

Factors Influencing the Turnover Intension of Secondary School Teachers in East Wollega Zone

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Abstract

The purpose of this research was to find out how much teachers in East Wollega Zone were planning to leave their jobs due to issues with pay, working conditions, and overall job satisfaction. One hundred forty-four educators were included in the study. To gather information, a questionnaire was utilized. We used correlation, percentage, mean, and standard deviation to examine the data. The tests' significance was established at $\alpha = .05$. Teachers planned to leave their positions in large numbers, according to the report. They were dissatisfied with their employment. Teachers were not drawn to the position due to the weak work conditions and low pay. There was a strong correlation between teachers' intentions to leave their jobs and low job satisfaction, as well as poor school working conditions and low pay. Therefore, all relevant entities must address the matter. So, it's reasonable to assume that the Ministry of Education will come up with generous compensation plans for educators. Additionally, schools are required to step up their efforts to create a welcoming and supportive school climate that promotes learning.

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Article Information

Article History:

Received : 21-04-2021

Revised : 20-05-2021

Accepted : 27-06-2021

Keywords:

Turnover, factors of turnover, turnover intention, teacher

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INTRODUCTION

An organization's most valuable asset is its people. Workers are an organization's most valuable asset in getting things done and realizing their goals. Human resources are essential for an organization's success because they facilitate the mobilization and organization of other resources. Actually, it is absolutely critical for firms to have proper human resource management. Critically, it necessitates enhancing the competence, expertise, experience, and imagination of an organization's staff (Ignatius, 2011; Madell, 2004; Raymond, 2003). So, it's crucial for

businesses to find ways to inspire and hold on to their employees.

Teachers are the sector's most valuable asset when it comes to educational institutions. Teachers have a significant impact on their students' ability to learn. The effectiveness of a school is typically dictated by the dedication and professionalism of its current faculty. Ingersoll (2001) argues that educators play a pivotal role in helping students reach their learning objectives. Without educators, it will be nearly impossible to implement any reforms or adjustments to the curriculum. Therefore, competent and experienced

educators are expected to be drawn to and maintained inside the educational system. (According to Hilina, 2011).

Nonetheless, the high rate of teacher turnover is something that many people notice. In the United States, nearly half of all newly hired teachers departed their positions after five years, according to Ingersoll (2001). According to McKenzie, Santiago, Sliwka and Hiroyuki (2005), teachers in Sweden, Germany, and New Zealand were leaving at an alarming rate. Mulkeen (2007) also noted that various African countries have teacher attrition rates ranging from 5% to 30%. For example, Xaba (2003) noted that the situation had nearly reached a catastrophic level according to reports from South Africa, Zambia, New Guinea, and Malawi. In a similar vein, Ethiopia's Ministry of Education (MoE) noted a significant exodus of educators from the nation in 2008. It was also discovered that the issue of teacher turnover is making the already poor quality of teaching and learning in the country's secondary schools even worse (Tirussew et al., 2018).

Teachers' intentions to leave the profession are impacted by a number of variables, according to Ingersoll (2001). These include unappealing working conditions, a lack of administrative support, excessive workloads, bad attitudes towards teaching, and ineffective reward systems. Teacher turnover lowers school effectiveness and lowers student learning quality, as pointed out by Ingersoll (2001). Teachers play a pivotal role in the success of both students and schools; hence any loss of instructors has the potential to dampen classroom instruction and school spirit. Hence, the purpose of this research is to

look at secondary school teachers in East Wollega Zone and try to figure out what they're like and what makes them want to leave.

With a focus on equity, relevance, accessibility, and quality, the Ethiopian government is allocating a massive budget to grow the education sector. Consequently, there have been endeavors to increase the system's human resource capacity and to build up its infrastructure. Notable efforts to inspire educators included professional development opportunities and the establishment of clear career pathways. The plans, however, collapsed under the weight of the instructors' departure.

Teacher turnover in Addis Abeba is exacerbated by factors such as low social status associated with teaching, inadequate salary, bad school working conditions, lack of initial preference for teaching, and poor student discipline (Hilina, 2011). Similarly, there was a total of 373 teacher turnovers between 2006 and 2009 E.C., with 261 males and 112 females, according to statistics collected from the East Wollega Education Office. An alarming trend emerged in East Wollega Zone, where the teacher attrition rate was approximately 23.8%, compared to the 1567 instructors who were on duty during the study period. Efforts to address the problem will benefit greatly from a better understanding of the elements that contribute to the high intention of teacher turnover. Also, maybe we can learn why instructors are quitting from the study's results. This will lead to recommendations for solutions that address the issue.

The purpose of this research was to identify the variables that may cause secondary school educators in East Wollega Zone to consider leaving their current positions. Therefore, the following research questions are being sought to be answered by the study.

The Research Questions

1. *To gauge how many educators plan to remain in the field or seek employment elsewhere*
2. *To investigate how educators feel about their job satisfaction, working environment, and compensation.*
3. *To investigate the impact of salary, working conditions, and job satisfaction on teachers' intentions to leave their current positions*

Factors influencing the turnover intention of teachers

The term "turnover" has varying academic definitions. The term is most commonly used to describe the departure of workers from a company. Armstrong (2001) states that when employees leave an organization, it is referred to as turnover. According to Issa, Almad, and Gelaidan (2013), an employee's turnover intention is defined as the thought process leading up to their voluntary departure from a business. While staff turnover can have positive effects on some businesses, it often results in the departure of valuable talent (Cotton & Tuttle, 1986).

The literature draws on a variety of ideas to explain the factors that influence employees' intentions to leave their current positions. When people choose careers and

decide whether or not to quit when they feel the pay isn't enough, they take social relationships, risks, and rewards into account, according to Social Exchange Theory (Farmer & Fedor, 1999). The Search Theory, in contrast, attributes a desire to leave an employer to the abundance of available jobs in the market (Morrell, Loan-Clarke & Wilkison, 2004). What this means is that real turnover might occur if employees are offered a different job or work for a different company. Employees, in accordance with Matching Theory, are actively seeking for jobs that pay competitively and are a good fit for their skills. In addition, according to Equity Theory, there is a favorable psychological effect on keeping employees in their current positions when there is justice in the utilization of resources. A fair distribution of inputs and outcomes is considered to constitute justice, according to the notion. If an employee believes he or she is working hard and getting a fair wage, he or she may be more likely to stay with the company. Workers' motivation is subsequently impacted by the organization's fairness.

Employees' intentions to leave might be impacted by a multitude of circumstances. Take job satisfaction as an example. It has been found to be a strong predictor of employees' future mobility (Ebrahim, Ebrahim, 2017; Mobley, 1977). According to research by Rahman and Chowdhury (2012), teacher turnover is strongly correlated with how satisfied they are with their jobs. Employee happiness on the job is crucial to a company's long-term viability (Miah, 2018). Researchers in Ethiopia's Bonga secondary schools found that instructors' organizational commitment

positively correlated with their job satisfaction (Teferi, Bekalu & Abebe, 2016). According to Emoja (2016), teachers who reported low levels of job satisfaction were more likely to intend to leave their positions soon. Furthermore, it was found by Getachew (1999) that out of the 67% of instructors who regarded teaching as "very" or "extremely" stressful, approximately 36% wanted to choose a job that wasn't teaching.

Research by Ekabu, Kalai, and Nyagah (2018), Ingersoll (2001), and Mugo and Guyo (2018) all point to bad working conditions as a factor in employee turnover. Teachers' dissatisfaction with their working conditions, including heavy workloads, poor instructional materials, lack of housing and medical services, and inadequate administrative support, is a major factor in their intention to leave their current positions (Ekabu et al., 2018). Studies have shown that school instructors are more likely to leave their positions due to high workloads and insufficient resources. Additionally, Temesgen (2005) voiced considerable dissatisfaction with the school's work circumstances, claiming that it was the root cause of the high teacher turnover rate in Ethiopian schools. Therefore, it is reasonable to assume that bad working conditions can affect teachers'

perspectives, which in turn lowers their commitment, and ultimately causes them to leave the system. Therefore, in order to prevent teacher turnover, schools can increase teacher commitment by making the workplace more pleasant.

Researchers have shown that low salaries increase the intention of turnover (Mugo & Guyo, 2018), but low salaries increase employee stay-intention (Liu, 2012; Mueller & Price, 1990). According to Muluneh (2018), some of the main reasons why teachers want to leave their jobs are because of poor management, an inappropriate work environment, opportunities for growth, a lack of job satisfaction, a leader's reluctance to involve staff in decision-making, an unfair training system, and an inadequate reward mechanism. So, to find a solution, it's worthwhile to look at what makes secondary school teachers in East Wollega Zone want to leave their jobs.

Conceptual frame work

The elements that impact teachers' intentions to leave are summarized in the framework below. It is based on previously researched works. Job satisfaction, working environment, and pay are some of the considerations (Figure 1).

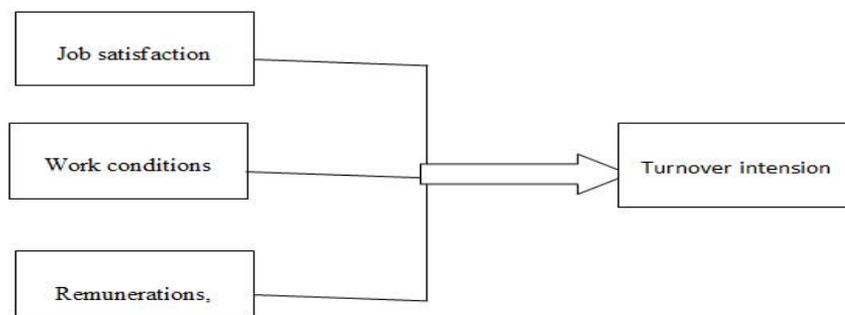


Figure 1. Conceptual frame work of the study

MATERIALS AND METHODS

Cross-sectional survey research method was employed to conduct the study. The method is powerful and useful tool for collecting data on human characteristics, such as beliefs, attitudes and intentions (Kothari, 2004). Hence, the survey research design found to fit the framework of the study.

Population and Sample of the Study

The population of the study was teachers of secondary schools in East Wollega Zone. There were 59 Secondary Schools in East Wollega Zone in 2018. In the 59 Secondary Schools, there were about 1567 teachers (1210 males & 357 females). For the advantage of easy access for data collection and for the constraint of budget of the study, purposive sampling technique was applied to nominate the sample schools. Accordingly, 7 (11.9%) of secondary schools namely: Kiremu, Anger Gute, Gida Ayanaa, Haro Limu, Limu, Hinde and Sire Doro were selected. For the assumption of acquiring adequate data, 50% of the teachers available in the school were taken for the study. Then, the lottery method was applied to select the participants of the study from each school. Accordingly, 161 sample teachers were secured.

Data collection instruments

A questionnaire which consisted factor of turnover, intention turnover and background information was used for data collection. The questionnaire was developed based on literature reviewed (Bothma & Roodt, 2013); Cohen, 1999). It is the widely used instrument to study about teachers' turnover. Before the

instrument used for final data collection, series of revisions were made to the items found in questionnaire. The adequacy of the instrument for the purpose of this study was commented by five MA graduates of Educational Planning and Management. After comments provided by experts included, the instrument was piloted and found to have a reliability of .86. Accordingly, the questionnaire consists of 32 items (3 intention of turnover & 29 factors of turnover) on a 5 points Likert Scale responses ranging from 1 (strongly disagree) to 5 (strongly agree). There were also 4 background information items in the questionnaire used for data collection. Then, the instrument was produced and distributed to the sample of the study to secure the necessary data.

Methods of data analysis

Of the 161 distributed questionnaires, 149 were filled and returned. Of the 149 returned questionnaires, 5 were discarded from analysis for the reason that they found to be incomplete. Thus, 144 (89.4%) respondents' responses were used for data analysis. The analysis of the data was supported by SPSS version 20. Descriptive statistics of percentage, means and standard deviations were computed. Pearson Product Moment Correlation (r) was calculated to examine the required relationships. Bar graph was drawn for comparisons of factors influencing teachers' turnover intention. The test of the significances were determined at $\alpha = 0.05$.

Since the items of the questionnaire responded on a 5 point Likert Scale, the mean

rating scores intervals of the responses range from 1 to 5 with having five classes and range of 4. According to Privitera (2015), the intervals of the averages of the rating scale become: 1.00 – 1.79, 1.80 – 2.59, 2.60 – 3.39,

3.40 – 4.19 and 4.20 – 5.00 strongly disagree, disagree, undecided, agree and strongly agree in that order. Thus, the analysis of data used the indicated range of responses in deciding the level of agreements of the respondents. from Natural Sciences and Social Sciences, respectively. Regarding service year, while 55.5% were found served more than 5 years, the remaining 44.4% had less than 5 years of service. Thus, the respondents’ characteristics indicate that they were mature enough to give consistent responses to the instrument distributed to them.

RESULTS AND DISCUSSION

Results

Table 1 presents the characteristics of the respondents. The majority of the respondents (82.6%) were male. While more than 95% of the respondents had first degree, about 4% of them had second degree. Comparable number of the respondents, 47.9% and 52.1% were

Table 1

Characteristics of the respondents (N=144)

Variables	Category	Frequency	Percent
Sex	Male	119	82.6
	Female	25	17.4
Educational Level	Diploma	1	0.69
	BA	137	95.1
	MA	6	4.17
Field of specialization	Natural science	69	47.9
	Social science	75	52.1
Service in year	<5 years	80	55.6
	>5 years	64	44.4

Table 2 presents turnover intention of teachers. As the data in the table depicts, the mean rating (M= 3.67, SD = 1.43) response indicates that the participants of the study had strong desire to look for new jobs in the coming years. Similarly, the mean rating score (M = 3.42, SD = 1.41) response suggested that the teacher respondents were also aspiring to

quit the teaching profession. In addition, the mean rating score (M = 3.75, SD = 1.41) response reveals, the respondents had strong reservation in recommending others to join the teaching profession. In general, the total average of the mean rating scores (M = 3.61, SD = 1.35) suggest that teachers had strong intentions for turnover.

Table 2

Turnover Intention of teachers

N	Items	Responses	
		M	SD
1	I will probably look for a new job in coming years	3.67	1.43
2	I often think about quitting	3.42	1.41
3	I have reservations to recommend others to join teaching profession	3.75	1.41
	Total	3.61	1.35

Table 3 is presented to examine how job satisfaction; teaching work conditions and remunerations were viewed among teachers. Accordingly, the mean rating score (M = 2.33, SD = 1.41) response suggests that the satisfaction of teachers to their job was below the average. Similarly, the mean rating score (M = 2.22, SD = 1.30) of the responses of teachers indicate teachers were viewing the teaching work conditions as inadequate. In addition, the mean rating score (M = 2.58, SD = 1.30) response of teachers on the remuneration indicate that the respondents were viewing the income and incentives they have been getting through the teaching profession were not as such adequate. The total averages of the mean rating score (M =

2.38, SD = 1.29) indicate that teachers' views of job satisfaction, school work conditions and remunerations were not enjoyable.

The following Figure. 2 indicates that the teaching work conditions were low enough in gaining teachers attention compared with the degree of job satisfaction and the remuneration provided for teachers. Though the remunerations given for teachers observed to be better as compared with job satisfaction and school work conditions, in gaining teachers' views, still they were not as strong as they should be. Thus, the views that teachers have for job satisfaction, school work conditions and remunerations would strongly correlate with their turnover intentions.

Table 3

Factors influencing the turnover intention of teachers

No	Factors	M	SD
1	Job satisfaction	2.33	1.14
2	Work conditions	2.22	1.42
3	Remunerations	2.49	1.30
	Total Average	2.35	1.29

Table 4 is presented to examine the relationship of turnover intention of teachers and factors of turnover. Pearson product moment correlation was conducted to

determine the relationship between the two variables (factors of turnover & intention of turnover). Accordingly, there were significant relationships between job satisfaction, work

conditions, remunerations and turnover intention of which were .54, .73 and .36, respectively. Careful observations of the correlation coefficients indicate that the decreased scores of the factors (job satisfaction, work conditions and remunerations) strongly correlate with high turnover intentions scores. That is, strong job satisfaction, pleasant school work conditions

and attractive remunerations have powerful influence on teachers to stay working long in schools.

Results of this study indicate that teacher participants of this study had strong turnover intention which was found to be significantly correlated with their low level of satisfaction to their job.



Figure 2. Mean rating

This finding supports the reports from Kim and Park (2014) and Shah and Jumani (2015) that indicated employees who were unsatisfied to their job had greater interest to leave the organization they were working in. There was strong negative relation negative between job satisfaction and turnover intention (Ebrahim, Ebrahim, 2017). Similarly, Huffman, Casper, and Payne (2014) also found a significant correlation between turnover and a reduction in job satisfaction. In relation to this, Miah (2018) stressed that the sustainability of an organization is contingent upon employee job satisfaction. That is, less job satisfied employees more likely tend to leave the organization (Kim & Park, 2014; Shah &

Jumani, 2015). Getachew (1999) and Ibrahim, Rahel and Gemechu (2017) revealed that poor working conditions of the schools were found to be sources of stress and dissatisfaction that in consequence increased the turnover intention of teachers. Similarly, the result of this study revealed that poor work conditions showed strong significant relationship with high turnover intention of school teachers. In addition, Ekabu et al., (2018) portrayed that the independent variable, working conditions had a negative and an inverse relationship with the dependent variable, turnover intention. It is a natural behavior of human being to try to be out of unattractive conditions. Thus, schools have responsibility

to make the school environment attractive and appealing not only for teachers but also to all workers and students. Thus, working conditions were one of the most important

factors that influence employees' decision to either leave or remain in an organization (Ekabu et al, 2018).

Table 4

Relationship between turnover intention and factors of Turnover (n=144)

Factors of turnover	Turnover intention
Job satisfaction	0.54**
Work conditions	0.73**
Remunerations	0.36**

** indicates $r < 0.01$

While it's true that compensations (including pay, bonuses, and other forms of compensation) aren't intrinsic motivators, there's no denying that they have the potential to make workers unhappy, which in turn increases the likelihood that they will consider leaving their current positions. Shah and Jumani (2015) and Temesgen (2005) found that low income is the most significant factor that contributes to teacher turnover. Liu (2012) and Mendis (2017) found a negative and statistically significant correlation between employee turnover intentions and compensation variables including financial incentives, work-life balance, supervisor support, and employee recognition. There is evidence from studies such as Gebremedhin (2016) and Ekabu et al. (2018) that teachers' intentions to leave their positions are affected by low remuneration and generally unfavorable school working conditions. A large number of instructors left Ethiopian classrooms due to the persistent downward trend in teacher compensation, according to Voluntary Service [VSO], (2002). Teachers

who were extremely unsatisfied with both the monetary and non-monetary components of their compensation were more likely to leave their positions, according to research by Gebremedhin (2016).

CONCLUSIONS

Staff turnover is a reality for every business. On occasion, it's beneficial. When employees with low skills or lack of dedication leave, it's a chance for companies to hire people who could be a better match. However, retaining skilled and productive employees (in this example, educators) results in a double win: not only does it cut training costs, but it also helps the business (school) become more productive overall.

An analysis of the study's results reveals that both internal and external factors are associated with secondary school teachers' intentions to leave their current positions. Schools have the ability to respond quickly to changes that enhance the school work environment, which is an internal aspect. The Ministry of Education and the government as

a whole may need to intervene over the long term to address external variables like pay adjustments, elevating the teaching profession's social stature, introducing new incentive systems, etc. In addition, the study's findings showed that school work conditions had a powerful relationship with teachers' intentions to leave their positions, even though other factors like job satisfaction and pay also had significant correlation coefficients. Therefore, in order to combat teacher turnover, it is imperative that working conditions in schools be improved.

Recommendations

The study found a highly substantial correlation between teachers' intentions to leave their current positions and their levels of job satisfaction, working conditions, and pay. As a result, stakeholders at all levels of the education sector should move swiftly to improve the teaching profession's attractiveness, since low satisfaction is associated with high turnover intentions. Furthermore, educational institutions are anticipated to endeavor to create an atmosphere that is favorable to the teaching and learning process. To reduce the ongoing issue of teacher turnover, the government and the Ministry of Education should step up their efforts to make teachers' salaries more competitive and offer incentives like optimal loads, opportunities to participate in decision-making, academic debate forums, training both domestically and abroad, and more. The onus is on schools to do more to provide a welcoming and stimulating atmosphere that promotes learning.

ACKNOWLEDGMENTS

We thank Wollega University, for financing the study.

DECLARATION

The authors declare that they have no conflicts of interest.

DATA AVAILABILITY STATEMENT

All data sets are available from the corresponding author upon request.

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