This shows that the council has played a great and important role to make sure that the teachers have other sources of income rather than living on the salary alone which is usually insufficient. Raising economic projects let teachers to utilize their time more economically rather than spending most of their time in beer clubs and making stories that are not productive.

The results show that in some schools (not all) teachers' houses were constructed. From the results it was learn that constructing teachers' houses near working stations can

reduce teachers' rate of turnover since it reduces teachers' cost. It can also give the teachers ample time to spend much time for teaching instead of spending much of the time in travelling.

Moreover, the results showed that the strategies were established but implemented at low standard. The results imply that the main reasons for the strategies established not being implemented was that most strategies need enough funds and other resources that basically were not available or insufficient. It could be learned that the council had established the strategies without considering its funding capacity and sources of resources. For example, teachers' houses could not be constructed in most of the schools because there is no budget for that activity.

The challenges that dwarfed the implementation of strategies to reduce teachers' turnover in the surveyed schools include shortage of finance, unreal teachers' expectations, small number of teachers and education commission. The results suggest that the council has prepared the environment where the strategies can be implemented well.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the findings and conclusions on the approaches established and employed by the government to reduce the teacher's turnover in public secondary schools in Tanzania. Further, the chapter also provides recommendations to education sector in Morogoro municipal council and the ministry of education at large in establishing short term and long term policies in the efforts to reduce teachers' turnover.

6.2 Summary of the findings

The main objective of the study was to examine the approaches established and employed by the government in dealing with teachers' turnover in public secondary schools in Tanzania. The specific objectives of the study were to assess the current situation of teacher's turnover in the study area; to examine how the council has dealt with teacher turnover rate; to assess achievements reached by the council in reducing teachers' turnover; and to examine challenges faced by the council in reducing teacher turnover.

The findings show that the strategies to reduced teachers' turnover include improving allowances, construction of teachers' houses; and creating environment for teachers to get loans from financial institutions. The success of the strategies was very little as the implementation of the strategies was of the low standard. The challenges that the council faces in reducing teachers' turnover include financial constraints, corruption among leaders, shortage of teachers, and undisciplined students.

6.3 Conclusions

Following the views of the respondents of the study, several conclusions can be drawn. It can be concluded due to high rate of teachers' turnover existing in the study area, several strategies were established at the school level and council level in order to

motivate teachers. The strategies included convincing teachers by advising them, giving rewards to teachers, increments in salaries and other allowances, construction of teachers' houses in some schools, construction laboratories for every schools and conducting seminars and workshops. The study also concludes that the established strategies were partially implemented at the council level and the achievements were very low as turnover increased year after year. The study further, concludes that the council faced various challenges in its efforts to reduce teachers' turnover. These challenges include financial shortage, higher expectations of teachers, shortage of teachers and unavailable educational commission to deal with teachers' matters.

6.4 Recommendations for Policy Considerations.

Firstly, the study found that most teachers stay far away from their working stations and face difficulties in transport to reach their schools. The study therefore recommends that government should give teacher the transport facilities like motorcycles and cars in terms of loans so that to facilitate teachers' transport to their working stations.

Second, it was found that some strategies established to reduce teachers' turnover were new and still in the process. The researcher recommends that there should be conducted another research after four or five years to see the outcomes of the established strategies.

It was revealed by the study that the strategies to reduce teachers' turnover had very low achievements. The researcher recommends that the teachers should be involved in priority setting and planning so that to include the teachers' needs.

6.5 Areas for further Research

- i. This study dealt with only a small portion of the population of Morogoro municipality. This makes its findings not to qualify in nationwide generalization. Therefore, other studies should be done encompassing large population to make it valid for national-wide generalization.

- ii. It was also discovered that the strategies established by the council to reduce teachers' turnover were new. There is a need to conduct research after four or five years to see their outcome to teacher's turnover.

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APPENDICES

Interview Guide for MSEO, MSAO and ZONAL SCHOOL INSPECTORS

1. Gender/Sex.....
2. Your age.....
3. Your highest level of education.....
4. Working experience.....
5. For how long have you been working in this Municipal council?.....
6. What can you say about current rate of teachers' turnover in your district?
.....
.....
7. What group of teachers who are likely to be involved in turnover most in relation to age?
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.....
8. How do you compare turnover between male and female teachers?
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.....
9. Speaking from your experience what do you think are the factors for teachers' turnover?
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10. What do you think have been the impacts of teachers' turnover in education?
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11. What do you do to reduce teacher turnover?

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12. Do you think there is any achievement in reducing teachers' turnover?

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13. If **YES** how do you rate the achievements? If **NO** why?

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14. What are the main obstacles/challenges do you face in reducing turnover?

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Interview Guide: EHRO (EDUCATION HUMAN RESOURCE OFFICER).

1. Gender/Sex.....
2. Your age.....
3. Your highest level of education.....
4. Working experience.....
5. For how long have you been working in this district?.....
6. What can you say about current situation of teachers' turnover in your district?
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7. What can be the average number of teachers who leave teaching annually?
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.....
8. How can you compare teachers' turnover and teachers' age?
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9. What do you think are the possible factors for teachers' turnover?
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10. Do you have any record about secondary school teachers who have quitted
teaching in your district?
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11. What are strategies put in force to reduce teachers' turnover?

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12. How far have these strategies worked out?

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13. What are the challenges facing you in reducing teachers' turnover?

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QUESTIONNAIRES FOR SECONDARY SCHOOL TEACHERS

I: Demographic information

1. Gender/Sex.....
2. Your age.....
3. Your highest level of education.....
4. Working
experience.....
5. Working station.....

II: CURRENT SITUATION OF TEACHERS' TURNOVER

6. How many teachers have turned over since you were appointed in this school?
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7. What do you think are the factors for teachers' turnover?
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.....
8. How do you compare teachers' turnover and working years (experienced or new teachers)?
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9. How do you relate teachers' turnover with teacher's gender/sex (Who are mostly involved in turnover, males or female)?
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10. What do you think are the strategies undertaken by the council to reduce teachers' turnover?

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11. Do you think the established strategies are really implemented to reduce teachers' turnover?.....

Why?.....

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12. Can you please mention the achievements of the implemented strategies to reduce teachers' turnover?

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13. What do you think can be the possible challenges facing the council to reduce the teachers' turnover?

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14. Can you please tell the impact of teachers' turnover to education processes?

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Interview Guide: HEADMASTERS

1. Gender/Sex.....
2. Your age.....
3. Your highest level of education.....
4. Working experience.....
5. Working station.....
6. For how long have you been working in this school?
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7. What can you say about current situation of teachers' turnover in your school?
.....
.....
.....
8. What can be the average number of teachers who leave teaching annually in your school?
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.....
9. Are there teachers who turned over in your school in the last three years?.....if YES how many?.....
10. How can you compare teachers' turnover and teachers' working experience?
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11. How can you compare teachers' turnover with teachers' gender?
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12. What do you think are the possible factors for teachers' turnover?

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13. What are strategies do you practice to reduce teachers' turnover in your school?

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14. How far have these strategies worked out?

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15. What are strategies practices to reduce teachers' turnover established by the council?

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16. What are the challenges facing you in reducing teachers' turnover?

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Interview Guide STATISTICS AND LOGISTIC OFFICER (SLO)

1. Gender/Sex.....
2. Your age.....
3. Your highest level of education.....
4. Working experience.....
5. For how long have you been working in this district?.....
6. What can you say about rate of teachers' turnover in your district for four years?
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7. What can be the average number of teachers who leave teaching annually?
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8. How can you compare teachers' turnover with teaching experience (experienced and new teachers)?
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9. How can you compare teachers' turnover and teachers' gender/sex?
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10. What do you think are the possible factors for teachers' turnover?
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11. What are strategies practices to reduce teachers’ turnover established by the council?

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12. What are the challenges facing you in reducing teachers’ turnover?

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