

**TEACHERS TURN OVER IN ZANZIBAR PUBLIC SECONDARY  
SCHOOLS:  
A CASE OF WETE DISTRICT, PEMBA**

By

**FADHIL, Juma O.**

**A Dissertation Submitted to the School of Public Administration and  
Management for the Requirements of partial/fulfillment of Master  
Degree of Science in Human Resource Management of**

**Mzumbe University**

**2016**

**CERTIFICATION**

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a thesis entitled **Teacher Turnover in Public Secondary Schools; A case of Wete District, Pemba**” in partial fulfilment of the requirements for award of the degree of Master of Science in Human Resource Management of Mzumbe University.

\_\_\_\_\_  
Major Supervisor

\_\_\_\_\_  
Internal Examiner

\_\_\_\_\_  
External Examiner

Accepted for the Board of the School of Public Administration and Management

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## **LIST OF ABRIVIATION**

<b>DEO</b>	District Education Officer
<b>EFA</b>	Education for All
<b>ILO</b>	International Labor Organization
<b>MKUZA</b>	Mkakati wa Kupunguza Umaskini Zanzibar
<b>MoEVT</b>	Ministry of Education and Vocational Training
<b>OCGS</b>	Office of Chief Statistical - Zanzibar
<b>RGoZ</b>	Revolutionary Government of Zanzibar
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>TAC</b>	Technical Aid Corp
<b>UK</b>	United Kingdom
<b>USA</b>	United State of America
<b>ZATU</b>	Zanzibar Teachers Union

## **ABSTRACT**

The study is about teachers' turnover in Public Secondary Schools with reference to Wete District, Pemba between October 2015 and February 2016. The study aimed to assess the existence of Teacher Turnover in the area of concern, to know its causes and effects as well as suggesting several remedial methods of combating teacher turnover in public secondary school.

The case study design was used where 49 respondents were involved. 29 were selected via simple random sampling and 20 were obtained using purposive sampling according to their positions. The study used both primary and secondary data which were collected using different means of data collection; while the data collected were analyzed using various statistical means.

Findings revealed that, Teacher Turnover has a great impact to all educational stakeholders even though it is not considered as a problem by the employer.

The common causes of teacher turnover mentioned are; overburdening of duties, poor working environment, status of teacher in community, level of salary paid, employment security, students' behaviour and so on. While others are impacted by falling down of educational performance, un-manageable shortage of teacher, losing of students learning Morale, to enforce poor parents on paying over freelance teachers and alike. Apparently, this can be managed by the restructuring pay system, employing appropriate number of teachers per school, enabling conducive teaching and learning environment and ensuring equity and equality among public servant as well as close participation among educational stakeholders.

The study has recommended that, there is a need of making teaching an enjoyable field like other in the public sectors, hence retaining teachers may influence educational improvement in the world of science and technology in Zanzibar.

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## **CHAPTER ONE**

### **INTRODUCTION AND PROBLEM SETTING**

#### **1.0 Introduction**

In this chapter consist of background of the topic, statement of the problem, objective of the study, research questions, rationale of the study, the scope of the study, conceptual framework, definition of key terms and overall proposal.

#### **1.1 Background of the Problem**

Zanzibar is a semi-autonomous country within the United Republic of Tanzania comprises of two main islands – Unguja and Pemba; in which Wete district is available. Zanzibar is the most densely populated part of East Africa with a total population of 1,303,569 according to the OCGS report of 2012. Zanzibar has its own government and its president as a head of these two islands. It has 13 ministries with 15 semi autonomous institutions that include Commissions, Authorities and Boards.

Zanzibar government (RGoZ) has about 28,812 Civil servants (Civil Service Department budget 2011). In the year 1992, RGoZ purposely terminated numbers of employees from various public sectors following the privatization and closed some of public enterprises, departments and branches. This situation was interpreted and associated with the political opposition. The employment security for those who were in service was violated. Thereafter a large number of youth and manpower left the country (Zanzibar) to western countries such as the United Kingdom (UK), Canada and United State of America (USA) and were hosted as refugees (Ghasani, 2010).

Not only to teachers, Employee' Turnover is among the problems facing many organizations in Zanzibar. Although its rate differs from one organization to another the problem is also stated as a threat in the situational analysis Report for Human Resource Department Policy 2006.

23<sup>rd</sup> September 1964, Zanzibar declared free education for all. Revolutionary Government recognizing the value and meaning of education embarked on short and long term plans to access quality education to the majority, through swelling of child's school enrolment, filled up with expansion of schools and classrooms (Ministry of Education and Vocational Training Guideline, 2006).

Therefore, the need of more new teacher as well as retaining the existing accelerates according to enrolment expansion of day today in the study area.

## **1.2. Statement of the problem**

It is evident that The Revolutionary Government of Zanzibar (RGoZ) has strenuously struggled to combat the shortage of teachers in secondary and primary school as well. Some of the measures are to employ form six leavers who can fill the gaps, particularly in the village areas 2009, Teacher's Professional Development Program through ZATU (EFA News letter 15 November 2012), as well as employing science teachers from Nigeria through TAC 2013 and 2015 (Daily News, 25 January 2015) World Bank support through Tz 21 Project, offering computers and cheap - to - free access of data just for the purpose of compensating shortage of teachers as well as helping available teachers from a huge burden of overloaded periods and overcrowded classes(IYF Project Report, 2011).

Unfortunately, regardless the effort taken by the government and educations shareholders, experienced teachers refrain from their job at the alarming level. This turnover made them to be employed in different sectors rather than Education or self employed. The act leads the education sector to suffer from a shortage of teachers, particularly in science subjects. Many scholars have researched about education and the shortage of teachers in Zanzibar and Tanzania in general, but unfortunately nobody has observed or discussed about secondary school Teachers' Turnover in public schools in Wete district and Zanzibar at large as contributing factor of shortage of teachers in secondary education.

### **1.3 Research Objectives**

#### **1.3.1 General Objective.**

The general objective of this study is to assess Teachers' Turnover in public Secondary Schools in Wet District, Pemba.

#### **1.3.2 Specific Objectives**

- i. To explore the causes of teachers to personally terminate their jobs.
- ii. To discover the effects of Teachers' turnover toward improving quality of education in Wete District.
- iii. To find the correct ways of overcoming Teachers' Turnover in public secondary school in wete district.

#### **1.4 Research questions**

- i. What are the main causes leading teachers to terminate their job?
- ii. What are the negative impacts of Teacher's Turnover on quality of education in Wete District?
- iii. What can be done to reduce Teachers' Turnover?

#### **1.5 Significance of the Study:-**

Firstly, the study has shed light on factors that lead to Teachers' Turnover and suggest several ways of combating the situation, which means to ensure the retention.

Not only that, but the study also gives the additional knowledge on contributing factors or reason for the turnover rate for learners as well as a baseline for researchers who wish to do research on Teachers' Turnover for further studies.

The study findings can be used as an added document in implementing Public Service Reforms in Zanzibar in its medium term perspective by proposing proper strategies of eliminate teachers turnover in secondary schools.

Generally, this study is very useful because it may assist the private schools' managers as well as any organization such as Human Resource Manager (HRM) which wish to improve performance and decrease labor turnover in their working place.

## **1.6 Limitation of the study**

### **1.6.1 Inadequate fund:-**

Inadequate funding for conducting research has limited the study that is why the researcher selects one district instead of the whole Zanzibar because research fund depends on the pocket of the researcher. Avoidance of extravagance and going direct to the planned source of information helps the researcher to effective use of available fund and producing meaningful study as required.

### **1.6.2 Language:-**

The study respondents are much engaged in Swahili language therefore, the data were collected in Swahili Language and translated into English Language; this process may doubtably lightly affect the original meaning. But the simple language was used and high language translation skill and tools have been used to protect unnecessary mistakes of provided meaning of this study.

## **1.7 Delimitation of the Study**

The study is based on turnover, particularly in Education Sector of Wete district associating public Secondary school Teachers, students and district educational management staff who are employed by the Revolutionary Government of Zanzibar.

## **1.8 Summary**

In this chapter the topic has been clearly introduced following Background of the problem and Statement of the problem, Research Objective and Research questions.

Not only the mentioned one, but Significance of the study, limitation and delimitation of the study has also been presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Overview**

This chapter covers different concepts, theories, conceptual framework and related studies/empirical studies.

#### **2.1 Theoretical literature**

##### **2.1.1 Definition of Terms**

###### **2.1.1.1 Labor Turnover**

The idea of turnover, which collocated with labor or employees are defined by various scholars as follows:

Armstrong (2006) defines labor turnover as the analysis of the number of people leaving the organization by providing the data for use in simply forecasting, so that calculations can be made about the number of people lost who may leave to be replaced.

Moreover, Gupta, (2006) defines labor turnover as time to time change in the composition of the workforce that results from hiring, release and replacement of employees. It is a measure of the extent to which old employees leave and new employees enter the service of the concern. In 11<sup>th</sup> edition Gupta defines Labour Turnover means the rate of change in the workforce of an enterprise during a given period.

Generally, employee turnover refers to the movement of employees in and out of the business. However the term is commonly used to refer only to “wastage” or the number of employees leaving (Riley, 2012).

###### **2.1.1.2 Teacher**

A teacher is a person who delivers an education program, assesses student’s participations in an educational program and / or administers or provides consistent

and substantial leadership to an educational program. The teaching must be in a school or in another setting delivering an educational program prescribed under the education. (Queensland College of Teachers Act, 2005).

Teacher means one who teaches, especially one hired to teach (American Heritage Dictionary of the English Language).

Also the term teacher has been defined as a profession where one whose occupation is teaching others especially children. (Collin English Dictionary 2003)

### **2.1.1.3 Secondary Education**

Secondary education in Tanzania is supervised by the Ministry of Education and Vocational Training (MoEVT) both Tanzania Mainland and Zanzibar were using (MoEVT – Z). Basically, these two ministries are responsible for policy development, Quality assurance, and Setting National standards, and Monitoring and Evaluation of education sector programs, and related sub-sector programs including Secondary Education development programs.

Formal secondary school education refers to the full program of education provided in accordance with government approved curricular and availed to students who will have completed primary education. In Tanzania, formal secondary education consists of two sequential cycles. The first cycle is four years of Ordinary Level (O-level) Secondary education while the second cycle is a two year program of Advanced level (A –Level) Secondary education. The O –level cycle begins with Form “I” and ends with form “IV”, while A –level has Form “V” and Form “VI” (Educational Policy Report 2004),

From the above definition, it has been emphasized that the analysis of the number of teachers relinquishes the secondary school and the reasons why they quit provide vital information that do indicate whether any action is required to improve rates of retention or not. By doing such analysis, it is possible to prompt further investigation to establish underlying causes for teacher turnover and identify remedies needed.

#### **2.1.1.4 Public Secondary School**

A public school is a school that derives its support in whole or in partial from money raised by a general state, county or district tax. By Zinth K (2005). In Tanzania all public primary and secondary schools are totally funded by the central government including teachers' employments. On the same case distance words its people are mobilized to initiate their own school building following by fully support from the government.

#### **2.1.1.5 Job Satisfaction**

Job satisfaction was related to resignations (Mobley, 1977; Porter & Steers 1973; Price & Mueller 1986; Steers & Mowday, 1981). Thus, employees having job dissatisfaction leave their current employer more easily.

Carsten and Spector (1987) and Steel, Hendrix and Balogh (1990) gave us an idea about the relationship between job satisfaction and turnover is stronger when the time span between administration of the questionnaire and assessment of the turnover is shorter (Mobley at al. 1979)

#### **2.1.1.6 Dissatisfaction of job**

Job dissatisfaction is defined as the degree to which individuals dislike their jobs, employee dissatisfaction is the terminology used to describe whether, employees are not happy and they are not content at fulfilling their desires and needs at work. It is opposite to the employees' job satisfaction (Amstrong, 2006).

#### **2.1.1.7 Underpayment**

Underpayment is the lower payment than expected or required, pay comment were mostly about not being paid fair – market value or not being paid in proportion to their contributions and hard work, but also complaints about pay inequities, slow pay raises, favouritism in giving raises and bonuses, and ineffective performance appraisals (Branham, 2005)

### **2.1.1.8 Demotivation**

Demotivation is the opposite of motivation. A motivation is the reason of doing or moving in a certain direction. People were motivated when they expect that a course of action is likely to lead to the attainment of a goal – a valuable reward that satisfies their particular needs. Well – motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Motivation has three components which are Direction- what a person trying to do; Effort- how hard a person is trying?; Persistence- how long a person keeps on trying (Armstrong, 2006). Therefore, demotivation is concerned with the lack of the factors that influence people to behave in certain ways.

### **2.1.2 Reviews of supporting theories or theoretical analysis**

There are several ideologies/concepts and approaches concerning to the topic of turnover toward employees worldwide generated by various prominent scholars.

#### **2.1.2.1 Causes of labor turnover**

According to Maertz and Champion (1998), factors contribute to Employee Turnover includes: The economy, Organizational performance, the organization Culture, the job characteristic, unrealistic expectations, demographic characteristics and personal factors.

The above-mentioned factors may be categorized as either internal or external factors respectively. External factors arise as more local vacancies arise due to the setting up or expansion of other firm in the area, better transport links making wider geographical area available to workers.

There for as I see, thereis no single factor responsible for labor turnover (voluntary and involuntary) but various factors.

(Gupta, 2006:19.6) developing causes for labor turnover in an organization. He identifies two major reasons where he said; the employees either leave a company on their own wishes or they are terminated, therefore, labor turnover arises due to

avoidable and unavoidable reasons respectively. (*The causes of labor turnover are clearly illustrated in the attachment No. 1*)

For the sake of this study, the researcher will concentrate more on avoidable causes of teacher turnover than unavoidable ones because the avoidable ones are voluntary by nature.

#### **2.1.2.2 Classification of Turnover.**

Griffin and Hom (2001) as quoted by Loquirico et al 2006, classified turnover into two major classes; Voluntary and Involuntary, where voluntary turnover can become Functional or Dysfunctional. On the same way Dysfunctional voluntary turnover can be avoided or unavoidable.

#### **2.1.2.3 Voluntary Vs Involuntary Turnover**

Wikipedia, the free encyclopedia by verification of January 2009 ‘Voluntary turnover can be defined as “the turnover in which employee has own chance to quit or instances of turnover initiated at the choice of employee” where involuntary turnover can be defined as “The turnover in which employees have no choice in their termination e.g. sickness, death, moving abroad or employer’s initiated termination”<sup>1</sup>

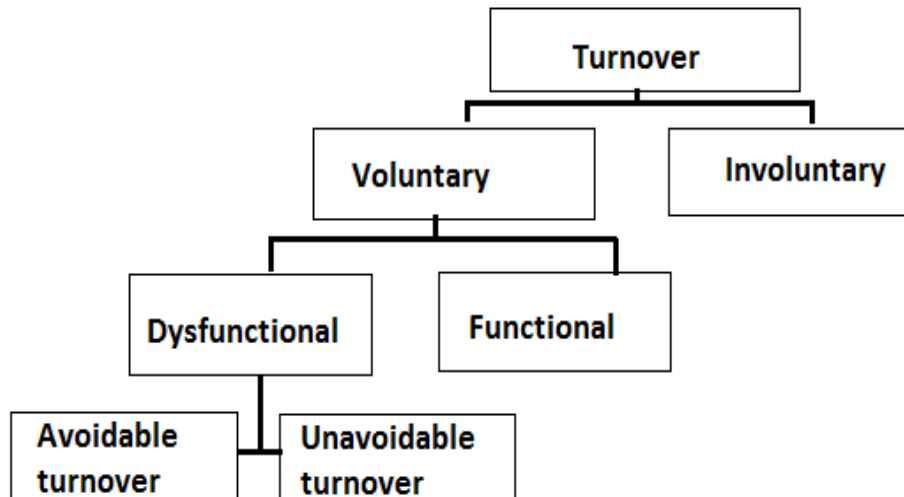
#### **2.1.2.4 Functional Vs Dysfunctional**

Functional turnover is the way employees with poor performance leave the organization” while Dysfunctional Turnover can be defined as the situation where good performers leave the organization”. (Cited in Wikipedia) See the illustration below: Park, H., Dankwa, J. And Bishop, D. (2015)*Center for Economic and Business Research, College of Business and Management, University Center, Michigan 48710-0001.* <sup>2</sup>

See [https://en.wikipedia.org/wiki/Turnover\\_\(employment\)](https://en.wikipedia.org/wiki/Turnover_(employment))

<sup>2</sup><http://hum.sagepub.com/content/47/3/353.short>

**Figure 2.1:** Functional and dysfunctional categories of employee turnover



**Source:** Griffen and Hon (2001) in Loquerico et al 2006

#### **2.1.2.5 Effects of labor turnover**

Armstrong (2006:382) and Gupta (2006:19.7) argue that some degree of labor turnover is inevitable as well as desirable in all organizations. However, higher rate of turnover is a warning to management that something is wrong with the health of the organization. High labor turnover is a sign of low morale and instability and is harmful to both employers and employees. These authors provide the following effects of labor turnover to both employee and employer respectively:-

- Increased hiring costs in recruitment, selection, replacement, training and orientation of employees;
- Loss of production in the time interval between separation of older employees and replacement by new ones;
- The team spirit among employees is disturbed as newly recruited workers need some time to develop friendly relations with existing employees;

Additionally Gupter, (2012) introduce the the effect of Labor Turnover in the side of employees. On the side of employees, also there have some effects touching them when deciding to withdraw the job from one organization to another in the following ways:

- Due to shifting a worker loses the benefits of previous services such as Pay increment, Leave, Provident fund, Pension gratuity etc.
- An employee who changes his job quite often loses the opportunity for promotion on the basis of seniority.
- The special skills and experience developed in an organization may become meaningless in another organization.
- The work environment differs from one organization to another. The shifting worker may not be able to adjust to the new environment.

#### **2.1.2.6 Benefits of Labor Turnover**

Despite the effects of labor turnover as it has been argued earlier, labor turnover has its own benefits. From the ILO (1996) as it was also quoted by Mahali (2006), some level of labor turnover is important for the new workers bring in new ideas and enthusiastic workers with specific skills can be employed rather than having to train existing employees, new way of solving the problem can be seen from new workers who can offer a different perspective. Therefore, to them, a natural level of labor turnover can be a way in which a business can slowly reduce its workforce without having to resort to redundancies.

#### **2.1.2.6 Means of Controlling Labor Turnover**

Different authors have presented several steps that can be taken to reduce labor turnover in an organization. Gupta (2006:19.8) is the one who provides that means such as follows:

First of all, it is suggested to have the proper planning of manpower required so as to avoid redundancy.

Secondly, is the improvement of recruitment policy and practices, better pay and better working conditions for the employee. Here he emphasizes on using proper lists

and interviews in the selection of new employees so that the organization can get competent and well-skilled workforce.

Thirdly is introduction of incentive plan suitable for employee welfare schemes. It is recommended therefore that if employers want to retain their employees, they must make sure that they have proper incentive plans that can motivate the employees and make them feel part of the organization, hence remaining longer to the organization.

Moreover, having a proper orientation and training of employee is another means of controlling turnover within an organization. Thus, when new employed workforces are properly oriented to the organization and new job they will be comfortable with the required tasks needed to be fulfilled. Also, training in the way of performing the task, especially for the technical jobs will enable new employees to cope with the new working environment, hence no chance of finding new jobs with challenging tasks.

Finally, promotion from within the organization and other career opportunities, security of services, impartial transfers, adequate machinery to satisfactory resolve of grievances, provision of retirement benefits, conflicts resolution and team building techniques to improve human relations and working morale. Proper job design and work scheduling to match skills with job requirements are other steps of controlling labor turnover.

Mahali (2006:17) while quoting Mamoria and Mamoria (1987) has proposed various measures to be adopted so as to reduce labor turnover; among which include the following:

- Improvement in methods of recruitment;
- Establishment of employment exchanges, restriction of the power of workers and organization of a personnel department.
- Introduction of unemployment and sickness insurance, gratuities, and pension scheme.
- Provision of facilities for education and training of employees; and

- Adoption of an enlightened policy of management in respect of wage, transfers, promotion, leave and holidays.

### **2.1.2.7 Labor Turnover measurement**

There are various ways of measuring labor turnover in any organization, whether Business Organizations or Public Service organization. Armstrong (2006) suggested the following methods of measuring labor turnover.

**Labor Turnover Index**; according to Armstrong, this is sometimes referred to as the employee or labor wastage index. It is a traditional formula for measuring wastage and it has been described by CIDP (2000) as the crucial wastage method. The labour turnover Index is calculated using the following formula:

$$\frac{\text{Number of leavers in specified period (commonly 1 year)}}{\text{average number of employees during the same period}} \times 100$$

The above method is commonly used because it is easy to calculate and to understand. Half –life index, Survival Rate and Stability Index are also presented by Armstrong.

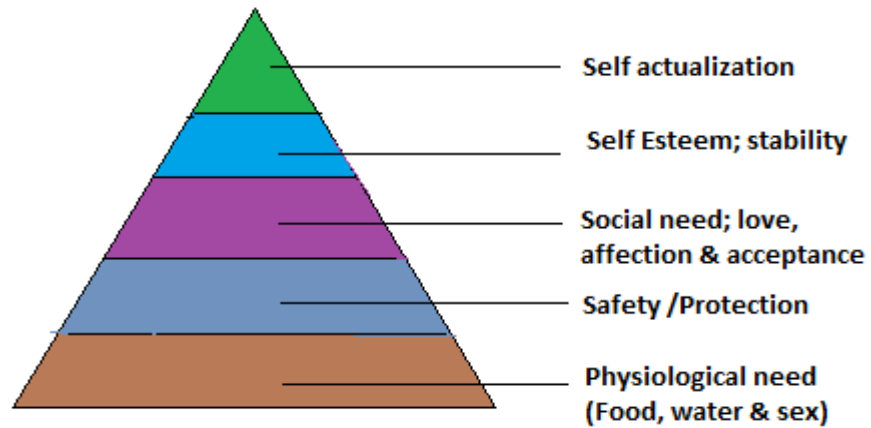
Moreover, Gupta (2006) provides another 4 major methods that can be used to measure labor turnover, which are; Accession Methods, Separation Methods, Combined Method and Replacement Method.

### **2.1.2.8 Motivation theory**

Most scholars associate employee turnover related to motivation theories, particularly the one of Maslow Hierarchy of Needs, which elaborates the levels of employee satisfaction at the working place. Sawa, G. P (2009); Chalengwa J. M. (2010); Maggala, (2011)

(Maslow 1954) suggested that there are five major categories of needs which apply to people in general, starting with the fundamental physiological needs and leading through a hierarchy of safety, social and esteem needs to the need of self fulfillment, the highest range of need. See the illustration below:

**Figure 2.2:** Maslow Hierarchy of need (model of Motivation Theory)



**Source:** Mullin J.L (2005)

Maslow's proposition is that, people want beings, they always want more, what they want depend on what they already have. In addition, theories of motivation states that when a lower need is satisfied, the next highest becomes dominant and the individual attention is turned into satisfying this higher need. In terms of turnover, when the employees are satisfied with the working situation of a particular organization they may ensure retention if they do not satisfy probably think about quitting their job seeking for another job for the sake of self satisfaction.

#### **2.1.2.9. Theory Underpin the Study**

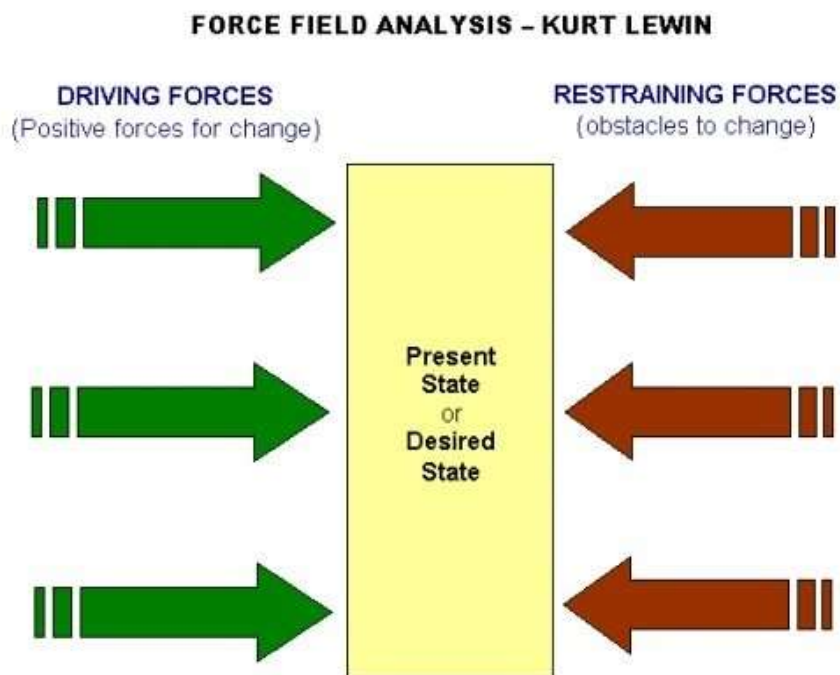
##### **Force Field Analysis Model. By Kurt Lewin.**

Kurt Lewin 1940s provided a useful decision-making technique. It helps to make a decision by analyzing the force for and against a change, and it helps to communicate the reasoning behind the decision. It can be used for two purposes: to decide whether to go ahead with the change: and increase your chances of success by strengthening the force supporting change and weakening those against it.

Hansen, R (2011) in his article "How to successfully change carrier" has mentioned some of the reasons that drive people to make a decision on job retention and quit. These are loss of interest, downsizing the organization and finding a more interesting

job. On the other hand, employees may retain on their jobs if the situation restrain the force for changing another job. See the approach below:

**Figure 2.3:** Force Field Analysis



**Source:** Based on Bartol et al, 2008 p.223

This theory was found more suitable and useful for the concept of turnover more than motivation theories as many scholars used to do. In fact, the theory of motivation is somewhat useful with association that level of satisfaction may influence the retaining or dismissing the job by the way. But on the microscopic point of view; Motivation Theories are not sufficient because there are some obstacles hindering the employee to refrain from that position he/she had. On that way an employee should scan himself and surrounding environment if it is supportive to make such decision or not. That is to say, an employee may not be satisfied with the job, but also can't leave it. Therefore, Force field Analysis measure both sides; Driving force and Resisting forces of making decision. On that measurement one side may take much chance than the other.

## **2.2. Empirical Analysis or studies**

Globally, labor turnover emerged as a crucial issue both on Public Sectors as well as on Private institutions. In the last two decades, many scholars studied about labor turnover in different organizations in different countries of the African and elsewhere, some of them are cited here under:

Labor turnover becomes a major problem in many Asian countries such as Hong Kong, South Korea, Malaysia, Singapore and Taiwan (Barnett, 1995; Chang, 1996; Syrett, 1994). For example, in 1995, the monthly average the resignation rates were 3.4%, 2.9% and 2.7 % in Singapore, South Korea and Taiwan, respectively (Barnard and Rodgers, 1998).

The recent forum of the human resource professional bodies of Hong Kong, Malaysia, and Singapore in Malaysia, participants were unanimous in their view that job-hopping had become so rampant in these countries that it had become a culture (Asia Pacific Management News, 1997). Similarly, employee turnover is very prevalent in China as well (Adweek, 1993; Maclachlan, 1996).

Maggala (2011) reveals that, there are various factors leading to labor turnover in Tanzania among them are; poor working condition, inadequate incentive package, lack of opportunity for career development and seeking for green pastures outside the organization. Another factor is a bad relationship between supervisor and other staff.

Some scholars considered directly the case of teacher turnover and present their findings as follows;

According to the study made by EFA over Sub Sahara countries which state that, Voluntary resignation of teachers is in part a function of the labor market, and the relative attractiveness of alternative employment opportunities. In addition teacher attrition is in some cases a response to unhappiness with deployment, poor management and factor such as unreliable delivery of pay. On the other hand, committed teachers are motivated by the success of their students (Sartono, 2010).

Another important finding was that teachers' decisions whether to stay or leave the teaching profession are highly influenced by their age. The relationship between teachers' age (or experience, in some analyses) and their turnover has been found to follow a U-shaped curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (e.g., Bobbitt et al., 1994; Boe et al., 1998; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 1991; Murnane, Singer, & Willett, 1988). Moreover, the distribution of age in the teaching force is skewed upward-older.

Bennel and Mukyanuzi, F. (2005) observe that, the major staffing challenge for public education systems in most low-income Developing countries is how to achieve an equitable spatial distribution of teachers between rural and urban areas. The perceived unattractiveness of working in rural schools is usually compounded by the lack of additional incentives for teachers to work in these locations. As a consequence, rural schools generally have relatively less qualified and experienced teachers, teacher turnover is higher and, with higher vacancy rates, teachers have to work harder than their colleagues in urban schools.

Among the most important findings has been that teacher turnover is strongly affected by academic field. Although the data have been inconsistent at times, special education, mathematics, and science are typically found to be the fields of the highest turnover (Boe, Bobbitt, & Cook, 1997; Grissmer & Kirby, 1992; Murnane et al., 1991; Rumberger, 1987).

Additionally, much of the empirical research has tended to emphasize only one component of the overall flow of teachers from schools: those who leave the occupation of teaching altogether, often (and hereafter) referred to as teacher attrition. Researchers have often de-emphasized the other major component of turnover: those who transfer or move to different teaching jobs in other schools, often (and hereafter) referred to as teacher migration. Surely, a number of analysts have examined levels and variations in cross-school teacher migration (e.g., Boe, et

al., 1998; Grissmer & Kirby, 1987, 1992; Murnane, 1981; Rollefson & Broughman, 1995). However, many assume migration is a less significant form of turnover because it does not increase or decrease the overall supply of teachers, as do retirements and career changes, and thus, does not contribute to overall systemic shortages.

University of Pennsylvania examines teacher turnover and school staffing problems as organizational phenomena. Their analysis is based upon three general, interrelated premises: (a) employee turnover is important because of its link to the performance and effectiveness of organizations; (b) fully understanding turnover requires examining it at the level of the organization; (c) turnover is affected by the character and conditions of the organizations within which employees work (Ingersoll, 2001).

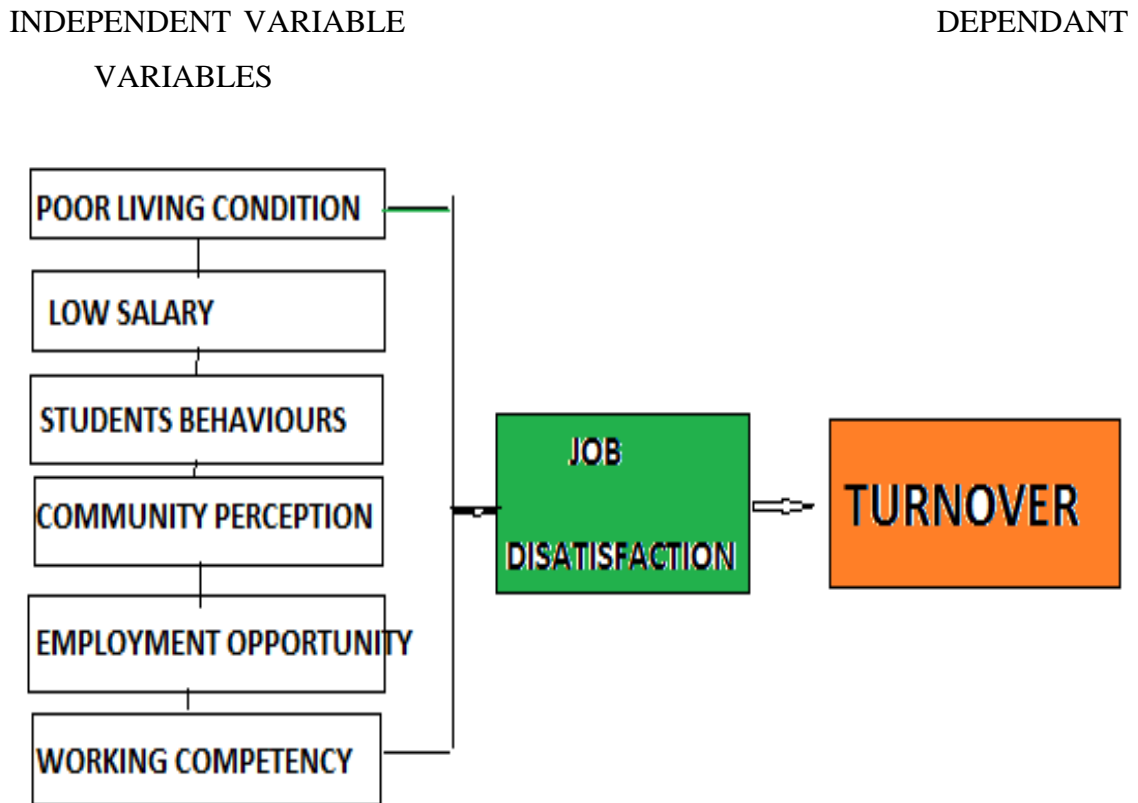
Not only had the findings, the researchers also developed a variety of conceptual frameworks to model the turnover process. As noted by Lambert et al. (2001), scholars speculate that employee turnover can be predicted using comprehensive measures of job satisfaction; otherwise stated, high job satisfaction is associated with low employee turnover.

Chwepker (2001) noted that positive and statistically significant relationships have been reported in dozens of studies exploring quitting intentions and actual leaving behavior. In other words, intention to leave a job is an immediate precursor to actually leave. For this reason, turnover intention has been incorporated into most employee turnover models in the published literature. Turnover intention is defined as an employee's intent to find a new job with another employer within the next year.

### **2.3 Conceptual Framework**

The diagram below represents the variables associated with the causes of employee turnover in educational sectors, particularly in public secondary schools.

**Figure 2.4:** Conceptual Framework



**Source:** Designed by the researcher, 2015

The generated framework shows that there are two sides of variables. The left two parts represent independent variables of the study where poor living condition, low salary, students' behavior, community perception, employment opportunities and Working competency. The right part where turnover is presented typically is a dependent variable of the study. That is to say, Teacher turnover may happen though working dissatisfaction depending on presence of poor living condition, low salary, students' behavior, community perception, employment opportunities and working competency as a whole or some of them.

### **2.3.1 The Elements/ Variable**

In the study of Teachers' Turnover, the researcher developed assumption that the state of Turnover is a dependent Variable of the study. Moreover, the assumption

shows the Poor living condition, Low salary, and Students' behavior, Community perception towards teachers, Employment opportunities and Working competency as independent variables of the study. The researcher's target was to justify and observe more independent variable as possible.

#### **2.4 Summary**

The chapter helps to enforce the researcher to deeply review various literatures and observe previous scholars' findings and theories associated with on hand activity. As it was elaborated above, this study has concentrated on investigating the causes and effects of Teachers' Turnover in Zanzibar public secondary schools latter on to suggest remedial methods. That is because there was no study conducted in this area concerning the above mentioned theme.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter description toward research approach, research design, study area, sampling procedures and sample size has been presented. Also, research methods, data collection techniques, data recording, data analysis and interpretation and ethical consideration, have been described.

#### **3.1 Research Design**

This study is a case study design. The design, which basically gives an explanation of the phenomenon in depth and it is a method used to narrow down a very broad area of the research to make it smaller, a reason, is to manage it according to the resource available. As the requirement of this study (i.e. to give a clear understanding of the phenomenon), the researcher decided to use the case study design to fulfill that requirement. This design is found flexible, appropriate, efficient and economic. It probably minimizes bias and maximizes reliability of the data collection and analysis. As a result, it may minimize experimental error.

#### **3.2 Population**

The targeted population in this study is the Public Secondary School Teachers, Students and Educational officers in Wete district. Wete District consists of twentythree (23) secondary schools, seven thousand three hundred and twenty three (7623) Students; (3424) three thousand four hundred twenty four are males and (4199) four thousand one hundred and ninety nine female students with the tendency of three hundred and sixty three (364) teachers.

#### **3.3. Area of the Research**

Wete District is one of the two districts in the North - Pemba Region of Tanzania. Wete District has a population of 181,274. By the National Statistic Report of 2012. Geographically, Wete district is on Pemba Island and nearby islands in the Indian

Ocean off the coast of East Africa. The researcher prefers this area because there is a large number of public secondary schools compared to other districts on the island. Apart from that, teachers and students have higher levels of determination compared to the remaining parts of Pemba.

### **3.4 Sample Size and Sampling Procedures**

#### **3.4.1 Sample Size**

The study involved forty nine (49) respondents of different age, sex and status as obtained through different means.

#### **3.4.2 Sampling procedures**

##### **3.4.2.1 Purposive Sampling Technique**

This involves the individuals from the population based on the authority or the researcher's knowledge and judgments (Dominik, T.M at el 2013). This technique has been used to collect data from nine (9) schools; Chasasa Sec. School, Limbani Sec. School, M/ulaya Sec. School and Utaani Sec. School for town area, and Gando Sec. School, M/mdogo Sec. School, Ole Sec. School, Uondwe Sec. School, and Wete Sec. School from distant stratified villages.

Intentionally, the District Educational Officer (DEO), Educational Statistical Personnel, Headmasters and/ Headmistress and one Student (Head of Students' Committee) as the representative of a particular mentioned Secondary School have been interviewed. Through this technique, researchers used well prepared written questionnaires to collect data believing that depth information and secured data have easily been obtained in appropriate time.

##### **3.4.2.2 Systematic random sampling**

This is the process of selecting subjects from the fixed interval. In this study the interval varies according to the actual number of teachers at the school concerned using attendance register. The total number of twenty nine (29) respondents were chosen, three teachers from each school and 2 staff in the DEO office was chosen through systematic random sampling. At Chasasa Secondary School, where 27

teachers are available 3 respondents were assigned with the interval of 9 sequences from the first register. For more illustration, see the table below.

**Table 3.1:** Systematic Random Sampling

Secondary School Name	No of Teachers	33.3%	Interval	Respondent par attendance register start with the 1 <sup>st</sup> registered
Chasasa	27	9	9	1 <sup>st</sup> , 10 <sup>th</sup> and 19 <sup>th</sup>
Limbani	11	3.6	4	1 <sup>st</sup> , 5 <sup>th</sup> and 9 <sup>th</sup>
M/Ulaya	14	4.6	5	1 <sup>st</sup> , 6 <sup>th</sup> and 11 <sup>th</sup>
Utaani	32	10.6	11	1 <sup>st</sup> , 12 <sup>th</sup> and 23 <sup>rd</sup>
Gando	10	3.3	3	1 <sup>st</sup> , 4 <sup>th</sup> and 7 <sup>th</sup>
M/Mdogo	23	7.6	8	1 <sup>st</sup> , 9 <sup>th</sup> and 17 <sup>th</sup>
Ole	15	5	5	1 <sup>st</sup> , 6 <sup>th</sup> and 11 <sup>th</sup>
Uondwe	9	3	3	1 <sup>st</sup> , 4 <sup>th</sup> and 7 <sup>th</sup>
Wete Sec.	16	5.3	5	1 <sup>st</sup> , 6 and 11 <sup>th</sup>
DEO	4	1.3	1	1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup>

Source: Field data, 2016

### 3.5 Data Collection Instruments

The data has been collected using both primary and secondary methods in both qualitative data as complemented with quantitative ones.

#### 3.5.1 Primary Data Source

Questionnaires, interviews and focus group discussion were used for collection of primary data.

##### 3.5.1.1 Questionnaires in Research

In This study a questionnaire has been designed and administered relatively. Two types of questionnaires have been designed and distributed to Public Secondary Schools one of which was for the Head Teachers. Both are designed in English language and translated to Swahili language. 27 open ended and close ended questions are combined for School Teacher as well as 9 questions for the Head Teachers. Those questionnaires tend to get answers to the research question, regardless of the demographic part of the respondent's details. See the appendices II.

### **3.5.1.2 The Interview**

The method administered to purposive sample; District Educational Officer, Educational Statistical Personnel and 2 Educational Clerks at the DEO Office. The Information obtained through the interview guide is scheduled in closed and open ended questions. The interview guide is in Appendix IV.

### **3.5.1.3 Focus Group Discussion**

For the students' representative, 9 students, one from each of the secondary schools were invited at Ukumbi Asilia to share experience with the researcher towards the subject matter. Students got a chance to present their views and express the problems costing their educational performance as associated with teacher's turnover.

### **3.5.2 Secondary data source**

#### **Documentary in research.**

Schools' and Ministry's documents have been used to search for factual previous decision and policy concerning the subject matter. Some of supportive documents have been attached as given.

### **3.6 Validity and reliability of Measurement**

Both research instruments that were used in data collection were tested for validity and reliability. Were seriously observed during the study, by making sure that, questionnaires were pre-tested (piloting). Developed questions are simple to understand, simple language was used, questionnaires were edited before analysis and questions in the questionnaire were systematically arranged according to the study objectives.

### **3.8 Summary**

In this third chapter, description towards research approach, research design, study area, sampling procedures and sample size has been presented. Also, research methods, data collection techniques, data recording, data analysis and interpretation

and ethical consideration, have been described. The next chapter will practically present the data.

## **CHAPTERFOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.0 Introduction**

This chapter presents and analyzes the findings of this study and it gives the same interpretations of the findings, according to the objectives of research, research questions, the presented variables and theoretical framework of the study. The responses presented are given through common questionnaire and later being processed through SPSS and Spread Sheet.

#### **4.1 Demographic characteristics of the respondents**

The demographic characteristics of respondents examined were sex, age, term of experience and education level. These features are essential because they may suggest the nature of responses or possible reasons for the responses provided by the respondents.

The total number of 36 questionnaires has been supplied to the attended respondents, but unfortunately 1 of them has not submitted back to the researcher.

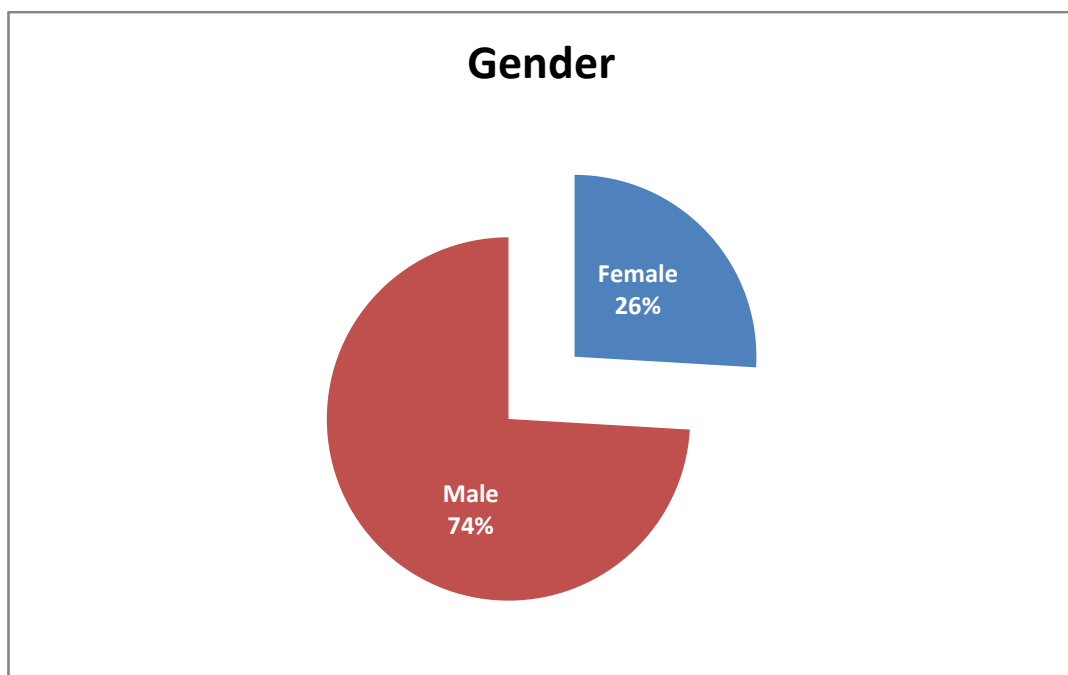
##### **4.1.1 Distribution of respondents by Sex**

The findings in 4.1 shows that,25 respondents out of 35 (71.4%) were male, while ten respondents (28.6%) were females. The mean average of respondents by sex is male this means there is more male respondents than females. The motive behind this aspect was simply to observe the relationship between sex and secondary School Teachers, Information on that particular aspect has been presented clearly in Figure 4.1

At the DEO office contacted with three (3) male and only one (1) female. Furthermore, the only one female student participated in focus group discussion out of 9 members. That one was the representation of the Utaani Secondary School which is currently a Girl School.

That shows that, the majority of teachers in secondary schools are male, while most female teachers are engaging themselves in early education; nursery and primary schools in the area of my study. What's more, the top leaders of Students' Committees were those chosen for group discussion where only a gentlemen that holding that post, Except the only one female participant who is the representative of Utaani secondary school which is currently a single gender school (Girl School).

**Figure 4.1:** Distribution of respondents by Sex



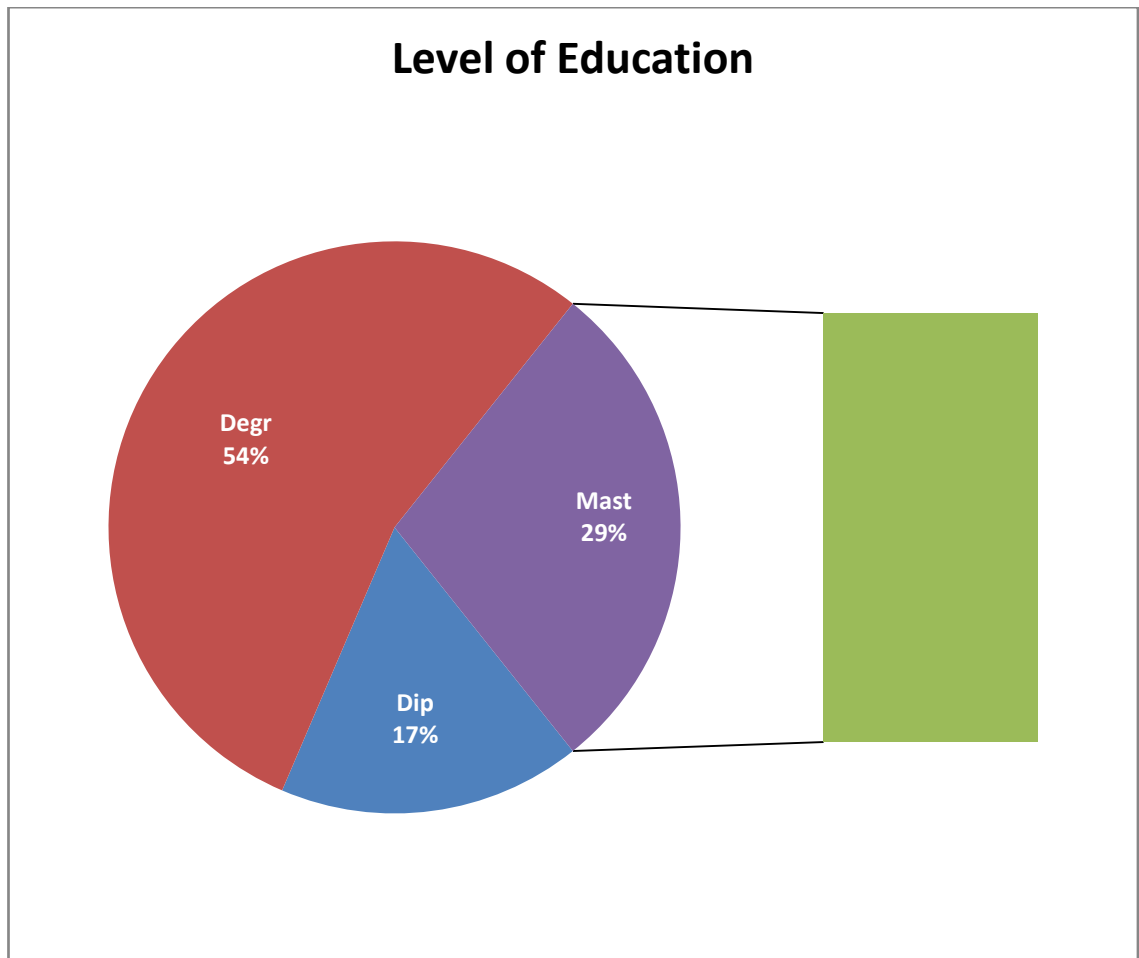
**Source:** Field Data, 2016

#### **4.1.2 Distribution of Respondents by Level of Education**

The education level of respondents was categorized into four levels: Certificate Level, Diploma Level, Degree Level and Master level. The findings in table show that there is no respondent with Certificate Level of education, but Six respondents with Diploma equal to (17%), Nineteen respondents are of Degree Level (54%) and ten respondents (29%) with Master Level of Education. This shows that in this study most of the respondents have a higher education level. The motive behind this aspect was simply to observe the relationship between level of education and Secondary

School Teachers. The Information on this particular aspect has been presented clearly in figure 4.2.

**Figure 4.2:** Distribution of Respondents by Level of Education



**Source:** Field data, 2016

#### **4.1.3. Respondent distribution by age**

The age of respondents was categorized into three age groups: 25-35, 36-45 and 46-60. The findings in table 4.1.3 show that the majority of respondents were those aged between 36 and 45 (42%) followed by those aged between 25 and 35 years (25%), and 9 respondents (5%) aged between 25 to 35 years. The motive behind this aspect was simply to observe the relationship between age group and Turn over. The implication is to comprehend the rate of turnover by age variations. The Information on this particular aspect has been presented clearly in Table 4.1

**Table 4.1:** Respondent distribution by Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	11	31.4	31.4
	36-45	15	42.9	74.3
	46-60	9	25.7	100.0
	Total	35	100.0	100.0

Source: Field data, 2016

#### **4.1.4 Term of Experience in Teaching**

The working experience of respondents has been categorized into three parts; 0–5 years, 6-15 years and 16 and above. The findings in table 4.3 Show that nine respondents (26%) are at work by few years, means between 0 to 5 years, fifteen respondents are experienced for 6-15 years (43%) and the rest eleven respondents are about 16 years and above which are equal to (31%). The motive behind this aspect was simply to observe the relationship between term of working experience and Teachers Turn over. The implication of this question is to measure the level of awareness toward the subject matter. The Information on this particular aspect has been presented clearly in Table 4.2

**Table 4.2:** Term of Experience in Teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5	9	25.7	25.7	25.7
6-15	15	42.9	42.9	68.6
16-Above	11	31.4	31.4	100.0
Valid Total	35	100.0	100.0	

**Source:** Field data,2016

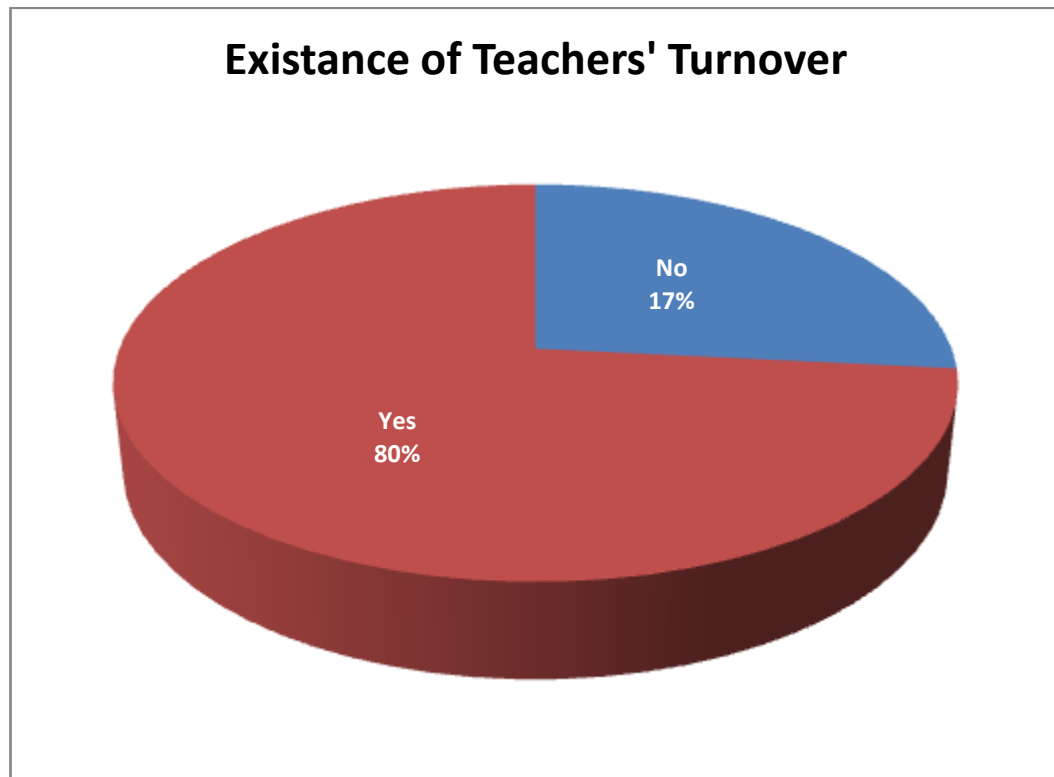
#### **4.2 Existence of Teacher Turnover in Public Secondary Schools**

This opens the crucial introductory part of the study, which is the justification of whether is the presence of phenomena or not. Findings show that the total number of 28 respondents equal to (80%) of respondents accepts the variable while six (17%) respondents replied “No” and an individual respondent (3%) left the blank. The implication here is seeking free consent justification of existence of teacher turnover within a period of five years. The Information on this particular aspect has been presented clearly in Figure 4.3.

The same question has been asked in the interview session on both DEO and his staff. When the question asked to DEO, he kindly justified the existence of teacher turnover in the public secondary schools of Wete District. Replied that “ ..... *the report reaches us from the Head teaches that sometimes there are teachers who quit the job....*

When this question asked in the group discussion the answer provided was “Yes” by the majority of the group members.

**Figure 4.3:** Existence of Teacher Turnover in Public Secondary Schools



**Source:** Field data, 2016

#### **4.2.1 Data on the number of Turnover for the period of five years**

The responds categorized into five it may be “one teacher”, “two”, “three”, “Don’t know” and “Nil” for those who ignored the variable. Findings show that eleven (31%) Respondents reply for one, six respondents replied for two (17%), Nine (28%) respondents replied for three while 5 (14%) respondents are “don’t Know” the number of retired before the time. Apparently 4 (11%) respondent does not attempt the question. This question implies to measure the seriousness of the teacher turnover problem. The information on this particular aspect has been presented clearly in Table 4.3.

On the other hand, District Educational Statistic personnel during the interview passed the documents and show that, in the period of three years (2013,2014 and 2015) a total number of 19(5.2%) teachers were turned over the job, 23 (38%) among the new applicant teachers out of 61teacherswho was employed in the mentioned

period, did not report to the DEO (as required) for completion of their employment process. In addition, 21 (8%) of teachers took a leave without pay.

**Table 4.3:** Data on the number of Turnover for the period of five years

	Frequency	Percent	Valid Percent	Cumulative Percent
One	11	31.4	31.4	31.4
Two	6	17.1	17.1	48.6
Three	9	25.7	25.7	74.3
Don't know	5	14.3	14.3	88.6
Valid Nil	4	11.4	11.4	100.0
Total	35	100.0	100.0	

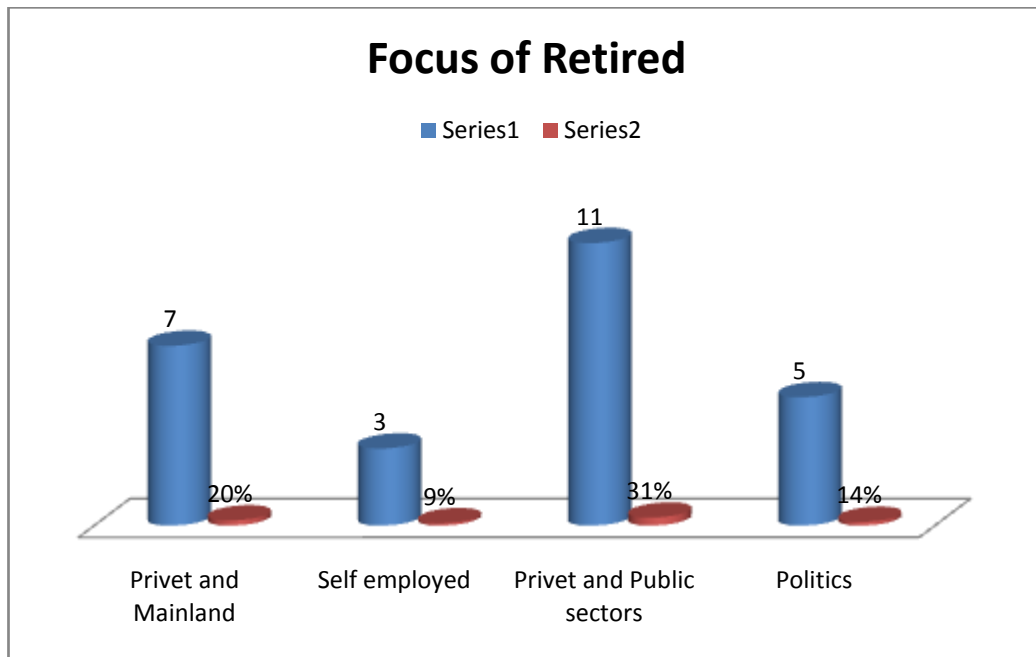
Source: Field Data, 2016

#### **4.2.2 Data toward the Focus of The Retired after the Termination of Teaching Job**

The focus has been categorized into the five responses; “To Private School and MoEVT Mainland”, “Self-Employment and Entrepreneurship”, “Other Private and Public Sectors”, “Political activities”, and “Nil” respond. The finding shows that, 7 (20%) of retired teachers focus on teaching on private school or Mainland, 3 (9%) on Self employed, 9 (26%) reply for other private and public sector, and majority 11 (31%) respond to political positions while 5 respondents equal to (14%) ignore the question. The Information on this particular aspect has been presented clearly in Figure4.4.

The information collected from the District Educational Statistic Clark during the interview states that *“11 teachers were involved Parliamentary Assembly and Zanzibar House of Representative post. Where 3teachers have won for Parliamentary membership while Zanzibar Representative post are not yet certain.* In fact the poll was nullified and waiting for the rerun election on 20 March 2016. Not only political focus, but member of group discussion conducted on 12 February lamented that their teachers, especially the competent ones are engaged in private school when left public schools.

**Figure 4.4:** Focus of the Retired after the Termination of Teaching Job

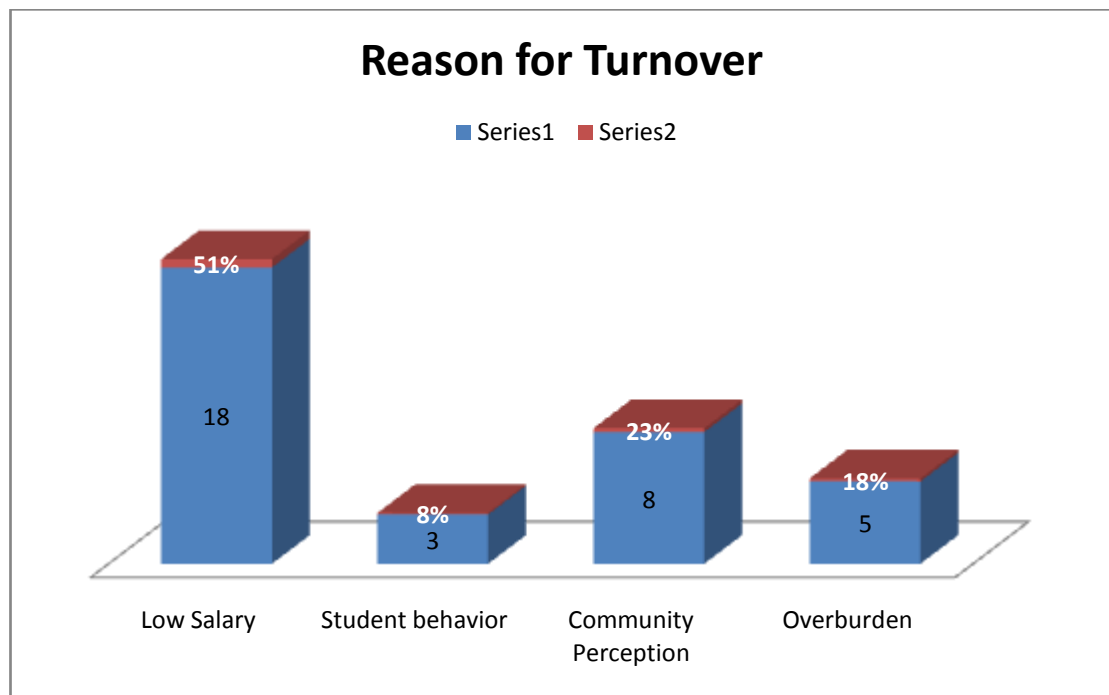


Source: Field data, 2016

### 4.3 Reason for Teacher Turnover in Public Secondary Zanzibar

This section answers the first research question, whereby its attention is to understand why teachers terminate their job. Four responses have been hypothesized; Low Salaries, Students Behavior, Negative attitudes of the Community and Overburden of duties as well as Nil respond. The responses presented as follows, 18 (51%) respondents were blamed over the Low salaries, 3 respondents argued for the Students Behavior, 8 (23%) ticks on Community perception toward teachers while 14% presented by 5 respondents support Overburdening of teachers and an individual respondent had left the blank. The information on this particular aspect has been presented clearly in Figure 4.5

**Figure 4.5:** Reason for Teacher Turnover in Public Secondary Schools



**Source:** *Field Data, 2016*

#### **4.3.1 Description toward Ministry-School Participation**

The level of participation from the Ministry of Education to School and teacher has been categorized on to three levels, which are Close Participation, Light Participation and Poor participation. The findings show that, only 2(6%) responded to Close Participation, majority 28(80%) based on light Participation and 5(14%) lamented for poor participation. The implication of this question is to measure the seriousness of the problem and the Ministry of Education and Vocational Training Zanzibar's seriousness toward the subject matter. The Information on this particular aspect has been presented clearly in Table 4.4.

**Table 4.4: Description toward Ministry-School Participation**

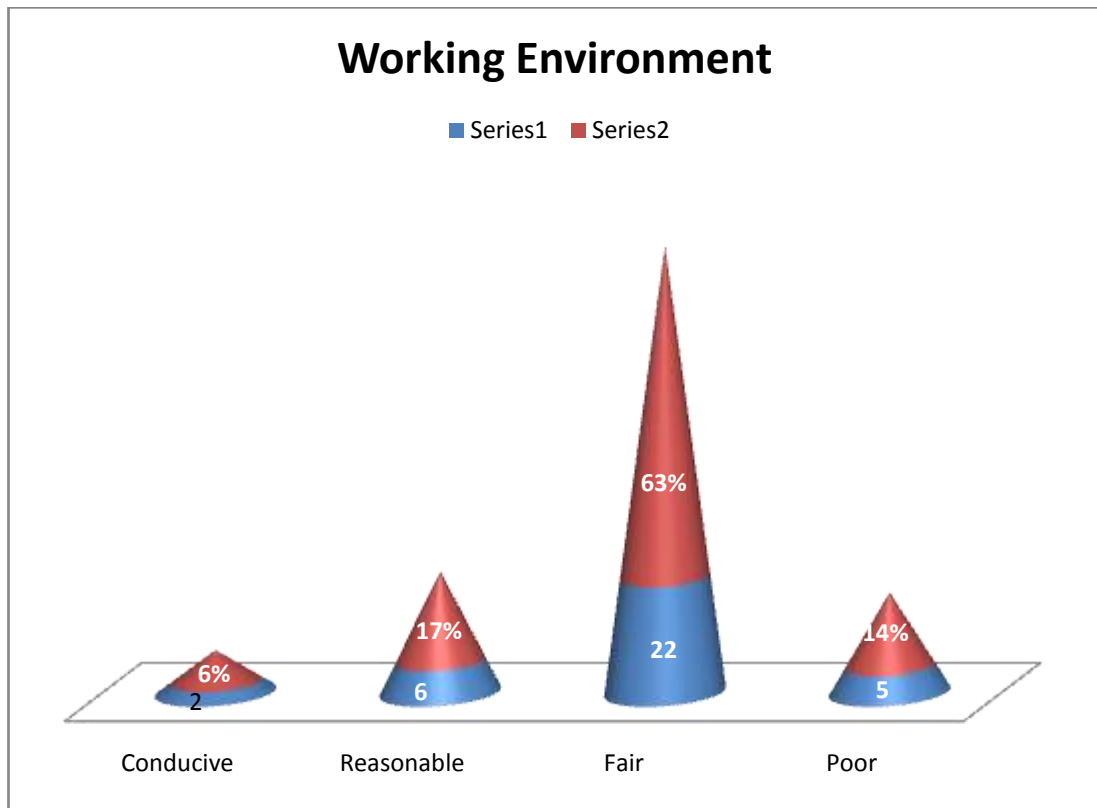
	Frequency	Percent	Valid Percent	Cumulative Percent
Close	2	5.7	5.7	5.7
Light	28	80.0	80.0	85.7
Poor	5	14.3	14.3	100.0
Valid Total	35	100.0	100.0	

Source: Field data, 2016

#### **4.3.2 Description toward Working Environment of Teacher's Working Stations**

The description has been categorized on to four levels; Conducive environment, Reasonable Environment, Fair Environment and Poor environment. The finding shows, 2(6%) respondents tick for Conducive environment, 6 (17%) responses to Reasonable Environment, 22 Respondents equal to (63%) label Fair Environment and the rest 5 (14%) lament on Poor environment. The implication is to define the environmental condition and the way it may assist teacher turnover in teaching place. For some how the betterment of the environment is determined by individual perception and personal living standard he/she experiences and sometime comparable. The Information on this particular aspect has been presented clearly in figure 4.6.

**Figure 4.6:** Description toward Working Environment of Teacher Working Stations



Source: Field data, 2016

#### **4.4 The Data assess and approve the betterment of the theory underpin the Study.**

The first question measures the working satisfaction of the teacher particularly the respondent, the response were Yes, No and Nil where the findings show 5(14%) respondents assign satisfaction by labeling “Yes” and 19 respondents a (54%) of 35 labeled “No” and the rest 11(31%) left the variable where the 9 Head Teachers are not required to attempt the question. The implication of this question is to justify the conceptual framework of the study hypothesis. The information displayed in the table 4.5.

On my sight (researcher) I observed the DEO office very terribly. It is very small part of the District Officer’s building. The part consist of two small rooms; one for the DEO and reception. It was poorly arranged with too old furniture, two cupboards

with full of files without a single computer set. Therefore I can recommend that the DEO office is among a poor working environment.

**Table 4.5:** The betterment of the theory underpins the Study

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	14.3	14.3	14.3
No	19	54.3	54.3	68.6
Nil	11	31.4	31.4	100.0
Total	35	100.0	100.0	

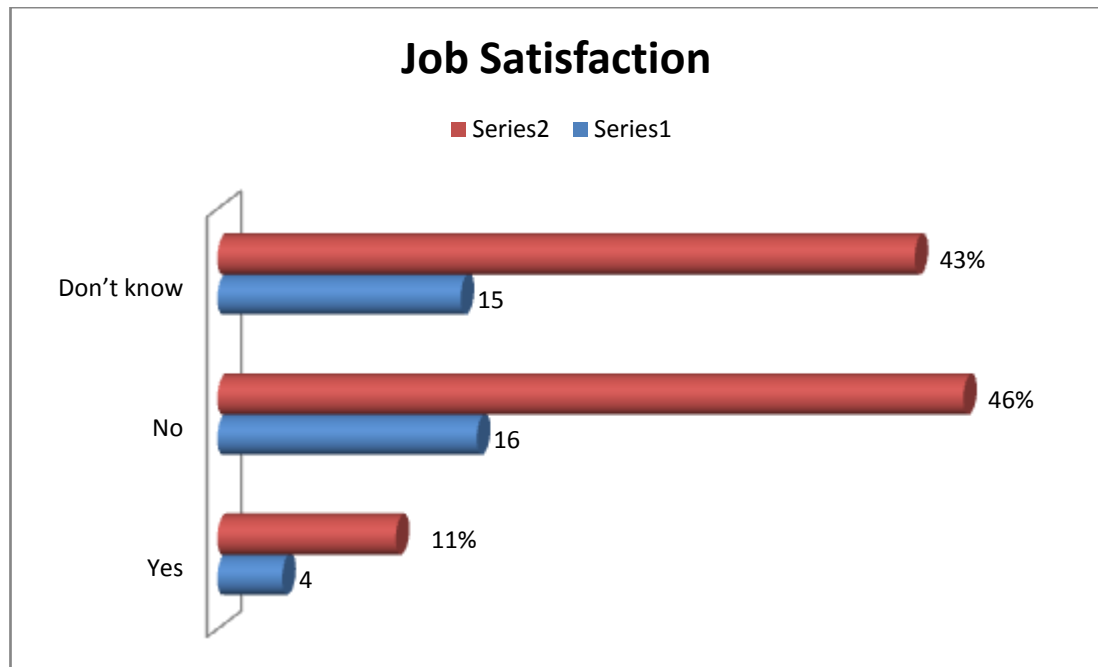
**Source:** Research data, 2016

#### **4.4.1 Description about the General View toward Teachers Working Satisfaction.**

The respondents required to express their views how much they assess other staff toward working satisfactorily. The responses categorized on to “YES”, “NO” and “I don’t Know” where the finding shows 4(11%) replied for Yes Satisfied, 16(46%) respondents present their view that teacher are Not Satisfied and the rest 15(43%) are “I don’t know” if their fellow teachers are satisfied or not. The implication of this question is to measure the teachers self esteem and the way they enjoy their job and the way it can influence teacher turnover. Information displayed on the figure 4.7.

If you have note that, the group members of discussion are all Secondary School students, what is marvellous is that no one among them has an ambition of becoming a teacher in their future life. That means teaching is not career for employment satisfaction.

**Figure 4.7:** Description about the General View toward Teachers Working Satisfaction



Source: Field Data, 2016

#### 4.4.2 The Reason for Teacher Retaining on their Job without Satisfaction

The question presented with five alternatives; Insufficient Qualification, Resistance to Change, Rate of Unemployment, Patriotism and Nil response. The findings show that, 7(20%) complaining over poor Qualification, 5(14%) stand on Resistance to Change, 8(23%) based on Rate of Unemployment while majority 11(31%) comment that teachers retaining because of their hearts of Patriotism and Nationalism and the remaining 4 responded“Nil” to the question. The Implication of this question is to measure the suitability of Study Theory “Force Field Analysis. Information is clearly presented on the table 4.6.

In the group discussion one student said “..... *incompetent teachers are remaining and add less in our educational performance as well slaughtering our learning morale....*” That is to say a teacher’s competency is a major concern in the issue of leaving or not. Competent teachers are parting and acquiring another post at the private schools, while incompetent teachers remaining at their posts.

**Table 4.6:** The Reason of Teacher Retaining on their Job without Satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Qualification	7	20.0	20.0	20.0
Resistance	5	14.3	14.3	34.3
Unemployment	8	22.9	22.9	57.1
Valid Patriotism	11	31.4	31.4	88.6
Nil	4	11.4	11.4	100.0
Total	35	100.0	100.0	

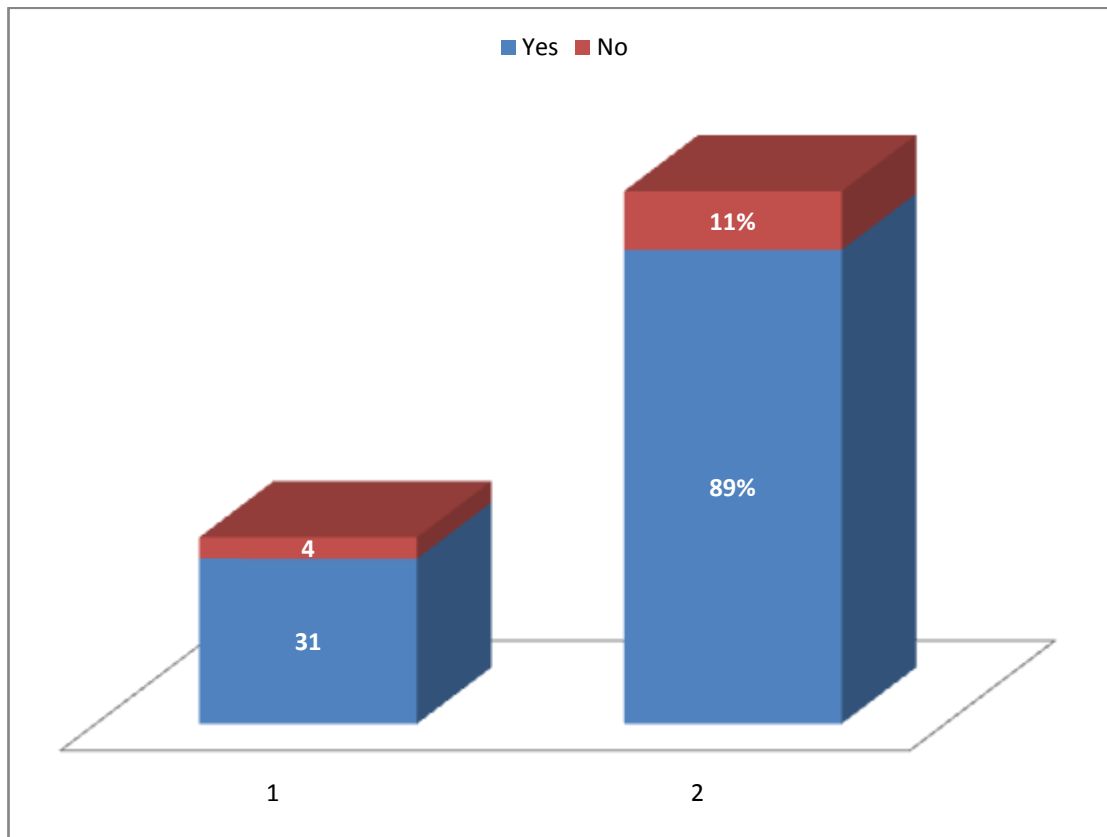
Source; Field Data, 2016

#### **4.5 Effect of Teacher Turnover into Other Educational Stake Holders**

This part tends to answer the second research question which is focus on the negative impact of teacher turnover to various educational stakeholders. The first stakeholder is school. The question asked if the school is negatively influenced or not. Two responds have been tested; “Yes” and “No”. The finding shows that the total number of 31 (89%) respondents supports that schools are infected. And the remaining 4 respondents argue against the situation .The implication of the question is to rise up the serious effect of teacher turnover Information is displayed on the figure 4.8.

The same question about the impact of teacher turnover has been asked to DEO during the interview session and replied that “ .... *The Ministry, Schools and Students are affected even though in a narrow sense, because still Wete district has an insufficient number of teachers in Public Secondary Schools.*”

**Figure 4.8:** Effect of Teacher Turnover into Other Educational Stake Holders



Source: Field Data, 2016

#### 4.5.1 Side effect facing Schools as a result of Teacher Turnover

Teachers were requested to present their experience and respond over the four alternatives; Shortage of competent teachers, overburdening the remaining teachers, leads to insufficient teaching and weakening the school performance. The finding shows 9 (26%) is a shortage of competent teachers, 13 (37%) is overburdening the remaining teachers, 4 (26%) responded to:“Leads to insufficient teaching and the res 9 (26%) choose weakening the school performance as the side effect of teacher turnover at a particular school. Clear information is presented in statistical analysis table 4.7

**Table 4.7:** Side effect facing Schools as a result of Teacher Turnover

	Frequency	Percent	Valid Percent	Cumulative Percent
Shortage	9	25.7	25.7	25.7
Overburdening	13	37.1	37.1	62.9
Insufficiency	4	11.4	11.4	74.3
Performance	9	25.7	25.7	100.0
Valid				
Total	35	100.0	100.0	

Source: Field data, 2016

#### 4.5.2 Student Impact Caused by Teacher Turnover

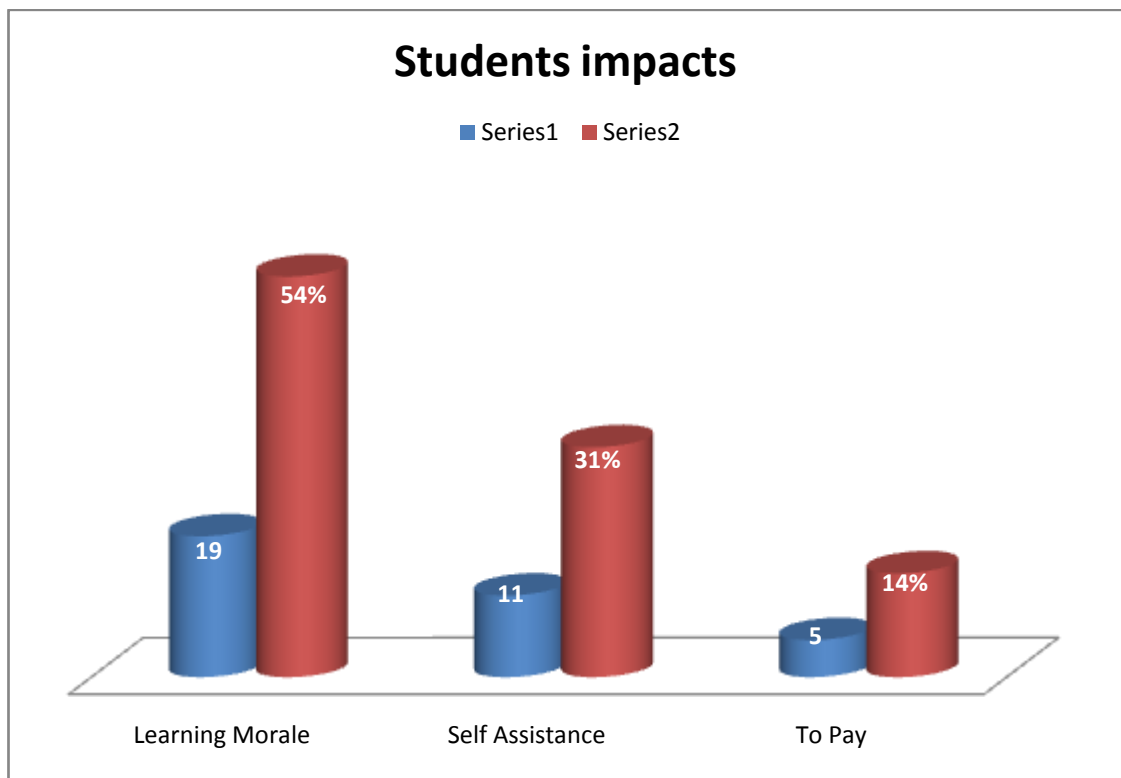
When the teachers quit the school, the students become first victims in one way or another. In the questionnaire three alternatives were presented so as to be tested, which are “Insufficient replacement may affect students’ learning morale”, “Students are enforced to seek self assistance out of school” and “Students are enforced to pay for freelance teachers”.

The finding shows that; 19 (54%) supported that “Insufficient replacement may affect their learning morale”, 11(31%) argued that “They are enforced to seek self assistance out of school” and 5(14%) respondents support that “Students are enforced to pay for freelance teachers”. The implication of this question is to measure unnecessary costs that imparted in community which cause complexity of life and influencing educational progress. Information is described clearly on the figure 4.9.

Apart from the questionnaires, this question was widely discussed in the focus group discussion between the researcher and students’ representatives. The Majority of the respondents obeyed that they are affected by the state of teacher turnover from their schools. Sympathetically one student said “... *the incidence is directly harming our future and destroys our educational performance as well as slaughtering our learning morale.*”

In evidence, one student provide an example by comparing private school performance using 2015 NECTA National Examination result as an evidence that most private schools performing well compared to public secondary schools. Additionally, pursued that private schools employ competent teachers who run away from the public school where majority of common citizens are.

**Figure 4.9:** Student Impact Caused by Teacher Turnover



**Source:** Field Data, 2016

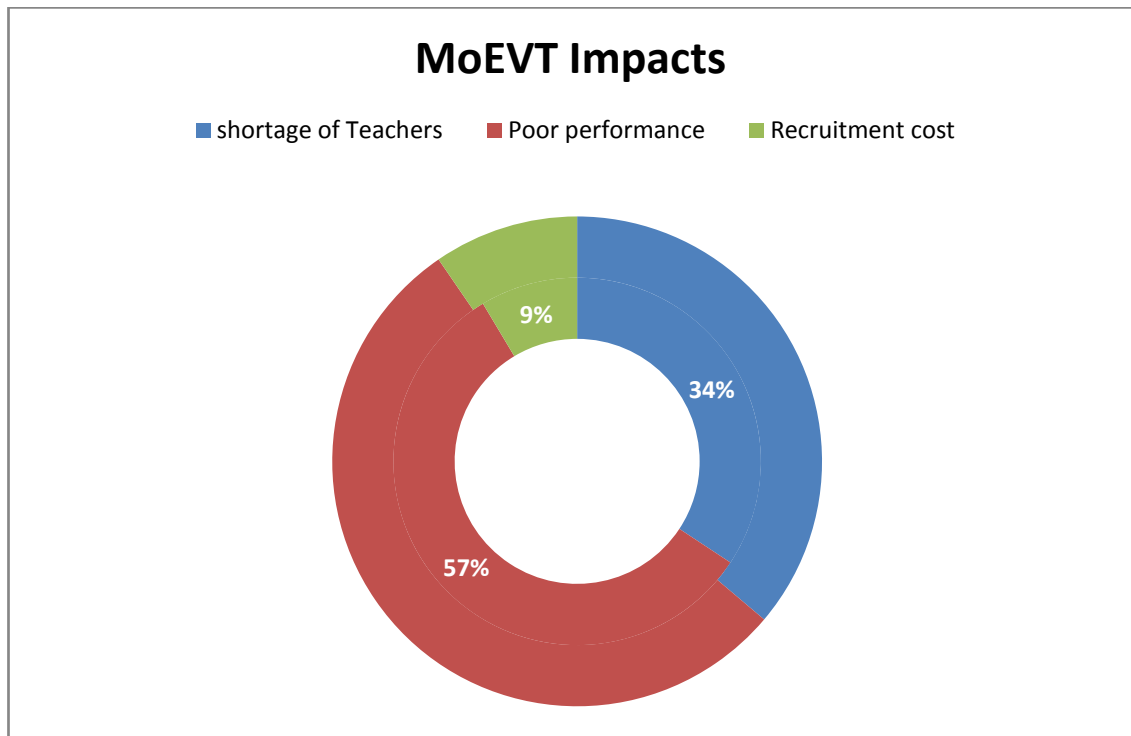
#### 4.5.3 MoEVT Impact of Teacher Turnover

Ministry of Education and Vocational Training Zanzibar as an employer of teachers for Public Secondary Schools may be infected with employee turnover. The researcher’s hypothesized by three alternatives which are; “lead to unmanageable shortage of teachers”, “Leading toward the falling of National Educational performance” and final alternative is “increasing of recruitment cost”.

The finding shows 12 (34%) is Un-manageable Shortage of Teacher, 20 (57%) respondents support that teacher turnover lead to Falling of National Educational

Performance” and only 3(9%) Respondent said it Increase Recruitment Cost. The implication of this question is to measure the width of impact of Teacher Turnover at a management level. See the figure 4.10 for statistical description.

**Figure: 4.10:** MoEVT Impact of Teacher Turnover



**Source:** Field data, 2016

#### 4.6 The Remedial Methods of Controlling Teacher Turnover

In this part the last research question, concentrated and seek for a solution. First of all researcher asks the respondent if the issue is manageable or not. And findings show that, the majority of respondents 28(80%) believe that the issue is manageable while 7(20%) believe that issue is not manageable. The implication of this question is to find the way to avoiding turnover in the teaching department. The information is presented clearly in the table 4.8.

The data collected during the interview with DEO comment toward managing the Teacher Turnover problem he holds firmly says “.... *the turnover is totally uncontrollable because it is a human nature*”.

**Table 4.8:** Description toward manageability of Teacher Turnover

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	28	80.0	80.0	80.0
No	7	20.0	20.0	100.0
Total	35	100.0	100.0	

Source: Field Data, 2016

#### 4.6.1 Complain from the Ministry Toward Teacher Turnover

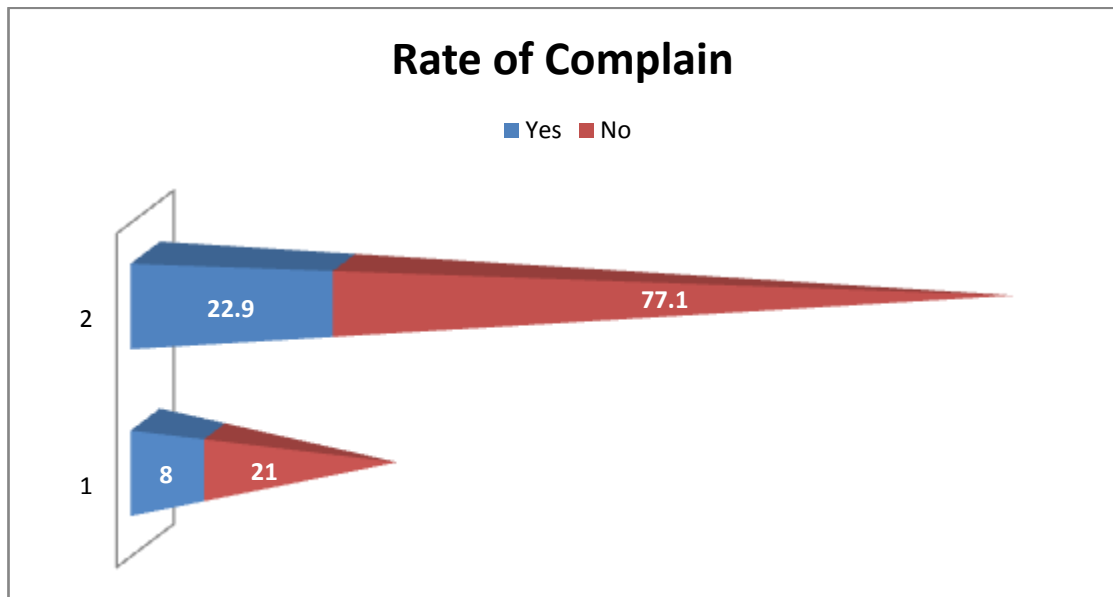
Respondents got a chance to express their experience if they have got any kind of complaint from the Ministry that lament against the turnover problem. The short responses, (Yes/No) has been suggested. The findings represented that 8(23%) of the respondents has experienced complain while 27(77%) have not. The implication of this question is to measure the ministry consideration toward teacher turnover. See the description on the table 4.10 and figure 4:11

**Table 4.9:** Rate of Complain from the Ministry To ward Teacher Turnover

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8	22.9	22.9	22.9
No	27	77.1	77.1	100.0
Total	35	100.0	100.0	

Source: Field data 2016

**Figure 4.11:** Rate of Complain from the Ministry Toward Teacher Turnover



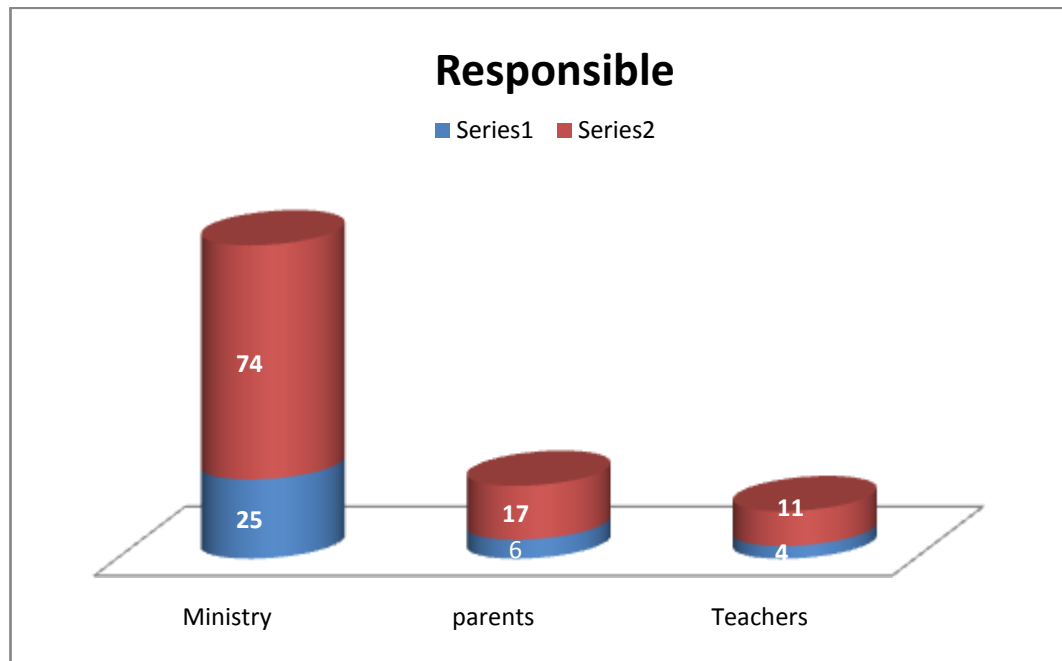
**Source:** Field data 2016

#### **4.6.2 Responsible for Teacher Turnover Management**

In this part, the researcher’s plans were to identify who among the educational stakeholders was much responsible for teacher turnover management. Researcher suggests three hypotheses and the findings shows, 25 (74%) respondents said “Ministry of education by ensuring the respective employment, welfare”, 6(17%) parents by ensuring good participation and good image toward Teachers and 4 (11%) respondents argue for “Teachers Self motivation and patriotism”. The implication of this question is to measure the problem solving skill in the mind of teacher considering teacher turnover. The information has been presented in figure 4.11 below.

In the group discussion this question was replied indirectly, one student said “ *to be a teacher in public School means deciding to be a poor person*”. That means teaching profession is not an attractive career for future generation. In contrary to that, in order to manage teacher turnover is the duty of the government (employer) to standardize the teacher’s leaving condition so as to make teaching as an enjoyable career like other public sectors.

**Figure 4.12:** Responsible of Teacher Turnover Management



**Source:** Field data, 2016

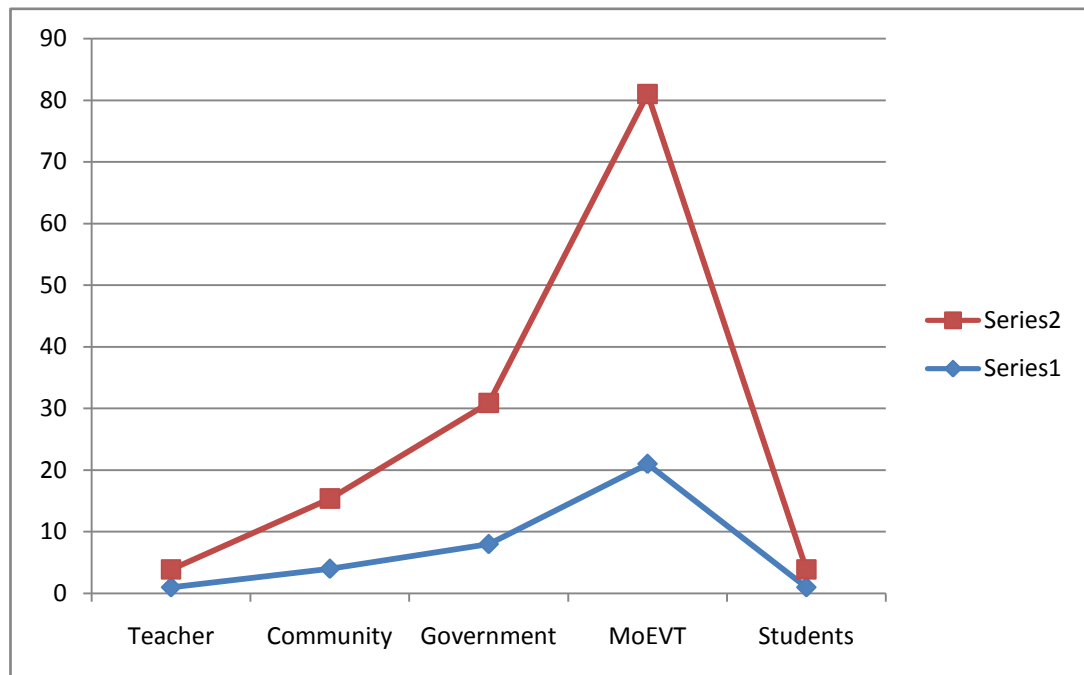
#### **4.6.3 The Suggestion Portrayed to Overcome the Turnover problem**

In the questionnaire the last question provided a chance to respondents to suggest several ways which can be used to manage/reduce Teacher Turnover. The response has been generalized and categorized according to the intended educational stakeholder. Five alternatives have been categorized which are: “To the Teacher”, “To the Community”, “To the Government”, “To the Ministry”, and “To the Students”. The findings shows that; 1(3%) of respondents suggest Teachers to overcome Turnover, 4(11%) suggested the Community, 8 (23%) focused to the Government while the majority, 21(60%) sent their suggestion to the Ministry of Education and the rest 1(3%) advised the students to do this and that so as to avoid teacher turnover in their schools. The information has been clearly presented in the figure.4.12

The findings presented above as gathered from the respondents appear different from what gathered from the DEO. The DEO is representing the government, the Ministry of Education and employer of teachers. The one who appointed as a major

responsible for teacher turnover in public school, has a different perception on to managing teacher turnover in public school. He said that the teacher turnover is unmanageable problem because it is a very personal and human nature. That is to say is a humanitarian internal drive. If it is not enough, teacher turnover have an impact to all educational stakeholders, but in a very narrow sense.

**Figure 4.13:** Suggestion Portrayed to Overcome the Turnover proble



**Source:** Field data, 2016

#### 4.7 Interview Findings as Collected from the DEO Office

The interview was conducted at DEO office, for two days 22<sup>nd</sup> January and 23<sup>rd</sup> of 2016. The participation was good by respondents; District Educational Officer (DEO), District Educational Statistic Clerks and other two (2) staff member as expected. I started with statistical clerk and two staffs on the first day (22<sup>nd</sup> January 2016) and making appointments to the honourable DEO. The next day 23<sup>rd</sup> January 2016 I met with DEO and conducting the interview using Swahili language appropriately.

#### **4.8 Focus group discussion**

The discussion was conducted on Sunday 12<sup>th</sup> February at the Ukumbi Asilia (Local Conference Hall) Wete Pemba. The discussion involved 10 members; nine (9) students (8 male and 1 female) and the researcher. The discussion was hot and participative. The discussion commenced at 9:00 am to 3:00 pm regarding one hour break. The members were not common to each other, but after a short time the group was stimulated and allowed the member to interrupt and contribute to each and every idea introduced following the research objectives and research questions.

#### **4.10 Chapter Summary**

The chapter presented the findings as received from the respondents of different categories and sources of data collection. It started with a prepared questionnaire for teachers and head teachers of the aforementioned nine (9) schools, following an interview with District Educational Officer (DEO), Educational Statistical Official (ESO) and two DEO office's Clerks. Continuing with group discussion involves nine (9) students, one from each school of study as representative. The secondary data sources have also been highlighted in this chapter.

## **CHAPTER FIVE**

### **DISCUSSION OF THE RESEARCH FINDINGS**

#### **5.0 Introduction**

This chapter is about discussion of research result following objectives of the study, in which the findings of three research questions are discussed appropriately.

#### **5.1 Reasons that lead Teachers Turnover in Public Secondary Schools Zanzibar**

The majority of respondents were emphasizes on six strong reasons which lead to teacher turnover in public secondary schools. The reasons are low salary and other incentives, overburden, non-conducive working environment, value of teacher in the community, employment security and finally teaching is by chance a profession not a personal ambition. In reality, most bachelor students have acquired BA/BSc Education just for seeking educational sponsorship through Loan Board (HESLB/HESLB-Z).

Poor working environment is another reason that drives teacher to turnover their job. The majority of respondents reacted that they are working under scary environment, but for sure if an utterly poor environment. It is only a single school, Utaani Secondary School that we can say it has a good environment where most teaching and learning facilities are available such as complete laboratories including ICT Lab but it has no library. On the other side, it is so wonderful to enter in DED Office, the office with old, damaged furniture and not even a single computer set. As a result of running without even a budget of the ministry except employees' salary. Maggala, (2011) has also revealed that poor working condition is among the strong reasons of employee turnover in Tanzania organization.

Value of teacher is incomparable to other public sector staff. The condition is led by what they earn, most teachers living in poor condition compared to other sectors like, Health, Agriculture e.t.c. It is a normal case to find a postgraduate teacher riding a bicycle as the only means of transport while going to school and elsewhere. The

personality generates clear picture on the sight of the community. The situation discourages most young teachers and awakening them to seek for alternative. The idea has been validated by previous study that; the economy and organizational performance are the cause of employee turnover (Maertz and Champion, 1998).

Overburden of duties at school and out of school is strong reason for teacher turnover in public secondary school. Obviously the teacher spends more than working hours to accomplish daily working activities. One respondent from Mitiulaya Sec. School validated that his school registered 693 students in the hand of 14 Teachers where two of them are just part time teachers. He added that, one academic master has a total number of 54 periods per week, where the nature of the periods perweek is 38 only.

Teachers 'salary in Zanzibar is an incredible plus zero allowance regardless of period of experience. It is highly determined at a level of education where most teachers are degree holders following Postgraduate and few Diploma for elders. By evidence see the attachment 6 of salary slip. Most teachers claimed for losing their annual leaves, increment and promotion, which are rights of employees but unfortunately not available for them.

Another strong reason varnished in current political period is employment security. It is argued by (Ghasani, H. 2010) that employment security drives young Zanzibaris to run away and live as refugees (diaspora) in western countries where they are working as cheap labors. Following the announcement of Pemba Regional Commissions that enforcing public servants to participate fully in rerun election and promise to react against those who may reject to do so, is justifies and shock of employment security. Utaani Secondary School Head Mistress shown me the data base requested by the REO to fill all teachers Electrol details.

Ministry participation and Students' behaviour were considered as minor reason to teacher turnover. As the findings show that, the majority of teachers are not satisfied with the teaching job, see the responses in table 4.7. The variables state that 84% of the total respondents (teachers) are not satisfied with a teaching job which is incredible.

Ministry of Education and Vocational Training is expected to have a close participation with teachers (employee). The idea of participation is like an emotional and mental involvement of people in group situations that encourage them to contribute to intended goals and share responsibility to each other. Ministry – Teachers’ participation including gathering common problems that facing teacher which by any means can hinder the achievement of intended goals. In this study, majority of respondents complained over the poor participation between teachers and their ministry management. Additionally 80% of respondents justified that the ministry did not complain even for the turnover of some teachers when it happen.

Student behavior based much on bad and acceptable manners which take place at school. Actions like shouting, insulting, fighting, cheating and truancy which commonly caused by using drugs and smoking as well as love affair are directly result poor educational performance. Cruelty and disobedient student may harm their teachers by the way. Whenever these behaviors become serious and common at a particular school, probably teachers will be disappointed and result turnover.

## **5.2 Impacts of teacher turnover in Wete District**

The finding shows that there are vast of impact facing other educational stakeholders such as students, school, parents and the Ministry of Education Zanzibar including the retained teachers. The common bad results are unmanageable shortage of teacher, insufficient teaching, falling national educational performance and knocking financial support from the poor parent’s pocket so as to seek extra tuition classes. The same idea has been found by Armstrong (2006) “employee turnover lead to loss of production”

The Ministry of education does not complain about this behavior while the teachers are carrying heavy burdens of teaching periods combined with extracurricular activities because of shortage of teachers. Over crowded teaching periods for the rest teachers teaching load leads to insufficient teaching. Moreover, insufficient teaching leads to poor students’ performance.

The nature of living standard in Pemba, most parents with children in public schools do not afford to pay appropriately for their children's school contributions. Because of shortage of teachers contributed by teacher turnover they are directly forced to pay weekly and sometimes monthly for private classes in which they believe it can help the students to cover at least the required part of the syllabus.

The findings in the study become contrary to the ILO Report of (1996) that "some time employee turnover has a greater advantages because new workers bring in new ideas and enthusiastic workers with specific skills can be employed other than having to train-the-existing employee" pg 11. This is critically unrealistic for teaching organization which is still suffering from a serious shortage of teachers.

### **5.3 Remedial Methods for Reducing Teacher's Turnover in Wete Districts**

According to the weight of the problem, the research respondents suggested various ways of combating turnover among secondary school teachers in public secondary schools in Wete District. The Majority of respondents allocates their advices to the MoEVT(z), following to RGoZ and few suggest to teacher, Students and overall community. Some of strong suggestions are:

Firstly, employing enough teachers as possible, one among the reasons accelerating teacher turnover is overload of periods and extracurricular activities. This situation can be solved where the appropriate number of teachers is allocated at the proper secondary schools where the professional teachers are missed. The Clark for those extracurricular activities ought to be employed.

Secondly, regulating proper and reasonable pay structure on salary and other incentives may eradicate the teacher turnover in public secondary schools. Intrinsic motivation drives much onto employee satisfaction and draw up a good public image and respect. Those teachers assigned to the same job on the Mainland side of United Republic of Tanzania (URT) and private schools are just convinced with higher salaries and alike. Gupter (2006) supports the methods saying that; "having a proper incentive plan can motivate the employee making them feel to be part of the organization"

Thirdly, balancing the value of civil servants of all public sectors from whatever ministry may balance the teacher turnover. In open surface view teachers are devalued. About 38% of respondents argued that some teachers are leaving the teaching career and seeking another post in various private and public sectors. This shows that some public sectors have a better value than others.

Good participation among educational stakeholders may generate good thought and tolerance of teachers and avoid teacher turnover. The majority of respondents show that there is light participation in ministry to the school. Light can be measured by the responses of about 30% of overall requests from school for the Ministry of Education and Vocational Training.

Fourthly, to reduce a number of subjects in secondary school may lead efficiency in both teaching and learning. Reduction of subjects leads to uplifting the heavy burden of periods and extracurricular activities on the hand of teachers. The student's failure on the final examination, disappoint the teachers while reducing the number of subjects may result good performance to students and motivate their teachers.

Also, the government should make the community aware toward the importance of teachers in generation shaping, morally handling in family level. Moreover, with their contribution in overall national building task, it must benoted that youth are fore nation, but not for every young can be a good fore nation. A good citizen, well prepared and educated one is a model of better national builder. To some extent, teachers may become respected and balance students' behaviour as well as public image. By putting into action the teacher turn over may be reduced and even forgotten away.

#### **5.4 Chapter Summary**

In this chapter the findings of the study were discussed supporting the reality of the study area, according to the topic and objective of the study.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **6.0 Introduction**

This chapter presents Summary, Conclusion and policy implication of this study after having presented, analyzed and discussed the findings of the study in the previous chapters.

#### **6.1 Summary**

The study wanted to understand the existence of teacher turnover in Wete District, Pemba Public Secondary School.

The case study design conducted in Wete District Pemba between October 2015 and February 2016. The study aimed at making Teacher Turnover clearly understood; its cause, effect and remedial methods with the aid of conceptual framework designed. The study involved 49 Respondents. 29 are selected via simple random sampling and 20 obtain by purposive sampling according to their positions. The study used both primary and secondary means of data collection while the data collected have been analyzed using various statistical means.

Due to the response of respondents of Wete District the researcher finds out that Teacher Turnover has a great impact to all educational stakeholders even though the situation did not regarded as a problem by the employer. In addition to that, research respondent's advised on several remedial methods of combating so as to place the district and the whole Zanzibar in competitive level of national educational performance.

The common causes of teacher turnover mentioned are, overburdening of duties, poor working environment, status of Teacher in community, Level of Salary paid, employment security, students' behaviours and so on. While others are impacted by Falling down of educational performance, unmanageable shortage of teacher, losing of students learning Morale, to force poor parents to pay over freelance teachers and alike. Apparently, by ensuring retention through the restructuring pay system,

Employing Appropriate number of teachers per school, Enabling Conducive teaching and learning environment and Ensuring Equity and Equality among public Servants as well as close participation among educational stakeholders may help to solve the problem.

Finally, the research results show that Teacher retaining is worthwhile and may influence the educational improvement in the world of science and technology which is the product of better education.

## **6.2 Conclusion**

Generally, the researcher found out through respondents of different levels the existence of teacher turnover in Public Secondary Schools of the Wete District used as a case study of the whole Zanzibar. It has been manifested that it is caused by the nature of the work, Low salary/benefits, overloading of duties and Disregard which spawn inferiority which leads to job dissatisfaction. The matter is dangerous, but is not taken so by those responsible.

Also, overburdening the outstanding teacher, initiating unnecessary financial cost to parents and guardians, weakening students' learning morale, and damaging national educational performance are the side effects of teacher turnover in public secondary schools. On the other side it has been found that every dissatisfied employee may drop out of the with job but it should be believed that every dissatisfied employee has a chance to harm the organization. It has been marked that the majority of the teacher are not satisfied with their job, but still retains following their own effort due to their incapability, anxious about change, higher rate of unemployment and some time patriotism.

Moreover, large number of respondents justify that the issue of teacher turnover is manageable by regulating employee benefits and necessities, employing proper number of required teachers as well as reducing a number of subjects, ensuring fairness between public sector's value, harmonizing community by educating them toward the contribution of teacher in national building may reduce the turnover rate

of teacher in public secondary schools. But unfortunately the employer (MoEVT) remains quiet without even by complaining about the situation.

The study campaigning managing the teacher turnover so as to balance a shortage of teachers for the betterment of quality education and better performance.

### **6.3 Recommendations**

Based on conclusion as well as analysis made in the previous chapters, the following recommendations are proposed.

Firstly, Zanzibar government through the Presidents' Office Public Service and Good Governance should prepare appropriate guideline on recruitment procedures to be followed by the Ministry of education that will lead effective recruitment process so as to acquire competencies and free consent employees.

Secondly, despite the revised salary structure made by the Revolutionary Government of Zanzibar (2012), still pay levels continue to remain unattractive especially for teaching professional. At this stage the RGoZ through the Public Service and Good Government should institutionalize and speed up latest scheme of service to increase employees' morale and reduce turnover of employee (teachers).

Thirdly, following the shortage of teachers in Tanzania, Zanzibar Educational Policy Makers with their colleagues from Mainland should plan to reduce a number of subjects at secondary level so as to balance the teaching loads into applicability with the capability of available teachers.

Fourthly, the Revolutionary Government of Zanzibar through the Ministry of Vice President, Union and Environment should consider the Secondary Education in a list of Union Matter. Absolutely secondary school teachers working under the same guideline, with the same evaluation, but differs only in payment level. This accelerates teacher from Zanzibar to quit their job and seek for mainland post.

Finally, the mentioned recommendation may result a greater change in not only an educational sector, but into other public sectors following the case of turnover. On

the other side each and every organization can be the beneficiary of the study when they are attracted with retaining their manpower.

#### **6.4 Areas proposed for further studies**

According to the boundary of the study area, the researcher suggests to other researchers to deal with the reason why the Revolutionary Government of Zanzibar does not consider the Employee Turnover as a problem in Educational sector.

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## APPENDICES

### APPENDICES :I

#### LIST OF SEMI AUTONOMOUS INSTITUTIONS

S/No.	NAME	PARENT MINISTRY	STATUS
1	Labour commission	Ministry of Labour, Youth Women and Children Development	Service
2	Zanzibar Aids Commissions	Ministry of Health and Social Welfare	Service
3	Commission for Tourism	Ministry of Tourism Trade and Investment	Tourist service
4	Karume Technical Institute	Ministry of Education and Vocational Training	Education
5	Law Review Commission	Ministry of State President Office Constitutional Affairs and Good Governance	Service
6	Zanzibar Investment and Promotion Agency	Ministry of Tourism Trade and Investment	Authority
7	Zanzibar Electoral commission	Ministry of State President's Office Constitutional Affair and Good Governance	Service
8	Wakf commission	Ministry of State President's Office Constitutional Affair and Good Governance	Service

9	Stone Town Conservation Authority	Ministry of Water, Construction, Energy and Land	Authority
11	Zanzibar Port Authority	Ministry of Communication and Transport	Authority
12	Zanzibar Revenue Board	Ministry of Finance	Board
13	Civil service commission	Presidents' office	Service
14	Zanzibar Water Authority	Ministry of Water, Construction, Energy and Land	Authority
14	Vocational Education Training Authority	Ministry of Education and Vocational Training	Authority
15	Commission for Agriculture Research and Extension Service	Ministry of Agriculture Livestock and Environment	Service

## APPENDICES

### APPENDIX II : MAP FOR RESEARCH AREA



### APPENDICES III

The Table for Sampling Categories.

S/N	NUMBER OF TEACHERS			TOTAL No OF TEACHERS
	SECONDARY SCHOOL	MALE	FEMALE	
1	B.MOYO	6	1	7
2	CHASASA	15	12	27
3	CHWALE	6	2	8
4	FUNDO	9	1	10
5	GANDO	7	3	10
6	KANGAGANI	7	6	13
7	KISIWANI	7	6	13
8	KIZIMBANI	10	6	16
9	KOJANI	15	6	21
10	LIMBANI	5	6	11
11	M/MDOGO	16	7	23
12	M/ULAYA	6	8	14
13	MABATINI	9	14	23
14	MAKONGENI	14	1	15
15	MZ/TAKAO	9	16	25
16	OLE	11	4	15
17	PANDANI	8	5	13
18	PIKI	8	2	10
19	SHENGEJUU	14	2	16
20	UKUNJWI	13	4	17
21	UONDWE	7	2	9
22	UTAANI	18	14	32
23	WETE SEC	7	9	16
	District Educational Office	3	4	7
		227	137	371

## **APPENDCES IV**

### **Interview Guide for Educational Officers.**

1. According to the level of your knowledge and experience you realize the teacher turnover among secondary schools in Wete District?
2. Can we assess the level of the turnover within three years?
3. Can we share knowledge about where do resigned teachers focus for further employment.
4. What do you thing are the main sources of teachers self termination.
5. Do they have any impact to ward other educational stake holders; students, teachers, parents and so on?
6. Does the situation manageable? How do you think so?

## APPENDICES V

### QUESTIONNAIRE FOR PUBLIC SECONDARY SCHOOLTEACHERS IN WETE DISTRICT

I am a student at Mzumbe University pursuing MSc. Human Resource Management. I am doing a study on public secondary school Teacher turnover in Wete district, Zanzibar, Tanzania as a compulsory part of my program. The aim of the research is to observe the existence of teacher turnover, its causes and effects as well as remedial means of its existence. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you give will be treated confidentially and your identity will not be exposed.

#### Section A. Demographic information

*(Tick as appropriate)*

1. Gender:        Male  , Female
2. Level of education:   
1) Certificate   2) Diploma   3) Degree     4) Masters.
3. Age (Years):  
25 – 35     36 – 45     46 – 60
4. Term of experience in teaching professional.  
(Years) 0 – 5  , 5 – 15  16 and above

#### **Section B**

5. Is there any of your colleague who voluntarily terminate the job within current five (5) years?         Yes  / No
6. Can you mention the number of voluntary retired teachers within five (5) years?  
One     Two     Three     I don't know

7. Where do they focus for a further career? *Write the No. of appropriate responses.*

- 1) Private and Mainland Educational Sectors.
- 2) Self employment and Entrepreneurship.
- 3) Other Private and Public sectors.
- 4) Political affairs.

**Section C**

*Write the No. of appropriate responds*

8. What do you think is the main reason lead to public school Teachers to quit their job?

- 1) Low salaries and incentives
- 2) Students Behaviors
- 3) Community perception toward teachers
- 4) Vast number of duties and responsibilities at school.

9. For how much do the Ministry of education shows clear participations with teacher in public secondary schools.

- 1) Close Participation
- 2) 2) light participation
- 3) 3)Poor participation.

10. How about the working environment of your waking station.

- 1) Conducive Environment
- 2) Reasonable Environment
- 3) Fair Environment.
- 4) Poor Environment.

11. Are you satisfied with this teaching job?

- 1) Yes
- 2) No.

12. Do you think are those teachers sustaining with teaching are satisfied with their occupation

- 1) Yes      2) No      3) I don't know

13. If the answer in 12 is "No" why do they still sustain in teaching.

- 1) Poor qualification  
2) Resistance to change  
3) Patriotism  
4) Teaching appreciation.

#### **Section D**

14. Is there any impact to school management?

- 1) Yes      2) No

15. Which one of the following is the serious side effect of teacher turnover at the school level?

- 1) Shortage of competent teachers.  
2) Overburdening the rest teachers.  
3) Leads to insufficient teaching.  
4) Weakening the school performance.

16. How do the students affected by teacher turnover in your school.

- 1) Insufficient replacement may affect their learning morale.  
2) They are enforced to seek self assistance out of school.  
3) They are enforced to pay for freelance teachers.

17. How does the state of teacher turnover critically affect the ministry of education Zanzibar?

- 4 Unmanageable shortage of teacher.  
5 Dropping national educational performance.  
6 Increase of recruitment cost.

18. Is the situation manageable?

- 1) Yes      2) No

19. Have you experienced any complain from the school management, ministry of education or government against the subject matter?

- 1) Yes      2)No

20. Whom of the following has a strong responsibility on teacher turnover reduction.

- a) School Committee by participating teacher in school decision making.
- b) Ministry of education by ensuring the respective employment welfare.
- c) Parents by ensuring good participation and good image.
- d) Self motivation and patriotism.

21. Suggest any more ways of managing teachers turn over in this context.

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## APPENDICES VI

### QUESTIONNAIRE CODES FOR SPSS SYSTEM ADMINISTERED TO SECONDARY SCHOOL TEACHER ON THE STUDY OF TEACHER TURNOVER AT

#### WETE DISTRICT

##### Section A. Demographic information

1. Gender:
  - Male = 1
  - Female = 2
2. Level of education:
  - Certificate = 1
  - Diploma = 2
  - Degree = 3
  - Masters = 4
3. Age (Years):
  - 25 – 35 = 1
  - 36 – 45 = 2
  - 46 – 60 = 3
4. Term of experience in teaching professional. (Years)
  - 0 – 5 = 1
  - 5 – 15 = 2
  - 16 and above = 3

##### **Section B**

5. Is there any of your colleague who voluntarily terminate the job within current five (5) years?
  - Yes = 1
  - No = 2

6. Can you mention the number of voluntary retired teachers within five (5) years?

One = 1  
Two = 2  
Three = 3  
I don't know = 4

7. Where do they focus for a further career?

Private and Mainland Educational Sectors = 1  
Self employment and Entrepreneurship = 2  
Other Private and Public sectors = 3  
Political affairs = 4

### **Section C**

8. What do you think is the main reason lead to public school Teachers to quit their job?

Low salaries and incentives = 1  
Students Behaviors = 2  
Community perception toward teachers = 3  
Vast number of duties and responsibilities at school = 4

9. For how much do the Ministry of education shows clear participations with teacher in public secondary schools.

Close Participation = 1  
Light participation = 2  
Poor participation = 3

10. How about the working environment of your waking station.

Conducive Environment = 1  
Reasonable Environment = 2

Fair Environment = 3  
Poor Environment = 4

11. Are you satisfied with this teaching job?

Yes = 1  
No. = 2

12. Do you think are those teachers sustaining with teaching are satisfied with their occupation?

Yes = 1  
No = 2  
I don't know = 3

13. If the answer in 12 is "No" why do they still sustain in teaching.

Poor qualification = 1  
Resistance to change = 2  
Patriotism = 3  
Teaching appreciation = 4

#### Section D

14. Is there any impact to school management?

Yes = 1  
No = 2

15. Which one of the following is the serious side effect of teacher turnover at the school level?

Shortage of competent teachers = 1  
Overburdening the rest teachers = 2  
Leads to insufficient teaching = 3  
Weakening the school performance = 4

16. How do the students affected by teacher turnover in your school.

- Insufficient replacement may affect their learning morale = 1
- They are enforced to seek self assistance out of school = 2
- They are enforced to pay for freelance teachers = 3

17. How does the state of teacher turnover critically affect the ministry of education Zanzibar?

- Unmanageable shortage of teacher = 1
- Dropping national educational performance = 2
- Increase of recruitment cost = 3

18. Is the situation manageable?

- Yes = 1
- No = 2

19. Have you experience any complain from the school management, ministry of education or government against the subject matter?

- Yes = 1
- No = 2

20. Whom of the following has strong responsible on teacher turnover reduction.

- School committee by participating teacher in school decision making = 1
- Ministry of education by ensuring respective employment welfare = 2
- Parents by ensuring good participation and good image = 3
- Self motivation and patriotism = 4

21. Suggest any more ways of managing teachers turn over in this context.

(Categories)

- Self efforts = 1
- Social effort = 2
- Governmental effort = 3

**APPENDICES VII**  
**COST SCHEDULE**

1	Field information gathering, data coding and data analysis	Preparation interview guidelines			200,000	200,000/
		Transport to the field	8 Areas	4 days	30,000	160,000/
		Venue where applicable	8 Areas	4days	20,000	80,000/
		Meals and Accommodation	--	28 days	40,000	1,120,000/
		Upkeep for Research Assistants			500,000	500,000
<b>Sub Total</b>						<b>2060,000/</b>
4	Stationery and Communication	Printing and Photocopying			700,000	700,000
		Pen and pencils			50,000	50,000
		Files	10		3,000	30,000
		Telephone and Internet			100,000	100,000
<b>Sub Total</b>						<b>880,000</b>
<b>Grand Total</b>						<b>3,690,000/ =</b>

ATTACHMENT VIII

A COPY OF A SALARY SLIP

fisi Kuu Pemba						November 2015			
Employee No:	751720	Name	Abdi Faki Ali	ZSSF No:		Basic Salary	289,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSF-05	Gross Salary	289,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	14,450	Income Tax	16,192				
		ZATU	5,780						
Total Allowance	0	Total Deduction	36,422	Net Income	252,578	Pay to PBZ	021206043940	1	
Employee No:	125009	Name	Biubwa Ahmed Moh'd	ZSSF No:	000022259	Basic Salary	682,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSH-04	Gross Salary	682,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	34,100	Income Tax	90,275				
		ZATU	13,640						
Total Allowance	0	Total Deduction	138,015	Net Income	543,985	Pay to PBZ	041212001018	2	
Employee No:	757359	Name	Fatma Salim Awadh	ZSSF No:		Basic Salary	465,000		
Job Title:	Mwalimu	Amount		Salary Grade:	0	Gross Salary	465,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	23,250	Income Tax	43,850				
Total Allowance	0	Total Deduction	66,900	Net Income	398,100	Pay to PBZ	041212001048	3	
Employee No:	825015	Name	Juma Kassim Juma	ZSSF No:	000022248	Basic Salary	447,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSF-01	Gross Salary	447,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	22,350	House M.O.E	2,541				
		Income Tax	40,230						
Total Allowance	35,000	Total Deduction	65,121	Net Income	416,879	Pay to PBZ	041206016763	4	
Employee No:	550860	Name	Juma Omar Fadhill	ZSSF No:		Basic Salary	447,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSH-07	Gross Salary	447,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	22,350	Higher Education Stu	35,760				
		Income Tax	40,230						
Total Allowance	0	Total Deduction	98,340	Net Income	348,660	Pay to PBZ	041206026849	5	
Employee No:	124986	Name	Maulid Abdi Aweis	ZSSF No:	000022560	Basic Salary	573,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSG-09	Gross Salary	618,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	28,650	Income Tax	64,358				
Total Allowance	45,000	Total Deduction	93,038	Net Income	524,962	Pay to PBZ	041206005072	6	
Employee No:	835092	Name	Miza Kai Khamis	ZSSF No:	000052187	Basic Salary	299,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSF-07	Gross Salary	299,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	14,950	Income Tax	17,427				
Total Allowance	0	Total Deduction	32,377	Net Income	266,623	Pay to PBZ	051206005805	7	
Employee No:	225131	Name	Mwanakombo Nassor Ameir	ZSSF No:	000021702	Basic Salary	584,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSI-10	Gross Salary	624,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	29,200	Higher Education Stu	46,800				
		Income Tax	67,000	SACCOS	15,000				
Total Allowance	40,000	Total Deduction	158,000	Net Income	466,000	Pay to PBZ	041206004256	8	
Employee No:	919460	Name	Omar Haji Makame	ZSSF No:	000021521	Basic Salary	402,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSE-08	Gross Salary	402,000		
Allowance		Deduction		Amount					
		Africa Life Assurance	13,943	Amount to ZSSF	20,100				
		Income Tax	31,880	ZATU	8,040				
Total Allowance	0	Total Deduction	73,763	Net Income	328,237	Pay to PBZ	041206027655	9	
Employee No:	845833	Name	Saumu Iddi Ali	ZSSF No:	000059334	Basic Salary	598,000		
Job Title:	Mwalimu	Amount		Salary Grade:	ZPSI-01	Gross Salary	598,000		
Allowance		Deduction		Amount					
		Amount to ZSSF	29,900	Income Tax	70,325				
		Teachers' Developme	5,500	ZATU	11,980				
Total Allowance	0	Total Deduction	117,685	Net Income	480,315	Pay to PBZ	021212000250	10	