

Identifying the Causes of Turnover among Elementary School Teachers in Tehsil khaliqabad Mangocher District kalat:

By

¹Muhammad Naeem Langove, ²Muhammad Amir Hashmi

Abstract:

Globally education is considered as the mainstay growth and development of the countries. Foundations of a good education system are always dependent on the assistances from proficient, competent and well experiences Teachers. In the recent years the problem of rapid teacher turnover has been faced by many schools which has understanding which characteristics of schools are not associated with high turnover can help district and school administrators to plan more effective retention responses especially when studies examine the relationships between certain characteristics of teachers and schools.

Introduction:

Globally education is considered as the mainstay for the growth & development of the countries. Foundations of a good educational system are always dependent on the assistances from proficient, competent and well experienced teachers. As it was proposed by Pertan cited in IICBA Newsletter, "Good education demands good teachers," (UNESCO, 2005).

This shows that skillful and knowledgeable teachers play the vital role in the growth & advancement of quality education. Thus, adequate number of qualified and qualified teachers is the key component for the accomplishment of quality education.

It has been reported that quality of education provided in schools is directly related to the capability of teachers. Well trained teachers will concentrate

¹M.Phil. Scholar Department of Balochistan Study Centre University of Balochistan Quetta Pakistan

²Dr. Muhammad Amir Hashmi Associate Professor Department of I.E.R University of Punjab Lahore Pakistan Email: mhashmi60@yahoo.com

on quality of instruction and less qualified teachers will result in less performing in teaching (Vega, 2012). Ingersoll in 2001 stressed that the shortage of knowledgeable and competent teachers results in high number of untrained teachers and low school performance.

The problem of high teacher's turnover has its background in recent history of the development of education system in both developed and under developed countries. According to a study conducted by Ingersoll (2003), in United States, almost one out of every two new teacher's leaves

the classroom by the end of five years of teaching. Similarly, African countries are victims of teachers' turnover. In many Sub-Saharan African countries teachers trained in teaching career tend to leave teaching.

A study conducted by the World Bank revealed that Modern-day teacher attrition rates are assumed to range between 5 and 30 percent in different countries of Sub-Saharan Africa and Asia (World Bank, 2007). For instance, in Ghana, the country's education service (GES) It is estimated that nearly 10,000 teachers leave the schools yearly for numerous reasons (Gnat and Tewu, 2009).

Similarly, a research conducted in Malawi also indicated that government secondary schools do not have adequate number of teachers because most of them were performed their duties in private sector or picked up other job (Livingston, 2003).

Consequently, Sub-Saharan African and Asian countries, shares the problem of teacher turnover. Researches conducted in different parts of the country for example (Mulugeta, 2010; Motuma, (2006) indicated that teachers leave their teaching profession or move from some other school and in some cases they change their occupation to. However, teachers play a vital role in the delivery of quality education, it is being observed that in the recent years' number of well experienced & qualified teacher have left their profession due to numerous reasons. (Motuma, 2006). Basically, voluntary turnover of teacher can either be the response to low morale (Rudolph, 2006), response to stress or consequence of job frustration. As Darge (2002) determined that salary and prospect including improvement and fringe assistances, students' character, social status low /absence of economic incentives, less chance to specialized improvement, poor salary structure, poor planning, supervision and working environment as depressing issues in their teaching profession.

There are number of diverse aspects that could be the cause of voluntary teacher's turnover. These all and other correlated difficulties

would lead to poor job satisfaction and perseverance within teaching profession. In other words, where a number of these essentials elements are seen by teachers as sub-standard and a source of stress, teachers tend to leave teaching profession or consider leaving it (Temesgen, 2005). Turnover of teachers also create different type of problems like academic planning, and disturbance among students and their families. It is also found that majority teacher left school due to low salary, large number of students in a class, low chance of participation in decision making and non-supportive school environment.

Turnover reduces the number of teachers available to schools, potentially intensifying localized teacher deficiencies. The quality of teachers also suffers, when knowledgeable and trained teachers are most likely to leave (Douglas, 2005).

Schools faced with high turnover may also find it hard to build a trusting, collaborative work environment and often have to bear the expense of repeated training and professional development for each wave of newcomers.

Understanding which characteristics of schools are most associated with high turnover can help district and school administrators plan more effective retention responses especially when studies examine the relationships between certain characteristics of teachers and schools. Factors found to affect turnover include salary, class size, whether teachers participate in decision-making, school climate, and the presence of an effective induction or mentoring program.

The objective of this study was to identify the factors which cause teachers' turnover in elementary schools of district Kalat.

Material and Methods:

Design of the Study:

The study design was quantitative, cross sectional.

Study Population:

All the elementary school teachers of district Kalat.

Sample:

Stratified cluster random sampling technique was used for quantitative research to select the representative sample for the study. Population was divided into strata (gender, locality) then in clusters (each school was considered as cluster) based on whole government sector elementary schools of district Kalat.

Data Collection:

A questionnaire was developed on five point Likert scale. It was a self-administered questionnaire which had a demographic part and the other part contained the factors leading to teachers' turnover at elementary school level. Data was collected after taking informed consent from teachers.

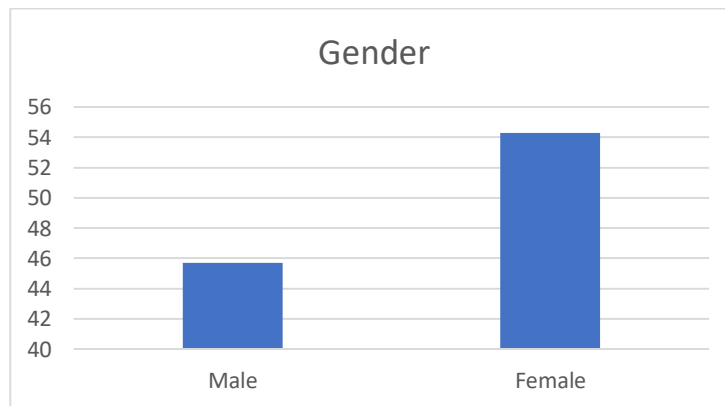
Data Analysis:

Data was analyzed by using a statistical software SPSS version 21 for quantitative data. The responses of the respondents were tabulated and appropriate statistical techniques was used. Frequencies, percentages were used for qualitative data, mean score and standard deviation \ \used for scoring the responses. The t-test was used as the test of significance to compare the gender differences if any exists.

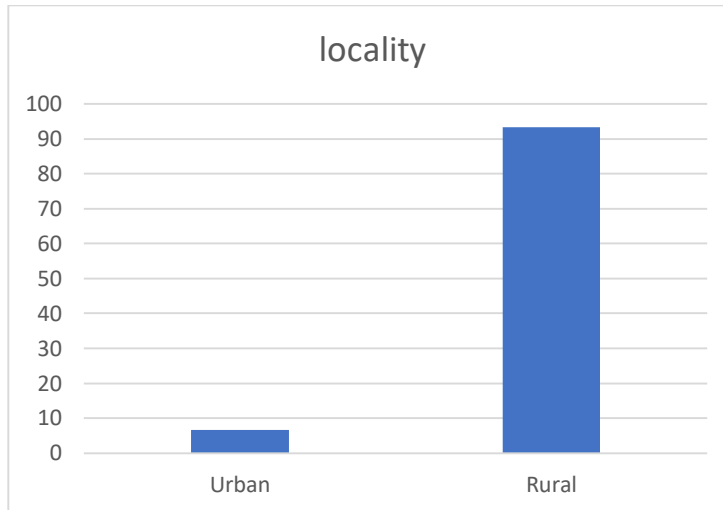
Results:

A total of 105 elementary school teachers participated in the study. Among these were males and were females. When analyzed majority of teachers were from schools under category of rural Baluchistan.

Graph 1 shows the breakup of gender.



Graph 2 shows the breakup of schools according to locality.



The factors identified by teachers working in elementary schools of district Kalat are listed in Table 1.

| Factors causing Turnover | SD | D | ND | A | SA |
|--|-----------|----------|-----------|----------|-----------|
| Low personal satisfaction in teaching | 18.1 | 25.7 | 6.7 | 22.9 | 26.7 |
| Family member or spouse get ideal job in another city | 41.9 | 37.1 | 4.8 | 10.5 | 5.7 |
| Job Boredom | 43.8 | 34.3 | 10.5 | 10.5 | 1 |
| Work-life balance Imbalance | 26.7 | 17.1 | 14.3 | 33.3 | |
| Better working environment as a cause of teacher retention | 8.6 | 6.7 | 11.4 | 41 | 32.4 |
| Good living conditions retain teachers | 3.8 | 7.6 | 3.8 | 59 | 25.7 |
| Good working conditions in school have positive impact on retaining the teachers | 1.9 | 1.9 | 4.8 | 56.2 | 35.2 |
| Positive attitude of the head teacher helps in teacher retention | 1 | 0 | 4.8 | 46.7 | 47.6 |
| A good relationship with co-workers is not a factor of teacher retention | 22.9 | 37.1 | 5.7 | 30.5 | 3.8 |

| | | | | | |
|--|------|------|------|------|------|
| Healthy and positive relationship with students does not matter in teacher retention | 22.9 | 46.7 | 6.7 | 23.8 | 0 |
| Compensation (Salary, allowances etc.) matters in retaining the teachers | 4.8 | 15.2 | 9.5 | 32.4 | 38.1 |
| Lack of supplies, materials and resources have not impact on teacher retention | 12.4 | 34.3 | 16.2 | 23.8 | 13.3 |
| Institutional mentoring program are helpful to ensure success in retaining the teachers | 1 | 6.7 | 12.4 | 35.2 | 44.8 |
| Lack of autonomy for teachers in making job related decisions have no effect on teacher retention | 22.9 | 31.4 | 21 | 15.2 | 9.5 |
| Teacher retain if the institution gives sufficient professional support and assistance to them | 3.8 | 12.4 | 12.4 | 43.8 | 27.6 |
| Heavy workload as a factor of teacher retention | 16.2 | 30.5 | 13.3 | 32.4 | 7.6 |
| Supportive communication (positive gesture, good remarks etc.) could not enhance teacher retention | 21 | 26.7 | 16.2 | 25.7 | 10.5 |
| Teacher participation in decision making at school could raise teacher retention | 1 | 6.7 | 4.8 | 44.8 | 42.9 |
| Home town posting could retain a teacher | 2.9 | 4.8 | 7.6 | 36.2 | 48.6 |
| Adequate means of transportation help in teacher retention | 4.8 | 7.6 | 6.7 | 54.3 | 26.7 |
| Teachers are more likely retain with permanent jobs | 12.4 | 9.5 | 7.6 | 32.4 | 38.1 |

| | | | | | |
|---|------|------|------|------|------|
| Good chances of promotion | 3.8 | 15.2 | 9.5 | 47.6 | 23.8 |
| Lack of clear institute policies/practices is a reason for low teacher retention | 2.9 | 21.9 | 28.6 | 33.3 | 13.3 |
| Compensation and special packages for rural areas will solve the problem of low teacher retention | 2.9 | 8.6 | 18.1 | 41.9 | 28.6 |
| People retain in teaching because it is more respectable profession in view of society | 4.8 | 8.6 | 11.4 | 38.1 | 37.1 |
| Teacher do not retain in an unpredictable and insecure environment | 23.8 | 29.5 | 12.4 | 23.8 | 10.5 |

SD=Strongly disagree, D=Disagree, ND= Undecided, SA= Strongly agree, A= Agree

The results of study identified low job satisfaction, insufficient work-life balance, poor working and living conditions, low salary and non-supportive administration as the major causes of turnover.

The mean scores for male teachers were significantly higher as compared to female teachers at a p- value of 0.006. Permanent job positions and location of schools were not identified as significant causes of turnover.

Discussion:

This study shows that lack of adequate salary, poor workplace environments, poor managerial support, students' atmosphere and disciplinary problem and lack of future prospects for Continuous Professional Development are the reasons behind faculty turnover.

Furthermore, teachers identified low salary as the most commonly mentioned cause

for teachers' turnover. Many studies have shown that inadequate salary is the most significant reason that leads to teacher turnover (Aklilu, 1967; Bame, 1991; Crousman, Hampton &Herman, 2006). Social discrimination faced by the teachers is also one of the factors that compelled teachers to quit this noble profession (Manna and Tesfaye 2000, pp.5-6).

Researchers have shown that better working environment, good living conditions at the place of posting, small class size, provision of adequate resources for the teachers are the factors that can retain the teachers in their profession. (Alazar, 2007; Motuma, 2006; Temesgen, 2005). Our study also proved that good and supportive workplace environment is one of the factors that can retain teachers.

Supportive administration and positive attitude of the institutional head, healthy relationship with students and coworkers contribute towards teachers' retention in their profession. Our findings were similar to those reported by Cockburn and Hayden, (2004, p. 138) which showed that 45% of teachers resigned from their jobs due to administrative and managerial problems.

Inadequate support for professional growth and development is also one of the factors that compels teachers to quit their jobs. Our results were similar to those conducted by

Alzaar et al. and Motuma et al. (Alazar, 2007; Motuma, 2006) which stated that providing opportunities to teachers for Continuous Professional Development influence teachers'

decision to continue with their jobs.

Furthermore, good salary packages and compensations given to teachers also contribute to teacher's retention on jobs.

Conclusions:

It was concluded from above results that perception of elementary school teachers is positive about teacher retention. There were many causes of teacher turnover like promotion, Salary, distance of school, decision making, and professional growth. Attention should be paid to the identified domains in order to retain teachers on their jobs and minimize turnover due to correctable factors.

References:

- Aklilu, Habte. (1967). Brain Drain in the Elementary School: Why Teachers Leave the Profession. *The Ethiopian Journal of Education*, 1(1), 27-39.
- Aleazar, Ali. (2007). Teachers Turnover in Government Secondary Schools of Addis Ababa City Administration. Unpublished MA Thesis. Addis Ababa University.
- Bame, N. k. (1991). *Teacher Motivation and Retention in Ghana*. Accra: Ghana University Press.
- Crousman, J., Hampton, D., & Herman, S. (2006). Issues Challenging Education: Is Time Running out. Retrieved from: <http://horizon.unc.edu/projects/issues/paper/hampton.asp>.
- Darge Wole. 2002. The Predominance of Different Sources of Stress among Teachers in government Senior High School of Addis Ababa. *The Ethiopain Journal of Education* 22(1),1-32
- Douglas, N. 2005. Understading the level and causes of teacher's turnover a comparison with other professions. Florida State University, *Economics of education Review*.
- Ingersoll, R. M. (2003). Is there really a teacher shortage? Center for the Study of Teaching and Policy. Seattle, WA: University of Washington.
- Livingston, J. 2003. In management in *Harvard Business Review* on *Motivating People* Boston: Harvard Business School Press.

- Manna, O., & Tesfay, S. (2000). Determinants of teachers' decision to leave or stay in the teaching profession. *The Ethiopian Journal of Education*, 20, 1-24.
- Motuma Hirphasa. 2006. A study of teacher's turnover in Oromia Regional State of selected zones Thesis, Addis Ababa University, Ethiopia. Un published
- Mulugeta Wondu. 2010. Assessment of Teachers Turnover and its Impacts on School Performance. Government Secondary Schools of Horo Guduru Wollega Zone.MA Thesis, Addis Ababa University, Ethiopia. Unpublished.
- Rudolph, F.2006. Literature Review on Teacher Transfer and Turnover. The School Board of Miami Dade Country Florida.
- Temesgen Birega. 2005.Problems of Teachers Attrition in Secondary Schools of Gambella Region.
- Tewu, R and Gnat. U .2009. What makes Teachers Ticks? in Ghana. A policy research pdf file. Ghana Accara. turnover: The case of mathematics and science teachers. *Economics of Education*.
- UNESCO, 2005.Teachers Pay and Coordination an assessment of recent trends in Africa Education for All Global Monitoring Reports.
- World Bank.2007. Effective Schooling in Rural Africa, Report 3: Case Study Brief on Rural Schooling.