



Determinants of Teachers Turnover Intention among Teachers working at Government Primary Schools in Estie District, Amhara Region, Ethiopia

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Abstract: *Quality education is recognized as the decisive factor in the development of all the countries over the entire world. But no educational system can play its key roles in the development of countries without great contribution of competent and well qualified teachers. However, trends around the world show that nearly all countries have experienced, qualified and experienced teacher separation from their educational systems. In developing countries like Ethiopia the situation is large. This made a major area of concern for researchers to deal and tried to identify factors that contribute for teacher turnover intention. Thus, this research aims to investigate the determinant factors affecting teacher turnover intention in the selected primary schools of Estie district. For the sake of achieving the objectives of this study, the Co relational research design was employed. The respondents were selected by using simple random sampling technique. The data were collected through questionnaires from a sample of 160 currently working teachers. The questionnaires were analyzed using descriptive and inferential analyses as well as regression models using SPSS 20. Multiple regression models were used to identify the factors that can significantly affect turnover intention and to test the driven hypothesis. The inferential analysis result indicated that all six factors were negatively related to teachers' turnover intention, moreover, salary and non salary benefit, working conditions and student character and discipline factors are the most important and highly significant factors as determinants of teacher turnover intention. Therefore, the findings of the study verified the importance of these factors is high in reducing and increasing turnover intention. If the education institution want to reduce teachers' turnover, then it is important to understand factors which increase teachers' turnover intentions. And the results of this study suggest that interventions should be carried out to reduce the teachers' turnover intention in governmental primary schools of the district. At last, the study forwarded plausible mechanisms such as reducing school related problems, improving socio-economic level of teachers, alleviating teachers' attitude towards teaching profession.*

Keywords: *turnover intention, working condition, social status, student character, training and development, salary and Non-salary benefits.*

1. INTRODUCTION

It is known that organizations comprise of resources such as people, physical and financial resources to meet their goals and objectives which emanate from their mission and vision. Of these resources, human resource is the most important resources of an organization. People are considered as the crucial resource of an organization because they can transform the production of the organization in a significant way. It is the responsibility of people in deciding on financial related issues, plan new products and provide services on the basis of the intended organization's objectives. Hence, achieving objectives of an organization tend to be difficult without effective effort of organizational personnel (Melaku, 2010).

Education plays a vital role in the overall economic, political and socio-cultural development of a nation. But the quality of the education is recognized as the decisive on the development of all the countries over the entire world. And no educational system can play its significant roles in the development of countries without competent and well qualified teachers. So that, teachers play an important role in achieving educational objectives. Teachers should be managed properly and effectively, including retains them within the organization. This implies the qualified and reasonable number of teachers are important to ensure a quality education (EFA Global Monitoring Report, 2002).

2. LITERATURE REVIEW

2.1. Turnover

Turnover occurs when people leave their job(s). It is described as the movement of employees out of the organization or any permanent departure beyond organizational boundaries. Employee turnover is a choice made by either employers or employees or both to terminate the employment relationship (Armstrong, 2001). Accordingly, there are two types of turnover, voluntary turnover and involuntary turnover. Involuntary turnover exists where the turnover of the employee is initiated by the employer/ organization/ due to poor performance of the employee or adoption of the new strategy of the organization which results in reduction of the number of employees and other similar factors the organization can decide to dismiss or lay off its employees (Heneman, 1980).

The other type of turnover, which is voluntary turnover exists where the decision to leave the organization is initiated by employees. Financial, personal, social or other reasons are the main factors to initiate them to leave their organization volunteering in their own choice (Killian, 1976).

Even though there are many causes of employee turnover in any organization, but all of them do not have a negative effect on the well being of an organization. Therefore, organizations should identify and know the voluntary and involuntary turnover and take actions on their control. Voluntary turnovers are further classified into functional and dysfunctional turnovers. Functional turnovers are the resignation of employees who are none effective performers where as dysfunctional turnovers are the separation of effective performers. Hence, dysfunctional turnover is the issues that must have due attention by the management due to its negative consequences on the organization performance. And the other unavoidable turnovers in which organization has little or no influence on it, for example, turnover caused by family moves, serious illness, death (Taylor, 1998).

Moreover, the other issues different researchers asserted that low level of employee turnover is recommendable in any work career by believing that this may reduces poor performers and encourages innovation with the injection of new bloods in an organization. But high level of

employee turnover may lead to low performance and ineffectiveness of organizations (Ingersoll & Smith, 2003). Curtis and Wright (2001) viewed that high rate of turnover decreased quality and customer service which provide competitive advantage for its organizations, thereby hinder business growth. McClure et al, (1988) also observed in their study that teachers who leave its organizations are those who are most talented and experienced as because they are the possibility to get an opportunity somewhere else. Therefore, management desired to give special attention to prevent turnover and design sound strategy for improving their retention.

2.2. Turnover Intention

Some researchers defined employee turnover intention as time consuming process of thinking of leaving, intention to search a new job and intention to quit or stay (Jacqueline & Milton, 2007 and Mobley, 1982). In addition, employee turnover intention is also defined as “individuals’ own estimated probability (subjective) that they are permanently leaving the organization at some point in the near future” (Matthias and Miriam, 2011). It is viewed as “a conscious and deliberate willfulness to leave the organization” (Meyer 1993).

2.3. Turnover causes and Influencing Factors for Turnover Intention

Factors of employee turnover have been documented in many literatures. Those factors includes job not matching new employee’s expectations, lack of attention from line managers, lack of autonomy, lack of challenge and variety within the work, disappointment with the promotion and development opportunities, disappointment with standards of management, including unapproachable, uncaring and distant behavior and a failure to consult, low salary, poor benefits, lack of job securities, poor recognition and lack of flexibility in scheduling (Pendulwa, 2011). The following factors are the most important determinant factors affecting teacher’s turnover intention and in this study, the researcher has addressed all these as study variables.

2.3.1. Working Condition

Unfavorable working condition, includes inadequate administrative support, heavy work load

and poor instructional materials, living conditions such as housing and access to medical services, is one reason for teachers' turnover in schools (Ingersoll, 2001; Ingersoll & Smith, 2003). Mathis and Jackson (2005) also stated that individuals spent significant time at work when they expected to work in modern equipment and technology and have good working conditions. Such factors as space, lighting, temperature, noise, layout, and other physical and environmental factors affect retention of employees. Similarly, it was a conducive teaching environment in the school has effect to carry out high quality education. Teachers working conditions play a central role in attracting, developing and retaining teachers. Studies done in different part of Ethiopia showed that poor working conditions such as large class size, poor physical condition and poor school facility is among of the frequently mentioned cause of teachers' turnover from a particular school or from their profession (Alem, 2016; Hillina, 2011; Alazar, 2007; Motuma, 2006; Temesgen, 2005).

2.3.2. Students' Character and Disciplinary

Students' character and disciplinary problem is one another noticed factors for teacher turnover in different literatures. Students' disciplinary problem can be exhibited through disruptive behavior (Dereje, 2007). Student disciplinary problem is also explained as the misbehavior that students are not voluntary to do their home work, they have no respect for their teachers and parents who hurt feeling of teachers and forced them quit their teaching profession and it was also the most commonly mentioned school factor for teacher turnover, particularly controlling disruptive students' very difficult work for newly employed teachers so that a major factor for leaving their profession (Cock burn and Hayder, 2004). Studies conducted in different parts of Ethiopia also indicated that students' character and disciplinary problem is one of the cause for teacher decision to leave or change their school (Alem, 2016; Betru, 2014; Hillina, 2011; Alazar, 2007; Darge, 2002; Temesgen, 2005).

2.3.3. Social Status Given to Teaching and Teachers

Status plays an important role in attracting academically equipped and experienced employees

and encourages them to remain in the system (Darling-Hammond, 1990). Teachers must have a status which is equivalent to their key role in the dissemination of education and the significance of their contribution to the development of the individual and the society as a whole. However teaching profession is characterized as low regard occupation and the desire to enter the profession become mainly due to the absence of other alternatives (Dereje, 2007).

2.3.4. Administrative Support

Effective administrative system plays an important role in making schools a conducive teaching learning environment which plays a central role in retain teachers. A committed leader can create favorable working environment which is an essential ingredient to ensure quality teaching in all classrooms by dramatically reducing high rate of teacher turnover in large numbers. Creating such circumstance in school was one of the most significant educational challenges (Sparks 2002).

2.3.5. Salary and non-salary Benefit system

Salary is a fixed regular payment, typically paid in a monthly manner, while non-salary benefits are a kind of payment which serves as an extra incentive given to employees. In any profession salary and other monetary related benefits are said to be a motivating factor for employees. In other words, inadequate salary can create dissatisfaction among employees, which may cause some teachers to leave the profession or a particular school because they are dissatisfied with their salaries (Nias, 1981). Different research also showed that low salary is the most significant factor that contributes to teacher turnover (Hilina, 2011; Alem, 2016).

2.4. School, Education System and Turnover Intention

Quality education is believed to be one of the most important factors that play a very significant role in inspiring and boosting the economic, political, social and technological transformation of any country. It is clear that teachers are the most vital inputs in the teaching learning process for a quality of education (Hutchins, 1970). The strength of any educational program, however, highly depends on the quality and commitment of its teachers. The

teacher is the most important resource in an education system in any society (Oliveria and Farrell, 1993). The teacher also plays a crucial role in the delivery of quality education. Educational quality has been shown to be largely a function of teacher quality (Avalos and Hadad, 1979).

However, there is a great gap between high rate expansion of primary and secondary school as well as rapid growth of students' enrollment, and the availability of well qualified and experienced teachers. This means, there is shortage of qualified and experienced teachers in the education system especially in primary schools. One of the reasons for the shortage of qualified teachers is teacher turnover. For example, in New Zealand the rate of attrition of primary teachers rose from 8.5% in 1996-97 to 10.4% in 2000-01, while in the US the rate of attrition of public school teachers rose from 5.6% in 1988-89 to 8.4% in 2004-05 international task force on teachers for EFA(UNESCO, 2010).

Available data collected from 2005-2007 from sub-Saharan Africa indicated that annual teacher attrition rates for primary and secondary teachers in Lesotho 3% primary, up to 10% for secondary; Malawi 5% primary, 10% for secondary; Uganda 5% primary, 6% secondary; Zambia 9%; Zanzibar 5% primary, 6-7% secondary (Mulkeen 2010).

In Ethiopia, there is a high rate expansion of primary schools and rapid growth of students' enrollment since the last two decades. For instance, primary schools enrollment has grown at annual average percent of twenty in ESPP V (MOE, 2015). This demands a high number of qualified and experienced teachers. Turnover of teachers in the Ethiopian context at primary and secondary levels is one of the major challenges that schools are facing. For instance, Study conducted in the Gambella Regional State in 2004, the turnover rate of secondary school degree holding teachers was 20% (Temesegen, 2005). In Oromia secondary school teachers' turnover in 2006 was 17% (Motuma, 2006). Similarly in research conducted in government Secondary Schools of Oromia Regional State, 4282 teachers left the profession from 2010/11-2014 period (Abdsia Abadu, 2015). Whereas from 2013/14- 2016/2017 in government primary Schools of Amhara Regional State, average turnover was 14% and in south Gondar in the same period, 15% average teachers' turnover

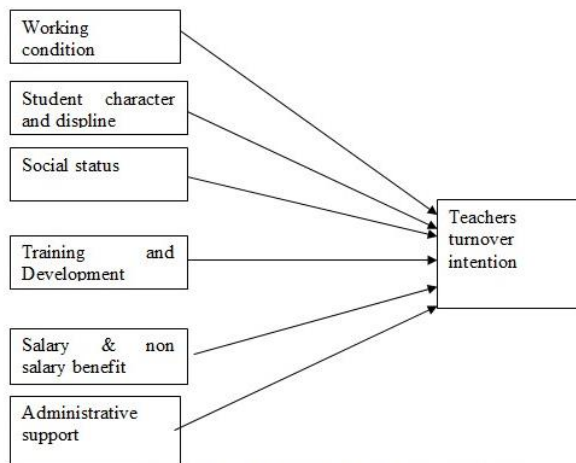
were registered which is found in Amhara education bureau annual report (ANRSEB, 2016). In 2016 a preliminary review were made in the Estie district and the recorded data shows that primary teacher turnover was around 102 (9%) (Este Wereda Education Office, 2016).

This shows that the prevalence of teachers' turnover is increasing and high teachers' turnover has become a problem for government schools in Ethiopia. Well experienced and qualified teachers leave position they held in government schools. Like ways Estie district government primary schools are the victims of this high teacher turnover. The currently 2016 year report indicated that 102 primary teachers were leaved the schools, hence the district is facing serious turnover of teachers and in turn the high turnover costs the schools and the district in terms of quality education, money and time.

Thus, studying the status of the turnover intention and its factors is very decisive so as to help the government to take necessary remedies on the issues. In addition, the few Studies conducted in area so far in Ethiopia. Hence, there is a need for further research on the issue of turnover intention in primary schools. Therefore, this study was designed to investigate the determinant factors affecting teacher turnover intention in primary schools of Estie Woreda/district/. Hence, the researchers was attempt to answer how does working condition, student character and discipline, social status given to teaching , teachers and administration support, salary and non salary benefit and training and development affect teacher turnover intention.

Conceptual Framework

This conceptual framework is designed by the researcher after the necessary literature is reviewed. This conceptual framework demonstrates those factors which determine teachers' turnover. Variables described in the separate boxes are independent variables that affect the dependent variable teacher turnover.



Source: adapted and modified from the reviewed literature

2.5. Objectives of the Study

- To determine the utmost important determinant of teacher's turnover intention
- To see the effect of each determinant factor on teacher's turnover intention in the study area
- To see the relationship between each determinant factor with teacher's turnover intention in the study area.
- To identify the possible strategies for reducing teacher turnover

1.1. Hypothesis

Based on the multiple linear regression result the researcher has proved their statistical significance and decided on accepting or rejecting the already developed hypothesis. Totally, there were eight hypotheses developed as explanatory variables in the regression analysis.

H1: working condition, has a significant effect on teacher's turnover intention

H2: Student character and discipline factor has a significant effect on teacher turnover intention

H3: Social status has a significant effect on turnover intention

H4: Administrative support has a significant effect on turnover intention

H5: Salary and non-salary benefit systems has a significant effect on turnover intention

H6: Training and development opportunities have a significant effect on turnover intention

3. METHODOLOGY

This study was descriptive and predictive research design to establish the degree the determinant factors affecting teacher's turnover intention.

The data were collected from both primary and secondary sources. The main sources of data for the study were current teachers working in primary schools in Estie district through a closed ended questionnaire. These were used as primary sources for the study. On the other hand the official statistical data reports obtain from the district education office was used as the secondary sources of data for the study.

The target population in the study was the teachers of selected public full cycle primary schools in Estie woreda/district/, South Gondar zone, in the Amahara National Regional State, Ethiopia. According to Estie district Education office 2016/2017 annual report, there are 63 government full cycle primary schools. Among these 63 schools a total of 20 full cycle schools is selected as a sample population by using random sampling techniques. And in the selected government secondary schools there are a total of 469 teachers out of these 168 teachers were taken by using Yamane formula (see below). By using a proportional stratified sampling technique, 168 samples were taken from the study area. This technique was chosen because it enables to get proportional sample teachers from each school.

As stated above, the sample size of the study is determined based on the following simplified formula proposed by Yamane 1997 (as cited in

Israel, 2003) by considering the above size of target population:

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{469}{1 + 469(0.06)^2} \quad n = 168$$

When, n is sample size, N is the population size and e is the level of precision. A 95% confidence level and e = 0.05, was assumed for the purpose of determining sample size for this study. Accordingly, the sample size for the study is calculated as follows. Out of this total sample size, 50% (89) of the respondents will be female and the remaining with the same proportion 50% (89) will be male current teachers.

The above formula required a minimum of 168 respondents and this study was carried out on 168

respondents. A total of 168 current teachers selected as a sample and the sample was distributed by using proportionate stratified sampling criteria (Birchalley, 2004). The assumption of stratified random sampling technique should be clear here. Proportion = $\frac{n}{N}$, thus, $\frac{168}{469} = 0.3582$. Sample size in each stratum should be multiplied by this proportion to get the size of the actual sample to be taken from each stratum. For example, to get the total samples taken from Mabe primary school, we can multiply total number of teachers (42) times the above proportion (0.3582), i.e., $42 * 0.3582 = 15.0444$. The same calculation can be used for the rest schools. To calculate the total sample size of this study, we multiplied 469 by 0.3582; the result is 167.99, which is approximately 168.

Table 1: Total Sample Size by Using Stratified Sampling

	Sample Schools (full cycle primar)	Total number of teachers			Sample teachers		Total sample teachers
		Male	Female	Total	Male	Female	
		1	Mabe primary school	19	23	42	
2	Mekre kuskvam primary school	12	9	21	5	3	8
3	KomaFasilids primary schools	22	11	33	8	4	12
4	Gibasra primary schools	14	13	27	5	5	10
5	Biray primary schools	7	6	13	3	2	5
6	Samena primary schools	12	5	17	4	2	6
7	Leway primary schools	22	17	39	8	6	14
8	Libete primary schools	13	9	22	5	3	8
9	Asemra primary schools	11	7	18	4	2	6
10	Arushe primary schools	9	10	19	3	4	7
11	Dibana primary schools	7	12	19	3	4	7
12	Wuchiba primary schools	11	5	16	4	2	6
13	Madoye primary school	7	11	18	2	4	6
14	Kidame gebeya primary school	19	8	27	7	3	10
15	Batelows primary school	14	12	26	5	4	9
16	Marmergecha primary school	13	11	24	5	4	9
17	Arida primary school	14	8	22	5	3	8
18	Genko primary school	11	9	20	4	3	7
19	Dagote primary school	16	8	24	6	3	9
20	Durmage primary school	13	9	22	5	3	8
	Total	266	203	469	95	73	168

Source, own survey

3.1. Instrumentation

The following instruments were employed to collect the necessary information for the study. In the study a questionnaire with close ended questions were adopted and modified from a different researcher for current teachers. Six independent variables and one dependent variable are included in this research. Responses were recorded using a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree) and the questionnaires were modified and adopted from the following scholars and researchers.

Work condition adopted from Lester (1982) teacher job satisfaction questionnaires and from the following sated scholars. Working condition regarding Perceptions of participatory management practices was assessed by five items taken from the original work of Mohr (1971) and Hrebiniak (1974) cited in Soonhee Kimf (2005). The Cronbach's alpha for this section of the survey was calculated as. 87. And the other from Cha (2008) was adopted and the coefficient alpha for the four resources is 0.86. Concerning school administration support was taken from Ingersoll (1999). Salary and non

salary, benefits were adopted from Balzer et al. (1997); Dabke et al. (2008). Perceptions of training and development (career growth) were taken from Balfour and Wechsler (1996) as cited in Soonhee Kimf (2005). The Cronbach's alpha for these two items was .83. And also training and development opportunities taken from Balfour and Wechsler (1996) cited in Soonhee Kimf (2005). Regarding the status given to teaching and teacher the questionnaires are adopted from Lester (1982) teacher job satisfaction questionnaire. Concerning the dependent variable turnover intention was modified from Michaels and Spector (1982).

4. RESULT AND DISCUSSION

4.1. Regression Analysis

A regression model was used to test how the determinant factors have an effect on teacher turnover intention. Coefficient of determination R Square is the measure of the proportions of the variance of the dependent variable about its mean, which explained by the independent or predictor variables (Hair etal, 1988 as cited in Chou, 2008). The higher value of R Square denotes greater explanatory power of the regression equation.

Table 2: Model Summary of total determinant factors on turnover intention (Dependent variable: Turnover intention)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.854 ^a	.729	.718	.63834	68.637	.000

a. Predictors: (Constant), Training and development, social status given to teaching and teachers, student character and discipline, salary and non salary benefit, administration support, working condition.

Source: Own survey

The value of R^2 is .729, which tells us that Training and development, social status given to teaching and teachers, student character and discipline, salary and non salary benefit, administration support, working conditions can account for 72.9% of the variation in turnover intention. There might

be many factors that can explain this variation, but our model, which includes only predictor variables, can explain approximately 73% of it. This means that 23% of the variation in turnover intention cannot be explained by the predictor variables. Therefore, there must be other variables that can influence turnover intention.

Table 3: multiple linear regression result: Regression Coefficients

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	7.235	.203		35.566	.000
Working condition	-.266	.053	-.247	-4.979	.000
Student character and discipline	-.259	.052	-.234	-5.016	.000
Social status given for teaching and teachers	-.201	.053	-.183	-3.829	.000
Administration support	-.172	.056	-.155	-3.084	.002
Salary and non salary benefit	-.442	.063	-.348	-7.060	.000
Training and development	-.114	.053	-.110	-2.166	.032

Dependent Variable: Turnover intention

Predictors: (Constant), Training and development, Social status given for teaching and teachers, Student character and discipline, Salary and non salary benefit, Administration support, Working condition

Source: Own survey

Details are discussed as follows. The statistical result indicates that, all the explanatory variables are significant to predict the dependent variable (turnover intention) for this study. This is because p-value of predictor variables such as Training and development, Social status given for teaching and teachers, Student character and discipline, Salary and non salary benefit, Administration support and Working condition are less than an alpha value of 0.05.

4.2. Hypothesis Testing

Based on the multiple linear regression result the researcher has proved their statistical significance and decided on accepting or rejecting the already

developed hypothesis. Totally, there were eight hypotheses developed as explanatory variables in the regression analysis. On the bases of the standardized coefficient of beta and p-value, the hypotheses of the study were tested and the results have presented as below.

Hypothesis-1: working condition, has a significant effect on teacher's turnover intention

The result on the above table shows that working condition, has a significant negative effect between working condition and Turnover Intention ($\beta = -.266$, $p < .005$). Hence, one unit increase in working condition can result in 0.266 decreases in Teachers turnover intention. Therefore, the first hypothesis

have accepted. The results in this study show consistency with the outcomes from previous studies such as Habtamu (2016) and Cha (2008) reported that there is a significant negative relationship between working condition and turnover intention. Therefore, the finding of this study and the previous one shows that working condition, has a significant contribution to predicting turnover intention.

Hypothesis-2: Student character and discipline has a significant effect on teacher turnover intention

Student character and discipline indicate that a negative significant effect on turnover intention ($\beta = -.259$, $p < .005$). Hence, one unit increase in student character and discipline can result in 0.259 decreases in teacher's turnover intention, indicating that when the behavior and character of students are increased by one unit, teachers are expected to leave their organization. One could see from the study result that there a consistency from previous studies. Betru (2014) and Cock burn and Hayder (2004) had found and reported that major triggering factor for teacher turnover and intended to leave was student character and discipline problems.

Hypothesis-3: Social status given to teaching and teachers has a significant effect on teacher's turnover intention

Social status given to teaching and teachers and turnover Intention has a low but a negative significant effect on the teacher's turnover intention at $\beta = -.201$, $p < .000$. Hence, one unit increase in social status can result in 0.201 decreases in teachers' turnover intention, indicating that if the society around them respected them, they stayed a long time in their school. In other words, their turnover intention to leave their organization (school) reduces while the society gives the necessary value to them. This study is in line with the previous researchers such as Betru (2014) and Manna and Tesfay (2000). They found that the society at large has developed a low opinion of the teaching profession or to the professionals and this low social status given to teachers by the society is one of the outstanding reasons that teachers pushed to leave the profession.

Hypothesis-4: Administrative support has a significant effect on teacher's turnover intention

The fourth hypothesis also deals whether administrative support has a significant effect on turnover intention or not. The study result proved that working administrative support has still a low and negative significant effect on turnover intention at $\beta = -.172$, $p < .05$. Hence, one unit increase in Administration support can result in 0.172 decreases in teachers' turnover intention, indicating that teachers attempting to leave their organization if there is an administrative support from the school principals. In principle, if there is a good administrative support in the school, the teachers stay in their school/or profession. The negative result proves this fact. A study conducted by Rafique and Muhammad (2016) reported that administration (managerial) support has a negative and significant effect on turnover intention. This shows, according to Kahn & Qadir (2016) that if the principals can further long term relationship with teachers which is likely to result in better performance and commitment and loyalty.

Hypothesis-5: Salary and non salary, benefits system has a significant effect on teachers' turnover intention

The fifth hypothesis also deals about whether salary and non salary benefit systems have a significant effect on turnover intention or not. The study result ensured that salary and non-salary benefits have a significant negative effect on turnover intention at $\beta = -.442$, $p < .005$, to mean that one unit increase in salary and non-salary benefit system can result in 0.442 decreases in teacher's turnover intention. In principle, school teachers wouldn't stay in their profession/school while their salary and other incentives couldn't support to stay there. If their salary and other benefits are improved in their organization, teachers want to stay in their profession and school as well. A study conducted by Habtamu (2016) and Gebremedhin (2013) reported that salary and non-salary benefit could not support teachers in order to stay in their organization/profession, in other words, their study indicated that salary and other benefits were a negative and significant effect on turnover intention.

Hypothesis-6: training and development has a significant effect on teacher's turnover intention.

The finding indicated that training and development has its own effect on teacher's turnover intention. The current finding stated that training and development has a low and negative significant effect on the teacher's turnover intention at -0.114 , $p < 0.05$, indicating that teachers decrease their turnover intention if there is an adequate level of training and development. It is known that training and development provide efficiency and effectiveness towards teachers, which implies that if employees have got equal access in training and development, there is a probability of staying in their profession/organization. In the absence of an equal access of training and development in their profession, it is difficult to assume teachers are staying in their profession/organization. Kahn & Qadir (2016) reported that if teachers do not find sufficient opportunities for their career growth shall an option to leave the present employer as soon as they find an alternative, resulting high turnover intention. Other scholars also ensured that there is a significant negative effect between training and development (career growth) and turnover intention (Rafique and Muhammad, 2016; & Abebe, & Woldehanna, 2013).

5. CONCLUSION

This paper focused on the factors affecting turnover intention of teacher in government primary schools of Estie district, Amhara regional state, Ethiopia. It is concluded on the basis of results of study that turnover intentions is inversely related with the good working condition, good student character and discipline, high social status given for teaching and teacher, good administration support, fair salary and non salary benefit system and good training and development. Moreover, the finding of the research clearly illustrated that the degree of those identified factors have different influences on the teacher turnover intention. Thus, it has noted that salary and non salary benefit, working conditions and student character and discipline factors have higher scores. Therefore, Estie district primary schools and education office further focus on these area and improve them to reduced teacher turnover intention with an aim to deliver quality education and make competitive students in this fast growing situations.

5.1. Recommendation

Based on the results of the study the following were recommended to reduce teacher turnover intention and maximize teacher retention in the primary schools of that district:

- Although the results of a single survey cannot in themselves be considered as a solid foundation for making decisions, the results of this study suggest that interventions should be carried out to reduce the teacher' turnover intention in the district.
The government should improve the salary of teachers and afford other non-salary benefits for teachers under manageable market situation. Examples of non-salary benefits include, houses (house allowance) and lower house rent option should be prepared for teachers, fair rewards for outstanding performance, creating a means of additional incentives specially per diem during staff meeting and when trainings are provided.
Government organs at different levels should initiate and encourage the society to give great respect for the teaching profession and the teachers. Hence, they understand that teaching profession as well as teachers is the base for all other professions.
- Government should give attention to the recruitment of trainees for the teaching profession. That means the selection of trainees should be based on their interest rather than inducing them to join teaching. It should be a matter of getting job opportunities rather it should be a place where well academicians are joining the sector. This can be done by inculcating the love of teaching profession in the mind of new generation at a lower grade. And the teachers themselves were recommended to give value or respect for their own profession.
- Both school administrators and supervisors at different levels should be committed in providing participatory administrative system and good technical support and supervision for teachers.

- Teachers should be re-enforced to implement continuous professional development at the school level by preparing participatory panel discussion for teachers in the area of the status of the teaching profession.

5.2. Suggestions for Further Research

Teachers take a central position in providing quality education throughout the world. In attempting to see the teachers' turnover intention status of teachers in Estie district this study has gone some steps forward but this was not enough. To get a more explanation of teacher intention to leave, other variables, private schools and different level schools, teachers should be identified and included in future researches. Moreover, future researchers should select proportional and adequate number of respondents from different words and groups intended to be compared including age, gender, and work experience and level of education categories so that group comparison result will be reliable.

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