

**LEADERSHIP PRACTICES AND ITS CONTRIBUTION TO  
TEACHER RETENTION IN SECONDARY SCHOOLS  
OF GURAGE ZONE**

**MA THESIS**

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**AUGEST 2018**

**HARAMAYA UNIVERSITY, HARAMAYA**

**LEADERSHIP PRACTICES AND ITS CONTRIBUTION TO  
TEACHER RETENTION IN SECONDARY SCHOOLS  
OF GURAGE ZONE**

**A Thesis submitted to the Department of Educational Planning and  
Management, College of Education and Behavioral Sciences,  
Postgraduate Program Directorate  
HARAMAYA UNIVERSITY**

**In Partial Fulfillment of the Requirements for the Degree of  
MASTER OF ARTS IN SCHOOL LEADERSHIP**

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**August, 2018**

**Haramaya University, Haramaya**



## **DEDICATION**

I dedicate this thesis manuscript to my wife W/o Askale Tessema and my brother Bogale Ahuji as they have given me the strength and courage to achieve my dreams. They have encouraged me, tolerated me, and given me their unreserved love, care and support as I pursued this lifelong aspiration.

## STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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## **ABBREVIATIONS AND ACRONYMS**

**BA: Bachelor of Art**

**BSC: Bachelor of Science**

**CSA: Central Statistical Authority**

**E.C : Ethiopian Calendar**

**USA: United State of America**

**EDPM: Educational Planning and Management**

**ESDP: Education Sector Development Program**

**GEQIP: General Education Quality Improvement Program**

**ICT: Information Communication Technology**

**MoE: Ministry of Education**

**PASDEP: Plan for Accelerated and Sustained Development to End Poverty**

**PTA: Parent Teacher Association**

**SNNPR: South Nation Nationalities Peoples Region**

**SWOT : Strength Weakness Oportunities Treat**

## **BIOGRAPHICAL SKETCH**

The author was born on Nov 12, 1978 in Jemboro Town, in Gummer Wereda. He attended and completed his primary education in Jemboro School in Jemboro town, in Gummer Wereda. He continued his junior and senior secondary education at Arekit Secondary School in Arekit Town and completed in 1994. After completion of Secondary school, he joined the then Wachamo College of teacher education. Later on graduated Hawassa University with Bachelor of Arts Degree in Educational Planning and Management in 2006. Then, after serving as educational expert in SNNPR Regional State Bureau of Education and he joined Haramaya University to continue his post graduate program in Educational Leadership and Management in summer program in 2007.

## ACKNOWLEDGMENTS

First of all, I would like to praise thank my creator, the almighty God, for the blessing and guidance he has offered me from the very beginning of this thesis manuscript till the final write up.

Without the support of many, this thesis could not have been completed. I would like to extend my gratitude to my major advisor, Mr. Yirgalem Alemu (Assistant Professor), who devoted his time and knowledge to keep me on the right track through his comment comments. I am also grateful to my co-advisor, Mr. Tades Hailu (Assistant Professor), for his unreserved guidance to enrich the draft with constructive feedback even during inconvenient times.

I am very much thankful to my lovely wife W/o Askale Tessma, my brothers and sisters as it was through their strong initiation, encouragement and support that my postgraduate study became realized. I will be forever grateful for your strength, kindness, and endless love.

Finally, I want to thank all respondents for their willingness to contribute to the study by acting as a source of necessary primary data and information

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# LEADERSHIP PRACTICES AND ITS CONTRIBUTION TO TEACHER RETENTION IN SECONDARY SCHOOLS OF GURAGE ZONE.

## ABSTRACT ASCHALEW AHUJI

*The main purpose of this study was to identify the role of leadership to teacher retention in secondary school of Gurage zone. In order to conduct this study, a descriptive survey research method was employed to explore and describe the leadership practice and its contribution for retention of teachers. Six woredas were selected for the study using purposive sampling technique and 6 schools were selected for the study using purposive sampling technique. The data for the study was collected from 138 teachers, 6 principals, 7 vice principals, 6 supervisors, 5 PTA members were participated in selected schools. The respondents were selected for the study using simple random sampling for teachers and ability sampling for principal, vice principal, supervisor and PTA member. Research data collected through questionnaires were analyzed and interpreted using frequencies, percentages and mean values. Information collected through interview was analyzed qualitatively from the principal, vice principal, supervisor and PTA member. The study revealed that the major factors for teaching staff turnover rate are:- inadequate salary, working condition remoteness, students' disciplinary problems, poor administrative support, lack of motivation, low student academic achievement, lack of instructional materials and high workload. Among these factors, poor administrative support, inadequate teaching salary, working condition remoteness case, and students disciplinary problem were the dominant factor that contribute to teaching staff turnover. From the above mentioned core factors all are solve by school leadership except inadequate teaching salary. So leadership and stake holder of the school to increase retention rate of teachers' play a vital role for using different mechanisms by mobilize school community to solve the problem.*

## 1. INTRODUCTION

This chapter deals with the back ground, statement of the problem, objectives of the study, basic research questions, and significance of the study, delimitation of the study, limitation of the study and operational definition of the study.

### 1.1. Background of the Study

Leadership is important both as a social phenomenon and as a subject for scholarly research and theory (Hackman and Wageman, 2007). It is ubiquitous in politics, organizations, and common social discourse (Vroom and Jago, 2007). The study of leadership has attracted many researchers and produced a large volume of literature. Some scholars even claim that leadership has been the source of more extensive investigation than almost any other aspect of human behavior. However, after numerous studies on leadership, a general theory of leadership that explains all aspects of the process adequately are yet to be developed (Avolio, 2007). There are no dominant paradigms for studying leadership, and there is also little agreement about the best strategies for developing and exercising it (Hackman and Wageman, 2007).-

The success of any school is critically linked to the school leadership effectiveness. Effective leadership has a positive impact on organizational effectiveness. Organizational effectiveness is based on the effectiveness of the performance of leaders and staffs. Deming (in Gerny 2001), states that one of the most essential characteristics of quality managements is improving constantly the teaching learning process. It is the responsibility of the leader to establish good atmosphere for the teaching learning process. (Houston 2008) tried to remind school leaders that their job is to turn lights on, not off. They must create the environment and possibility of success. Working in partnership with staff, parents, pupils and the community, the principals articulate a vision and give direction to schools, which will lead them to effective educating. The principals' effectiveness could be described of their strong instructional leadership to support the staff in improving instructions for best and high academic achievement of the students. The school leaders should work on continuous and regular monitoring of performance and attendance for positive school climate and development (Harris, 2005).

The teacher turnover rate in education sector is higher than for any other sectors (Liu & Meyer, 2005). (Ingersoll and Smith 2003) stated that between 40% and 50% of all beginning teachers usually leave this profession after five years of teaching. The consistent teacher's turnover result into teacher shortage for increased student populations. Many studies of the West have provided evidence of teachers shortage issues in schools of various countries, i.e, U.S, (Edgar& Pair, 2005; Ingersoll, 2003; Liu & Meyer, 2005), Netherlands (Tigchelaar, Brouwer, & Korthagen, 2008), and HongKong (Choi &Tang, 2009). Many researchers of other countries like Australia have also highlighted this issue in schools (Goddard, O'Brien, & Goddard, 2006).

However, the issue of teacher turnover has moved from new and hot topic to a daily reality as schools must struggle to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain the most effective and potentially competent teachers (Guarino, Santibanez and Daley, 2006). A symposium made in America in (August 2002) states that, turnover for teachers are significantly higher than for other occupations. The symposium further noted, based on analysis of the most recent data from the national center for education statistics for the 1999-2000 school year, it was estimated that almost one third of America's teachers leave the field sometime the first three years of teaching, and almost half leave after five years. In many low income countries and rural areas, the rates of attrition are even higher. The attrition rate for those who enter through some alternative pathways can be as high as 60%. This teacher attrition is also true in Ethiopia which is one of the low income countries.

As strategies about the factors should be considered seriously to avoid the turnover issues of teachers. Because these factors lead to job teachers job satisfaction which results to superior performance and retention of school teachers in the long run. Also it is very important to motivate teachers to perform well. According to Mary (2010), both intrinsic and extrinsic motivation leads to teacher's superior performance. These motivational factors such as allowances, salary and recognition etc impact positively on their satisfaction which results into their effective performance as well.

The teachers can be retained successfully only if they are satisfied with their jobs. The job satisfaction leads to their superior performance and retention as well. Therefore, the motivation is a mechanism through which the teacher's can be loyal to the schools. Only motivated teachers perform well and produce good results by delivering the quality education to students. Teachers are the creators of future leaders. Thus, there is truly need indeed to keep teachers satisfy from their jobs and careers. They are not only produce good quality leaders of future but also contribute in the development of any country by education the future generation.

## **1.2. Statement of the Problem**

In the context of Ethiopian education system, the shortage of qualified teachers is an issue that does not seem to be going away and for which a solution seems still to elude policy makers. Among other things the turnover of teachers is seen as a threat to instructional quality and a barrier to the national policy efforts to improve participation rate. In connection with this, despite the hard work to increase the supply of teachers and improve their professional capacity, there is still lack of qualified secondary school teachers (MOE, 2005). Terry L.A and Kritsonis W.A, (2008) stated that school staffing problems are primarily due to excessive demand resulting from a revolving door where large numbers of qualified teachers depart their jobs and their position are filled with unprepared and unqualified teachers. To the obvious shortage of teachers in general secondary schools, where supply and demand of teachers doesn't match, attrition of teachers adds to the existing problem in Ethiopia (Mulugeta, 2010).

(Manna and Tesfaye 2000) found out that the problem of teachers turnover is still prevailing even though some improvements in the implementation of policies and strategies are exercised. Beside to these, studies of Motuma and Dereje (2006), Mulugeta (2010), and Taye (2011) also found that teachers are still leaving their schools in different states of Ethiopia. Moreover all of the recent studies discovered that the rate of turnover in different states of Ethiopia is more than 11%. For instance Motuma's study which Covered the year 2000/1-2003/4 showed that 17.6% of teachers in Oromia region left their school in those four years while Dereje's study which covered year 2002-2006

revealed that 13.3% of teachers left the school of SNNPR voluntarily and study of (Melkam,2012) cited in (Motuma,2006) covering year 2009-2012 also revealed that 11.3% of teachers left general secondary school of Addis Ababa

There is a great gap between high rate expansion of secondary school as well as rapid growth of student's 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 secondary schools. One of the reasons for the shortage of qualified teachers is teacher turnover. One cause of teachers attrition in selected regions of Ethiopia; (Motuma 2006) indicates that means within the year of (2001-2004) the average rate of teacher turn over in the Oromia government secondary school was 17%. Many local researchers like (Menna 2000) and (Tsfaye 2003) express their concern about the major factors for teachers turn over and its significance of the problems of teacher departure from their jobs in our country. Their major finding showed that inadequate salary, low social status, low commitment for teaching professional and students' characteristics were the dominant causes for teachers turn over.

(Dereje 2007) on teachers' turnover in South Nation Nationalities and People Regional State of Ethiopia. Their major findings show that turnover was caused by the economic problems, administrative inefficiency and unfavorable working conditions however they had not revealed the perceived influences of staff turnover on school management effectiveness and the student's academic performance It is a fact that teachers being one of the major quality inputs, teacher turn-over negatively affects the delivery of quality education. As (Ingersoll 2001) explained turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activity

According to (Sun and Pang 2003) the critical situational factors of educational leadership are environmental, organizational structures or organizational roles, nature and maturity level of the staffs, and characteristics of the organization. It is clear that while innate characteristics influence the capacity to lead, many leadership qualities can be

learned or acquired. (Hargreaves and Fink 2000) identify various problems that cause the failure of schools to sustain innovations. According to them, leadership succession, staff recruitment and retention, school size, district and policy context and community support, are crucial in sustaining a schools innovative character. Hence, leading an organization involves much more than managing. Leaders need to have a vision and should possess good interpersonal and group skills, and should be able to be creative and innovative in leading organizational members towards the accomplishment of organizational goals.

This research is differ from the above mentioned other research study because the researcher focus on leadership practice and its contribution on teacher retention. In addition to this help to design strategies to tackle teacher turn over, to magnify leadership role related to secondary schools teachers in Gurage zone particularly and in Ethiopia in general. The Gurage zone and city administration, as part of governmental structure, could not be free from such implementation problems. Hence, the improvement of quality teaching and learning in the secondary and preparatory schools in the zone faced several challenges. From the challenge low academic performance, shortage of teacher, less participation community, unable to visionary and competitors. The root cause of these problems are secondary schools teachers turn over, so the researcher conduct to fill this gap and to answer the following basic questions.

### **1.3. Research Questions**

To systematically examine the problem teacher turnover the researcher was formulate the following four basic research questions.

1. What is the status of teacher's turnover in secondary schools of Gurage zone?
2. What are the factors that contribute to teachers' turnover in secondary schools of Gurage zone?
3. To what extent the school leadership are executing their roles in retaining teachers?
4. What efforts have been made so far to mitigate teachers turn over in the secondary school of Gurage zone?

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The objective of this study was to identify the role of instructional leadership for retention of secondary schools teachers in Gurage zone.

### **1.4.2. Specific Objectives**

1. To assess the status of teachers turnover in secondary schools of Gurage zone.
2. To identify the factors that affect teachers turnover in secondary schools of Gurage zone.
3. To identify the school leadership executing their roles in retaining teachers secondary schools of Gurage zone.
4. To understand the effort made by leader ship to mitigate teacher turn over in selected secondary schools of Gurage zone.

## **1.5. Significance of the study**

The objectives of this study was to investigate the factors that influence teachers' decisions to leave the schools, and to analyze aspects in which the loss of these qualified and experienced work force affect the relative performance of school management, students and the practicing teachers in secondary schools. The findings have been also set strategies to reduce loss of experienced teachers and its impact on students' academic performance. Indicate and suggest possible solutions to minimize teacher turnover and increase teachers' retention. Create awareness among policy maker educational planners, teachers, school administrators and other concerned bodies. Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. It also stimulates other researchers to conduct further investigation on the problem and motivate other researchers to undertake further study on the area.

## **1.6. Delimitation of the Study**

This study was delimited to SNNPR in Gurage zone. In Gurage zone 13 woredas and 2 city administration, from the above mentioned zone and city administration then study was conducted in six woredas on six secondary schools. These are Jemboro, Moch, Qetregedra , Quante, Bad and Wedaka. The method used to select those six woredas purpose fully because by the number of turnover rate. The study was conducted to assess leadership practice and its contribution to teachers' retention in secondary schools of Guraghe zone. The general status, figures and information were obtained from zone education sectors indicate that much of the problem. The selected secondary schools findings of the study were generalize the whole turnover rate of the zone because it is very wide to reach the whole.

## **1.7. Limitation of the study**

There were a number of problems which the researcher faced while conducting the study. One of the problems that the researcher faced while conducting the study was the difficulty of collecting data with electronic records. The other problem was that in some of the selected secondary schools, there were no organized documents concerning those teachers who left teaching profession. As a result the researcher attempted to use the data available at woreda and zone levels. Besides the school supervisors at woreda level were busy in a serious of meeting to provide information for the researcher's interview. Researcher attempt to solve the above mentioned problem in different mechanisms such as organizing the document school leader that relate with the study, keep until finished the meeting to interview.

## **1.8. Operational Definition of terms**

**Contribution:** - something that you contribute or do to help produce or achieve something together with other.

**Leader:-** sets a clear vision for the organization, motivates employees, guides employees through the work process and builds morale.

**Leadership:** - The art of motivating a group of people to act towards achieving a common goal.

**Practice:** The application of knowledge to effect change in teaching and learning process.

**Retention:** - the ability to produce teacher mobility and provide more stable learning condition in school.

**Secondary schools:**-refers to school system established to offer secondary school education for 9-10 and 9-12.

**Teachers:** - one of the most influential and power full force for equity, access and quality in education and sustainable goal.

**Turnover:** An event or occurrence that involves employees quitting employment as a consequence of dissatisfaction or getting better employment elsewhere.

## **2. REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literature. The review focuses on issues like, definition of leadership, concept of leadership Factors Influencing on Retention of School Teachers, School Contextual Factors and Teacher Turnover, Possible Strategies to Reduce Turnover, school leadership development in Ethiopia context, Ethiopian education policy in relation to leadership and the role of leadership.

### **2.1. Definition of Leadership**

(Armstrong 2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able for effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. According to (Yukl 2006) leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objective. This definition of Yukl includes efforts not only to influence and facilitate the current work of the group or organization but also to ensure that it is prepared to meet future challenges.

According to (Day 2000) leadership is creating and maintaining a sense of vision, culture and interpersonal relations. However, management is coordinating, supporting, and monitoring the activities of an organization. (Squires 2001), leaders are concerned with spiritual aspect of their work, that is, they have followers who deeply believe in them and they possess a latent power in organizations. Leadership is a complex process by which a person influences others to a mission, task, or objectives and directs the organization in a way that makes it more cohesive and coherent. A leader carries out this process by applying the leadership attributes, which include their beliefs, values, ethics, characteristics, knowledge and skills.

According to (Kumar and Mittal.R,2001) defines “ leadership is the most crucial concept in the organization and process of influencing, constitutes organizational change promotes visions, creating, forward,looking, strategic thinker, honest, fair minded,

courage's, supportive and knowledgeable as to attain the organizational goals. To sum up, the definition of leadership is much diversified and multi meaning. However, most writers have one thing in common that leadership is about influencing a group of people towards desired organizational objectives. At the core of most definitions of leadership are two functions: providing direction and exercising influence. Each of these functions can be carried out in different ways, and such differences distinguish many models of leadership from one another.

As Yukl notes, leadership influences the interpretation of events for followers, the choice of objectives for the group or organization, the organization of work activities to accomplish objectives, the motivation of followers to achieve the objectives, the maintenance of cooperative relationships and teamwork and the enlistment of support and cooperation from people outside the group or organization (Wahlstrom,2004). Some will argue that such a definition seems overly bureaucratic or hierarchical, although it need not be interpreted as such. Nor is it a very precise way of defining leadership and may be vulnerable to the occasional charge that such lack of precision severely hampers efforts to better understand the nature and effects of leadership. But leadership is a highly complex concept. Like health, law, beauty, excellence and countless other complex concepts, efforts to define leadership too narrowly are more likely to trivialize than clarify its meaning.

## **2.2. Concept of Leadership**

Leadership is an integral part of work and social life. In fact in any given situation where a group of people want to accomplish a common goal, a leader may be required. Leadership behavior occurs in almost all formal and informal social situations. Even in a nonformula situation such as a group of friends some sort of a leadership behavior occurs wherein one individual usually takes a lead in most of the group activities. You may have observed this in the group of your friends too. Sometimes you may have also seen how the change of situation leads to emergence of a new leader in a group. You also know leadership behavior occurs in political and organizational set-up, where in the leaders may or may not be having formal authority but may exhibit leadership behavior

by influencing people to work towards common goals (Bolden, 2004). He also added that one way often used to clarify the meaning of leadership is to compare it to the concept of management. Some of these comparisons seem largely unhelpful, as in (Bennis and Nanus'1985 as cited in Leithwood,2005) claim that management is “doing things right” and leadership is “doing the right things”. More helpful, we think, is a distinction offered by (Kotter 1990, as cited in Leithwood, 2005). According to this source, management is about producing order and consistency, whereas leadership is about generating constructive change. Adopting this perspective, the primary effect of organizational leadership would be significant change in a direction valued by the organization. In practice, of course, distinguishing between leadership and management behaviors can be extremely difficult. This is because the distinction rests not on the nature of the behavior but its effects. If behavior produces order and consistency then it must be management; if it produces change in a valued direction it must be leadership.

Developing plan coordinating curriculum and instruction to practice instructional leadership is very crucial and the role instructional leadership in creating and facilitating working environment, in enhancing teacher professional development and improving school outcomes is central to mission and vision realization. Leading school members towards in vision goal among other requires focussing on the issue of class room instruction (Richard ,D,2003).

### **2.3. School Leadership Development in Ethiopia Context**

The principalship in schools is one of the influential administrative positions in the success of school plans. With respect to the historical background of principalship, the authorities give their own argument. According to (Knezevich cited in Ahmed, 2006) the origin of principalship can be traced back to 1515 at the time of Johann Strum of USA. The position developed from classroom teacher with few administrative duties to principal teacher and then to supervise principal. In the history of the Ethiopian education system, the principalship traces its origin to the introduction of Christianity in the ruling era of King Ezana of Aksumite kingdom; around the fourth century A.D.

Teshome ( cited in Ahmed, 2006) stated that Ethiopia for a long time had found schools for children of their adherents. However, the western type of education system was formally introduced into Ethiopia in 1908 with the opening of Menelik II School. According to (Ahmed 2006) the history of the principal ship in Ethiopia was at its early age was dominated by foreign principals. In all government schools which were opened before and after Italian occupation, expatriates from France, Britain, Sweden, Canada, Egypt and India were assigned as school principals.

The Ethiopian school heads were directly assigned in elementary schools without competition among candidates. After 1960 it was a time that Ethiopians who were graduated with a BA / BSC degree in any field were assigned as principals by senior officials of the MOE. The major criteria to select them were educational level and work experience (MOE, 2002). However, in the first, few decades of 1960s graduates of BA degrees in pedagogy were directly assigned in secondary schools.

#### **2.4. Factors Influencing on Retention of School Teachers:**

The literature of teachers' retention has identified following of the major factors that impact on school teacher's turnover intentions.

##### **2.4.1. Teacher Characteristics**

Studies have found that teacher background characteristics and work experience influence turnover (Boyd,D., Grossman,p.,Ing,m.,Lankford,h.,&Wyckoff,J.2011).For instance, young and old teachers most likely to quit their jobs than the middle-aged ones (Allensworth, Ponisciak, & Mazzeo, 2009; Guarino, Santibanez, & Daley, 2006; Johnson et al., 2005). Studies have also have linked teacher quality measures to turnover intentions. For instance, teachers with high qualifications which they measure by their own degree scores have more intentions to leave teaching ((Boyd,Grossman, Lankford, Loeb, & Wyckoff, in press; Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2005; Goldhaber, Gross, & Player, 2007; Hanushek, Kain, O'Brien, & Rivkin, 2005). However, teachers who focus more for being effective teachers by measuring the test score gains of the classroom students are less intended towards job turnover On the other

hand, many researchers found no significant relationship between teacher gender, race, or ethnicity to turnover (Allensworth et al., 2009; Guarino et al., 2006; Johnson et al., 2005).

#### **2.4.2. Student Body Characteristics**

Several researches have examined the relationship between student body characteristics and turnover intentions of teachers by utilizing large-scale, longitudinal data sets. These studies found that schools with more low-income background or with low-achievement potentials experience high teacher turnover (Boyd et al., 2005; Carroll, Reichardt, Guarino, & Mejia, 2000; Hanushek et al., 2004; Scafidi et al., 2005). For instance, according to a study conducted in New York there was 15% and 27% teacher's turnover in the low performing schools and high performing schools respectively (Boyd et al., 2005). Some other studies found that teachers are most likely to stay at schools with high achieving students (Scafidi et al., 2005; Hanushek et al., 2004).

#### **2.4.3. Teachers' Satisfaction with Their Salary**

Teachers' salaries contribute in their retention. Researchers found the low salary as the main predictor of teacher attrition and turnover (Murnane & Olsen, 1989; Shen, 1997; Stinbrickner, 1998; Theobald, 1990). Good or increase in teacher's compensation may reduce turnover intentions of teachers, since many studies have found that low salaries were the main predictor of teacher turnover behaviors' (Liu, X.S., 2007., Loeb, S., Darling-Hammond, L., & Luczak, J. et 2005). Other studies have recommended high teacher salary as an effective strategy to reduce the turnover issues of teachers (Ingersoll and Smith, 2003; Kelly, 2004). Studies also found positive relationship between salary and job satisfaction of teachers. For instance, (Perie et al. 1997). found apposite relationship between salary and teachers job satisfaction. Similarly, (Shann 1998). Stated as low salaries cause teachers' job dissatisfaction. The study conducted by (Liu and Meyer .2005). found that low teacher compensation was the major factor of teachers dissatisfaction by their job. Unfortunately, very little research has focused on the relationship between teachers' satisfaction with their salary and administrative support (Boyd et al., 2011).

#### **2.4.4. Working Conditions**

(Ingersoll and Smith 2003) found that more teachers leave their jobs due to working conditions that include lack of school administrative support, student discipline problems, poor student motivation and lack of decentralization indecision making process regarding classroom by the teachers) than that of other reasons such as (Chang, & Kim in 2011) also observed that working conditions have emerged as the main source of teacher job dissatisfaction and teacher turnover. Similarly (Marvel et al. 2007) showed importance of working conditions in retention of school teachers.

#### **2.4.5. Teaching Experience**

Turnover issues of teachers are more commonly occur during the first few years of teaching (Ingersoll & Smitha, 2003).According to (Liu 2007) first-year teachers are intended more towards leaving the teaching profession than experienced teachers, and mostly the beginning teachers leave teaching profession in their first five years of service. (Luekens .2004).also indicated that teachers with one to three years of experience were more likely to leave the profession then more experienced teachers. (Ingersoll and Smith 2003) found that two-thirds of former first-year teachers described that the teaching dissatisfaction was main reason for leaving the teaching profession. (Stockard and Lehman 2004) indicated that social support and school management were major factors that significantly impact satisfaction and turnover issues of new teachers. In contrast, (Perie et al. 1997) found that more experienced teachers reported lower levels of job satisfaction than the less experienced teachers, and that administrative support had influence on great teachers' job satisfaction than years of teaching experience.

#### **2.4.6. The Principal Leadership**

Many studies have revealed the impact of leadership behaviors on organizational outcomes According to (Pierce and Fenwick 2002), the contemporary principal must behave like a instructional leader to develop teachers. (Buckingham and Coffman 1999) found that the quality of the relationship between staff and their supervisors or principals

has significant impact on staff productivity and loyalty. The principal of school is the main leader who not only handles the schools' operations but is also responsible for the growth of teachers' career as well. According to studies a successful school principal is the leader of school and impacts a lot on teachers' intention to stay in teaching profession because he influences the behaviors of teachers towards the teaching (Minarik, Thornton, & Perreault, 2003).

## **2.5. School Contextual Factors and Teacher Turnover**

According to many studies school contextual factors i.e teacher influence, safety, administrative support, student behavior, staff relations, facilities have a significant relationship with the turn-over intentions of teachers (Darling-Hammond, 2003; Glaser, 2003; Hirsch & Emerick, 2007; Loeb et al., 2005). However, most of the previous studies relied on survey of teachers and were based on their perceptions and produce less accurate models (Boyd et al., 2011).

### **2.5.1. Teacher Influence**

Teacher influence indicates teachers' autonomy in their classrooms and to their ability to influence on school practices and policies. Teachers with greater autonomy appear to be more satisfied from their work and have intentions to stay in teaching in long run as well (Johnson, 2006). According to (Boyd et al. 2011) and (Allensworth et al. 2009), teachers who are given an opportunity to contribute in decision making and planning process regarding school matters, show great interest in teaching and usually have more intentions to stay in school.

### **2.5.2. Administrative Support**

According to (Borman and Dowling 2008), administrative support is the school's effectiveness in assisting or supporting teachers regarding student discipline, curriculum, instructional methods and adjustment to the school environment. (Leithwood and Jantzi.2006). stated that effective administrative support plays a vital role in school leadership practice sand includes its four dimensions i.e, building vision of school, development of specific goals and priorities, offering individualized Support and

development of a collaborative school culture.( Loeb et al.2005) revealed through survey data that lack of administrative support leads to turnover issues of teachers. In consistent with this agreement,( Luekens .2004).also found that nearly 40% of teachers left teaching profession due to lack of administrative support. (Boyd, Grossman, Ing, Lankford, and Wyckoff 2009) investigated the impact of school contexts in public schools of New York and found administrative support as a critical factor for teacher's retention. Another qualitative study identified huge impact of administrative support on leaving intentions of teachers (Worthy, 2005).

(Liu and Meyer 2005) suggested school leadership as a significant contributor to teachers' job satisfaction and intention to stay in teaching. Similarly many other studies have found positive impact of administrative support on teachers' job satisfaction and their staying or leaving intentions in teaching (Ingersoll and Smith, 2003; Perie et al. 1997; Ladd, 2009). The study of ( Choi and Tang 2009)described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. Similarly, (Shann 1998) concluded that the school administrators are responsible toward teacher job satisfy action .Administrative support refers to the involvement of principals and other school leaders in supporting teachers' tasks and to helping them in improvement of their teaching. Administrative support plays an important role in providing professional development opportunities to school teachers (Hirsch & Emerick, 2007). Multiple studies have related administrative support to staying intentions of teachers (Ladd, 2009)

Additionally, many studies have described the impact of leader ship and school working conditions on teacher retention decisions. (Waters, Marzano, and McNulty 2003) found through meta analysis of 70 empirical studies that school leadership impacts on student achievement as well as on performance of school teachers. Similarly (Seashore Louis, Anderson, and Wahlstrom 2004) and (Hallinger (2005) conducted literature rearview regarding school leadership and concluded that leaderships have strong influence on student learning through their impact on school teachers and structures. Other study

suggests that administrative support also impacts on the working conditions of school, such as the school safety and teacher influence (Johnson, 2006).

According to a recent study by the Charlotte Advocates for Education (CAE), *The Role of Principal Leadership in Increasing Teacher Retention*, principals is most successful in retaining teachers share five characteristics of successful of Entrepreneurs:

- They are visionary leaders who possess the ability to conceptualize goals for their schools and to implement the necessary plans.
- They are cautious risk-takers who value research and data, can analyze this data rapidly, synthesize important information and make good decisions quickly.
- They are self-motivated and tenacious in doing what it takes to make their school Successful.
- They are problem-solvers.
- They are committed to and passionate about their profession

### **2.5.3. Student Behavior**

(Kelly 2004) mentioned the importance of schools' behavioral climate for teacher turnover intentions and stated that student behavior is one of the main factors that cause them to leave the teaching profession. (Harrell and Jackson 2004) also found that student behavior was one of major factor for teacher's turnover. Many studies have revealed the high association of student behavior to teachers' job satisfaction (Ingersoll and Smith, 2003; Perie et al., 1997). Similarly,( Liuand Meyer 2005) also found that student behavior is significant as teacher's income with their dissatisfaction level.

(AlsoLiu 2007) stated that student behavior and classroom management impact more on first-year teachers' intention to leave and job satisfaction. The student characteristics, such as student behavior also influence teacher retention. In many studies the teachers has cited lack of student discipline and motivation as main reasons of leaving school (Elam, 1989;MacDonald, 1999; Tye & O'Brien, 2002). (Haberman and Rickards 1990) found through survey of teachers that they perceived student discipline as a main problem before starting and leave

#### **2.5.4 Staff Relations**

Staff relations refer to social and professional relationship of teachers with other teaching staff (Boyd et al., 2011). According to (Allensworth et al. 2009), when the teachers feel a collective responsibility towards improvement of school and enhancing students learning, then they show more intention to stay in that school. Many other studies found that positive relationship of teachers with their colleagues also impact on their staying intentions in school (Darling-Hammond, 2003; DuFour & Eaker, 1998; Glaser, 2003).

#### **2.5.5 Facilities**

According to (Boyd et al., 2011), facilities refer to the physical work places of teachers and the available resources to them. According to many studies, facilities have been associated to teacher career paths (Corcoran, Walker, & White, 1988; Darling-Hammond, 2003; Steuterville-Brodinsky, Burbank, & Harrison, 1989). Many studies have found through teachers survey that physical features of schools are reported as main predictor of turnover of school teachers (Loeb et al., 2005); (Buckley, Schneider, & Shang, 2005; Johnson, 1990). According to them teachers who perceive enough resources and facilities of schools, are more likely to stay in school for long run.

#### **2.5.6 Safety**

School safety means the school conditions that impact the psychological and physical well-being of teachers and students. Many factors indicate safety such as classroom misconduct and violence (Dinkes, Kemp, & Baum, 2009; Mayer & Furlong, 2010) or measurement of the perceptions of parents, students and teachers through surveys regarding safety in school climate (Anderson, 1982; Cohen, McCabe, Michelli, & Pickeral, 2009; Cornell & Loper, 1998). According to some studies, for instance (Duke, 2002), schools with less safety concerns are more able to provide a good working environment for teachers. On the other hand, the schools that struggle more to maintain a safe environment have usually difficulty in retaining teachers. (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2010).

## **2.6. Possible Strategies to Reduce Turnover**

The effects of turnover bring to attention the need to manage and control it. Consequently retaining employees remains a primary concern for many organizations (Weibo 2010). In this regard, (Epinosa 2010) cited in (Arega 2007), depicted that more attention should be paid to conditions within the profession in order to resolve teacher turnover by improving teacher salary, increasing support for beginning teachers, increasing teachers influence in school wide decision making, and reducing student discipline problems. As per (Firestone & Pinnel 1993) as cited in (Befikadu 2001), commitment to teaching and workplace have found to be enhanced by psychic rewards acknowledgement of teaching competence meaningful and varied work, task autonomy and participatory decision making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources and pay, and learning opportunities providing challenge and accomplishment.

(Armstrong 2000) emphasized that retention plan should be based on analysis of why people leave. Exit interviews may provide some information but they are not completely reliable because people rarely give full reasons why they are going. He further stated that, a better method is to conduct attitude survey at a regular interval. According to (Shaw 1999) cited in (Xaba 2003), “ in order to manage turnover we have to determine the key causes of turnover, it is then that we could develop a strategy to tackle the problem. Further emphasized retention strategies such as: holding executive accountable for employee retention and satisfaction ;recruitment and selection practices; allowing significant autonomy in job responsibilities; measuring pay competitiveness and satisfaction consistently; providing career opportunities; creating work environment that is preferred by top employees with a propensity to stay a Building the communication bridges between leaders and subordinates and among themselves, Creating and monitoring leadership credibility, Building teamwork among staff, Developing and monitoring supervisory leadership skills. Designing and implementing balanced, competitive and enough incentive compensations, Designing attractive compensation, considerations including salary. Ensuring full utilization of talent workers and analyzing turnover by tackling, reasons for leaving should be developed.

Good teachers are strongly attracted to school systems that focus on finding, keeping, and supporting good teachers. Effective teachers want to work in environments that support and appreciate them. They are sustained and nourished by other good teachers who become their trusted colleagues, coaches, and mentors and who share a commitment to creating a good learning environment for their students. Effective leaders attract effective teachers and together they create a great school environment where their teaching and learning can flourish (Darling-Hammond, 2010)

The quality of school leadership serves as an important indicator of the teachers' intent to leave their profession (Ladebo, 2005). It was found that the probability of the teachers leaving their profession negatively correlated with their perceived quality of leadership: if the teachers had a high regard for their leadership, they were less likely to leave the profession (Ladd, 2009). In a study of Hong Kong teachers' commitment trends, (Choi and Tang 2009) found that teachers in late-careers left their profession due to poor leadership qualities, or to increased administrative work. Poor leadership quality resulted in the teachers' perceptions of a lack of school support, which again resulted in a decreased commitment to the teaching profession. Thus, the quality of school leadership significantly determines the teachers' satisfaction and commitment, or their intention to leave the profession.

## **2.7. Ethiopian Education Program in Relation to Leadership**

( MoE 2008) stated that the government current vision for education development is described in the PASDEP, with the ESDP III serving as the overarching frame work giving high priority to quality improvement at all levels within the frame work of the ESDP V, the MoE has developed a general education quality improvement package (GEQIP).The general education quality improvement package composed of a number of components and sub components which are complementary to each other and form part of an integrated school effectiveness model. The presentation here after is structured around several components of the package, namely the development of teachers and leaders, curriculum, textbooks and assessment, planning of school improvement

resources are used by schools, the use of information and communications technology (ICT).

As stated (ESDP IV 2010) it is necessary therefore to shift attention to quality concerns in general and to those input and process which translate more directly in to improved students learning and which help change the school in to a genuine learning environment such as quality focused school supervision, internal school leadership, increased student participation and school community participation. The leadership of school is widely recognized as having crucial importance for pupil outcomes. Indeed, it is acknowledged as being second only to classroom teaching in terms of its influence on student learning, with the greatest impact found in schools where pupils' learning needs are the most acute (Leith wood et.al 2004).

The focus of education policies under ESDP IV will shift towards priority programs which address the challenges. The core priorities in the education system in the coming years can be grouped under five main themes. Adult education (with specific attention to functional adult literacy), strengthens the focus on science and technology, quality and internal efficiency: ensuring students completion and achievement, Improving management capacities and Equity in access: reaching the marginalized and unreached (FME 2010).

## **2.8. Functions of Leadership**

Regarding the functions of leadership,( Kotter 1996) described that leadership focuses on three important things: establishing direction, aligning people, and motivating and inspiring them to achieve pre-determined goals and objectives. This implies that rather than focusing on routine activities, educational leaders need to focus on strategic issues which will help design and implement major activities and in place system to allow members of the organization work towards the attainment of organizational goals and objectives.

Leadership role of school administrators is demonstrated in all aspects of the general duties of the school administration. Coordinator ship has to do with the initiation,

organization, motivation and direction of the actions of the members of an organization in specific situation towards the achievement of the objectives of the organization (Nneka, 2013). For example adult education programmers manager should effectively and efficiently plan, organize, coordinate, supervise, direct and control staff, learners, school climate/culture, curriculum/instruction and financial management of AEP in a way that will produce positive outcome. According to the Institution of Educational Leadership school administrators must rally all stakeholders including learners around the common goal of raising school effectiveness.

In stating the tasks of leaders, (Murray 2012) stated that the leader must simultaneously have great clarity of vision and strategy. It is not sufficient to merely dream of great things if one has no clue about how to achieve them. The leader must be able to dream and then to lead his people on a path that actually leads to the fulfillment of that dream. To be extraordinary is to be able to do both the ephemeral task of dreaming and the concrete task of translating the dream into an actual roadmap with milestones. Then it consists of finding people to fulfill the many roles that are bound to emerge because no leader can do everything himself. Without a team of highly competent and dedicated people to implement the strategy, the greatest of dreams must remain relegated to the realm of desires. Recruiting a team, inspiring them to give their best, training and directing them and finally watching them from the sidelines as they fulfill the tasks that they have been trained to do are all roles that the extraordinary leader must perform.

Leadership involves building and working in a team to transform a group to take it in a new direction or to surpass previous limits. A leader's role in an organization can be formally assigned by his or her position, like manager or department head, and it can also be informally assumed by an employee who possesses a certain charisma that attracts others to follow. As stated by Kadian the major leadership roles include setting a clear vision, motivating employees, guiding employees and building morale, coaching, being change agent and setting direction. As it is noted by( Bennis and Goldsmith 2010), there are four things that are believed central to the leader's work with his/her constituents: listening to constituents, responding to their hopes and concerns, inspiring

constituents to thought and action with his or her own vision or ideals and delegating work.

On another aspect, it is described that a leader must create a system that can take his legacy onwards, long after he has gone the way of all life. For personal charisma that remains untranslated into processes is destined to die with the leader – remembered with nostalgia perhaps, but of no benefit to those who come after (Bush, 2010). For any great enterprise to succeed, its leader must lead its transformation from being person-led to becoming process-driven. Failure to do this successfully invariably leads to the legacy of the leader not transcending the generation change.

## **2.9. The roles of school leadership**

(Liu and Meyer 2005) suggested school leadership as a significant contributor to teachers' job satisfaction and intention to stay in teaching. Similarly many other studies have found a positive impact of administrative support on teachers' job satisfaction and their staying or leaving intentions in teaching (Ingersoll and Smith, 2003; Ladd, 2009). The study of (Choi and Tang 2009) described the potential benefit of administrative support to reduce turnover intentions of teachers in an international context. (Similarly, Shann 1998) concluded that the school administrators are responsible toward teacher job satisfaction. Administrative support refers to the involvement of principals and other school leaders in supporting teachers' tasks and helping them in improvement of their teaching. Administrative support plays an important role in providing professional development opportunities to school teachers (Hirsch & Emerick, 2007). Multiple studies have related administrative support to staying intentions of teachers (Ladd, 2009).

Demonstrate strong leadership, leadership that is not afraid to take a risk the leader must be treated all teachers equally without any discrimination. build appropriate relationships with staff so they know the principal is a caring team member so all those team member have the same goal, knowing teachers as individuals and support teachers this is critical activity of school leadership because a number of teacher in the school they have a variety of behavior and attitude with in this variety of behavior and attitude lead

accordingly to the school rule and regulation, creating social opportunities within staff to build a sense of family in this case the leader facilitate level of agreement among the teacher, meeting with new teachers personally at least once a month strength collegial intimacy by socio activity ,ensure teachers believe the principal is their advocate and the principal is here to work for them the leader accomplish his task by transparency and by participator ,not vice versa ,remove barriers so teacher can be successful in class e.g. policies, parents, behavior issues ,provide resources often creatively needed for teachers to be successful,

Keep stressor at bay: keeping extra duties and paper work to a minimum publicly support teacher, continually and publicly recognize teachers for job well done give small tokens and notes to say thank you ,Include teachers in decision-making – making certain they understand the negotiable vs. nonnegotiable; always asking “what is in the best interest of the students ,empower staff – knowing when it is proper to give power and how to do it effectively ,continually build leadership capacity within school, Provide opportunities for teachers to grow in their profession – including giving teachers outstanding professional development in-house designed specifically for needs of teacher and school and the opportunity to go off site for training and to observe master teachers ,be accessible for teachers: open-door policies for teachers to share with principal ,provide both individual and team structured planning time for teachers – protect that time, ensure within the team planning there is a mixture of new and veteran teacher recent studies done in differen part of Ethiopia shows poorworking condition such as rge class size, poor physical condition and poor school facility mentioned cause for teachers’ turnover particular school or from their profession

## **2.10. Quality of Leadership**

The ten basic qualities of outstanding leadership, as listed by (William 2008), are integrity, vision, communication, relationships, persuasion, adaptability, teamwork, coaching and development, decision making and planning. In a similar vein, it is also noted by (Andrew , 2006), that leadership qualities include management skills, reflexive abilities (systemic thinking, embracing diversity and managing risk, balancing global

and local perspectives, meaningful dialogue and developing a new language and emotional awareness). Furthermore, respect for employees at all levels, honest and trustworthy, commitment to the growth and development of employees, open to new ideas, challenging others to adopt new ways of thinking are among the good qualities of competent leaders. On the other hand, it is noted by (Murray 2012) that the 10 qualities that make a great leader are honesty, ability to delegate, communication, sense of humor, confidence, commitment, positive attitude, creativity, intuition and ability to inspire motivate.

### **2.11. Practices of Teacher Attrition rate in Ethiopian Context**

In Ethiopia, in the past decade and half, significant efforts have been made to expand the access to primary and secondary education. However, the greater push given to increasing enrolment seems to have offset the efforts made to improve the quality of education that it has been found essential in ESPP III to give greater emphasis to quality enhancement (MOE,2005), which makes qualification of teachers a focal point, particularly at the secondary level.

In Ethiopia, teacher attrition has been an age old problem (Darge, 2002). An exodus of teachers to other professions is as old as the educational system itself. Wrinkle (cited in Aklilu, 1967) reported a turnover rate of 67% a. The major problem at that time was at the primary level since the teachers at the secondary level were expatriates. Recent studies have indicated the seriousness of the problem in the system in general (Getachew, 1999, Manna and Tesfaye, 2000; Befekadu, 2001). The reasons for leaving the profession included low salary, low social status of the profession, unfavorable working conditions in the school, difficulties of rural life, isolation factor and the absence of further educational opportunity (Aklilu, 1967; MOE, 1986; Ayalew, 1991). Thus, the pushes out factors are the same as in other countries.

The movement of teachers from school to school (region to region) on their own will is however a recent phenomenon. Before, the introduction of decentralization teachers were moved from school to school by a transfer system based on years of service (Ayalew, 1991). Employment opportunity within the profession was also

minimal since there were no private schools. The decentralization has abolished the transfer system. On the other hand the establishment of private secondary schools and colleges has opened wide employment opportunity for teachers to abandon the region of their deployment (Befekadu, 2001).

## **2.12. Relationship b/n leadership effectiveness and teacher retention?**

As (Drucker1997) puts, an effectiveness is concerned with weather the things we are doing continue to be appropriate, particularly in the context of rapidly and increasingly demanding external environment. Drucker also defines effectiveness is the art of doing the right things.(Johan et al.1994) state effectiveness is related with quality. Here they further explain the relationship of quality with effectiveness as ...quality means that the customer needs are being met and that all task are done right with first time. Now the idea of that all tasks are doing right the first time goes with the above effectiveness definition of Druker.

In order to accomplish the desire goal, my leader in any organization should perform in accordance with the concept of high performance and good human resource maintenance, which are the two key elements of effective leadership (John et al.,1994). They add, in the work place, customer services, subordinate satisfaction and product quality are the three criteria for effective performance. They explain effectiveness not only in terms of achieving it with the best possible quality.(hunt.1998) says of the two element of effective leadership; leadership effectiveness is the best associated with that of good human resource maintenance.

The principal holds the formal authority to supervise the teachers' work, and serves as the link between the school and the community, as well as with the district offices (Johnson, 2006). The principals are viewed as the instructional leaders of their schools (Edgeron & Kritsonis, 2006). They are seen as role-models by the teachers, the students, and the school community. Therefore, it is plausible to expect that teachers who look up to their principals, will strive to adopt their conduct (Bogler, 2002).

Tekleselassie (2005) argues that the teachers' willingness to participate in all areas of decision-making will come to the fore, if they perceive their relationships with their principals as being open, collaborative, facilitative, and supportive. In addition, supportive principals will also determine the teachers' rate of attrition. It can therefore be concluded that teachers will be successful, motivated, and inspired to do their best if there exists a healthy relationship between them and the school principals (Edgeron & Kritsonis, 2006). The relationship between the principals and the teachers will indirectly affect the students' achievement. Hurren (2006) pointed out that teachers who are dissatisfied with their work and with their relationships with their principals not only suffer themselves, but their students also suffer.

In addition, McEwan (in Edgeron & Kritsonis, 2006) determined that teachers who see and perceive their principals as facilitators, supporters and reinforces of jointly determined school missions, are more likely to feel personally accountable for student achievement than those who see and perceive their principals as guiders, directors, and leaders of their own personal agendas. Edgeron and Kritsonis (2006) agree, and argue that "...as teachers begin to feel better about themselves and what their collective missions are as a result of significant interactions with their principals, they become more effective in the classroom." On the other hand, when the school climate is cold, and the teachers perceive their principals as suspicious and negative (Edgeron & Kritsonis, 2006), the classroom instruction process will be affected, and this ultimately will have an impact on student achievement and on the quality of education.

The principals also play a very important role in determining the teachers' job satisfaction (Hurren, 2006). Garrett and Hean (2001) found that the teachers' positive relationships with their principals were important for their satisfaction with teaching. This conclusion is reinforced by Ting's (1997) statement, namely that employees are more likely to have higher levels of job satisfaction if cooperative and supportive relationships prevail between them and their superiors. Ma and McMillan (1999) found that the teachers' positive perceptions of their relations with their school principals enabled them to experience satisfaction with their work. They also found that the difference in levels of job satisfaction exhibited by the teachers due to varying teaching

experiences was reduced, because of the teachers' perceived positive relationships between them and the school administrators. This implied the significance of the teachers' perceived level of support for them by the principal. The principals have the potential to relieve teacher stress, and thus improve teacher job satisfaction. In a study Hurren (2006) found that the teachers engaged in the daily planning of lessons, as well as in managing and motivating students in the classroom. The teachers also dealt with overcrowded classrooms, the learning and behavior problems of students, legal issues, and massive quantities of paperwork. He (2006) concluded that in accomplishing these activities, there were times when the job stressors encountered by teachers were too many to manage alone. However, with the support and humorous good relationships with the principal, the teachers were able to find relief from job-related stress, and thus increase their job satisfaction so job promotes teacher retention.

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter explains the research design and methodology. Here Description of study area, selection of methods of the study, data source, sampling technique and sample population, instruments of data collection and methods of data analysis and Ethical Consideration has been explained.

#### **3.1. Description of Study Area**

Gurage zone is one of the Zones from Southern Nations, Nationalities and Peoples' Region (SNNPR). This zone is named for the Gurage people, whose homeland lies in this zone. Gurage is bordered on the southeast by Hadiya and Yem special woreda, on the west, north and east by the Oromia Region, and on the southeast by Silt'e. Its highest point is Mount Gurage. Wolkite is the administrative center of the Zone; Butajira is the largest city in this zone and the former administrative center. Other towns in Gurage include Endibir and Enseno (Beqalu, 2005). At recent time Gubery is another large town, Wolkite University is found in this town. The distance from Addis Ababa to zone town Wolkite is 150km. Mother Tongue's language is Guragigh and work language is Amharic.

Most parts of this Zone are heavily eroded, which required farmers to protect their enset fields with stone and soil bunds. During the 1930s, about 20% of the land in Gurage was covered with natural forests, which have since been almost completely cut down; the removal was especially fast during the years 1991 and 1992. As of 1996 one of the largest natural forests is Ziarem forest (also known as Forehina), about 800 hectares in size. On the other hand, beginning in the early 1960s the inhabitants started to grow eucalyptus on an increasing scale, which has increased the amount of land being covered with trees. This Zone has 783 kilometers of all-weather roads and 281 kilometers of dry-weather roads, for an average road density of 182 kilometers per 1000 square kilometers.

The Central Statistical Agency (CSA) reported that 7,624 tons of coffee was produced in Gurage, Hadiya and Kembata tembaro combined in the year ending in 2005, based on inspection records from the Ethiopian Coffee and Tea authority. This represents 7.6% of the SNNPR's output and 3.36% of Ethiopia's total output. Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1,279,646, of whom 622,078 are men and 657,568 women; with an area of 5,893.40 square kilometers, Gurage has a population density of 217.13. 119,822 or 9.36% are urban inhabitants. A total of 286,328 households were counted in this Zone, which results in an average of 4.47 persons to a household, and 276,570 housing units.

### **3.2. Research Design**

Due to the nature of the study, descriptive survey research design was used to explore and describe the leadership practice and its contribution for retention of teachers in secondary schools of Gurage zone. To conduct the research, both quantitative and qualitative methods were employed. This is because employing the mixed type helps to converge or confirm findings from different data sources (Creswell, 2003).

### **3.3. Source of Data**

For this study, the researcher was uses both primary and secondary source of data.

#### **3.3.1. Primary Source of Data**

The primary source of data was collected directly from the respondents such as Teachers, vice principal, principals, Supervisors and PTA.

#### **3.3.2. Secondary Source of Data**

Secondary source of data were obtained from different documents. For this purpose, to collect synthesized information the researcher were analysis different relevant documents of turnover rate like file, reports and document about teacher statics the year from 2014 G.C up to 2017 G.C at the sample schools.

### 3.4. Target population, sample and sampling techniques

#### 3.4.1. Sampling Techniques and Sample Size

The target population of in this study were teachers, principals, vice principals, supervisors and PTA members. There are 278 teachers, 6 principal, 9 vice principal, 6 supervisor and 6 PTA head in all selected secondary schools. The totally target population numbers is 305. Out of 278 teachers 140(50.3%) teachers were selected by simple random sampling as a lottery. The sample size of principals, vice principals, supervisors and PTA members from all selected schools are 27 (100%) out of 27. The available sampling technique was used for this study.

**Table 1: Gurage zone Woredas Sample size and Sampling Techniques**

Cluster woreda	No of woredas	Sample size	Sampling Technique
West	4	2	Cluster sampling
East	3	1	Cluster sampling
South	4	2	Cluster sampling
North	2	1	Cluster sampling

The reason select Cluster sampling taking sample subjects randomly from different randomly selected sampling units or clusters. It involves division of elements of a population into groups and then randomly selects some of these smaller groups (usually called clusters) with the ultimate sample consisting of all (or part of) units in these clusters.

### 3.4.1. Sampling Techniques and Sample Size

Table 2 : Sampling Techniques and Sample Size

No	School	Respondents	Popn	Sam. Size	%	Samp.techniques
1	Quante	Principal&v.pripical	3	3	100	Availability
		Teacher	40	20	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability
2	Jemboro	Principal&v.pripical	3	3	100	Availability
		Teacher	55	28	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability
3	Qetergedra	Principal&v.pripical	2	2	100	Availability
		Teacher	54	27	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability
4	Moche	Principal&v.pripical	2	2	100	Availability
		Teacher	51	26	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability
5	Bad	Principal&v.pripical	1	1	100	Availability
		Teacher	30	15	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability
6	Wedaka	Principal&v.pripical	2	2	100	Availability
		Teacher	48	24	50	Simple random
		Supervisor	1	1	100	Availability
		PTA	1	1	100	Availability

### **3.5. Instruments of Data Collection**

Both quantitative and qualitative data were collected by using different data collecting instruments like questionnaire, interview, and documents analysis was employed to collect primary and secondary data that help the researcher to get reliable and valid data

#### **3.5.1. Questionnaire**

This data collecting instrument was used to obtain information about the feelings, attitudes, and beliefs of research respondents. The respondents of this questionnaire are teachers, principal, vice principal, supervisors and PTA. The total participant number is 167. Both close and open ended questionnaire related to basic questions and objective of the study were prepared. Pilot test , Before, the questionnaires was administered to research participants pilot test was made in order to see whether the questionnaire is self explanatory and the contents are valid and relevant at Geta (kebul)secondary school in Gurage zone. The response category laid down a Likert scale ranging from very high to very low 5 = very high, 4 = high, 3 = medium, 2 = low and 1 = very low and vary from strongly agree to strongly disagree 5 = strongly agree, 4= agree, 3= undecided, 2= disagree and 1 = strongly disagree.

#### **3.5.2. Interview guide**

The interview was used as an additional tool to understand factors that affect teacher turn over in secondary schools of Gurage zone. It should be a very personal way of gathering information because it was allow for adaptability in questioning and to get the most in-depth information. Therefore, interview questions were prepared for selected participants those are principal, supervisors, and head of PTA member. It contains Structured interview questionnaire were design for principal, supervisor and head of PTA member because to understand the previous effort and to know how far support teacher retention. Also to show the role and responsibility to teachers retention by full filling school facility.

### **3.5.3. Documents**

According to Kumar (2005), analysis of content of records, documents and other printed materials constitutes the second use of survey to collect facts for a research study. Therefore, data concerning the trends of turnover in the sample schools was obtained by examining and analyzing relevant documents. Accordingly, annual reports and Educational statistics from the Zonal education office was analyzed in order to identify the current number of practicing teachers in sample schools, the trends of teachers' turnover

The researcher was using the related documents at schools level. The reason documents select help to get the fact information about the status of teacher turnover in addition to questionnaire and interview. Document like yearly reports, statics and file that indicate the status of teachers' turnover rate are the source of the researcher to analyze data.

### **3.6. Data collecting procedure**

Data collected by the following procedures. First, the questionnaires were prepared based on basic questions and the research objectives. Second, the prepared questionnaires were commentate and modified by advisor. Third, Pilot test was be used at Kebul secondary school which is not included in the sample schools to see whether the questionnaire is self- explanatory and contents of the questionnaire are in conformity with the objectives. Fourth, constrictive comments and correction were taken based on inputs gained from the pilot test.

To administer final questionnaire for participant first conduct with school leader to crate conductive environment for success full accomplishment of the study then, explain the purpose of the study in detail and give chance for the participant to ask question which will not clear. According to raised question give the answer for clarity of the respondents to answer right answer without any confusion by personal feeling. After filled by participant returned for researcher for further analysis. An interview was also conducting disclosing the purpose of base on permission and willingness of respondents by the researcher.

Before the final questionnaire were distributed to the respondents, the instrument was tested. The Cronbach alpha reliability analysis was calculated for the questionnaires and appropriate adjustments is take before the distribution of questionnaires. Validity and reliability are important concepts in research. Validity refers to the degree that an instrument actually measures what it is supposed or intended to measure (Amin, 2005). The reliability of an instrument, on the other hand, is the consistency, dependability and replace ability of the measuring instrument over time, and with the same respondents (Cohen, Manion, & Morrison, 2007). The reliability test of the questionnaires was as follow try to for a good reliability.

**Table 3 Reliability test items with Cronbach's Alpha**

No	Variables	Number of items	Cronbach's Alpha
1	Factor that affects teacher turn over questions for teacher	13	0.99
2	Roles of school leadership to retain teachers, questions for teacher	14	0.99
3	Factor that affects teacher turn over questions for principal supervisors PTA	10	0.98
4	Roles of school leadership to retain teachers, questions for principal, supervisors & PTA	14	0.84

As shown in this table the entire instrument used in this study were reliable since Cronbach's Alpha coefficient range from 0.84 – 0.99 so the items have relatively high consistency with in Cronbach's Alpha.

### **3.7. Method of Data Analysis**

The researcher collected both quantitative and qualitative data from sample respondents. The data obtained from through questionnaire was systematically and quantitatively tailed and conducting in frequency. Then the method of quantitative data analysis were by using appropriate statically tools such as percentage, frequency , mean and standard deviation were used in the study. Frequency and percentage was utilized to analysis various character of the sample such as;-sex, age, educational level and work experience. Mean and standard deviation were used to show the factors teachers turn over and the role of leadership to retain teachers. The data presented and analyzed quantitatively and quantitatively.

### **3.8. Ethical Consideration**

Research ethics refers to the type of agreement that the researcher enters into with his or her research participants. Ethical considerations play a role in all research studies and all researchers must be aware of and attend to the ethical considerations related to their school. Therefore the student researcher has communicated from all selected secondary schools stake holder by explaining the purpose of the study. The purpose of the study was made clear and understandable for all participants. Any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening the personal and institutional well being. The identity of the respondents was kept confidential.

## 4. RESULTS AND DISCUSSION

### 4.1. Data Presentation and Analysis

The major objective of this study was to identify leadership practice and its contribution to teachers' retention in secondary schools of Gurage Zone. To this end source of data were determined and different data gathering tools were employed. The sources of data were teachers, principals, vice principals, supervisors and PTA. To this end, a total of 167 questionnaires were distributed to 140 teachers and 27 for principals, supervisors and PTA. Out of 167 questionnaires 162 of them were returned. Questionnaires interview and document were the instruments through which data were collected in this study. Item scores for each category were arranged under five rating scales. The data were analyzed in terms of the frequency, percentage, Mean and Standard Deviation.

The range of rating scales was very low = 1, low = 2, moderate = 3, high = 4 and very high = 5. For the purpose of analysis, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. low, moderate and high. In categorizing the rating scales, the frequency and percentage results of very low and low were combined into low and the results of very high and high combined into high. Mean scores and standard deviation were calculated from the responses. For the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows.

The extent of leaders practice and its contribution to teacher retention in secondary schools of Gurage zone with a mean value of  $\leq 1.49$  as very low level of performance, 1.50- 2.49 as low level of performance, 2.50-3.49 as a moderate level of performance, 3.50-4.49 as high performance and  $\geq 4.50$  as very high level of performance. ( Huajuan, 2012, <http://eprints.utcc.ac.th/id/eprint/1323> )

Finally, the data obtained from the open ended items of the questionnaire, interview and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Thus, this chapter presents the analysis and interpretation of the data.

The data obtained from the open ended items of the questionnaire, interview were presented and analyzed qualitatively to substantiate the data collected through the questionnaires. Secondary sources of data were mainly documents and annual reports available at zoned education office were also reviewed and used to strengthen data analysis and interpretation. Finally the data obtained through these instruments were organized, tabulated, analyzed and interpreted in the role of leadership to teachers retention in secondary schools of Gurage zone. Thus, this chapter presents the analysis and interpretation of data

## 4.1 Demographic Character of respondent of the study

Table 4: Demographic Character of respondent of the study

Variables		Respondents							
		Teacher		principal		Supervisor		PTA	
		F	%	F	%	F	%	F	%
Sex	Male	103	73.6	15	100	6	100	6	100
	Female	37	26.4	-	-	-	-	-	-
	Total	140	100	15	100	6	100	6	100
Age	22-29	83	59.3	3	20	-	-	-	-
	30-35	51	36.4	10	66.7	5	83.3	-	-
	36-41	6	4.3	2	13.3	1	16.7	6	50
	Total	140	100	15	100	6	100	6	100
Educational Level	Diploma	-	-	-	-	-	-	3	50
	Degree	140	100	12	80	5	83.3	-	-
	M.A	-	-	3	20	1	16.7	-	-
	Total	140	100	15	100	6	100	3	50
Work Experience	1-5	59	42.14	-	-	-	-	-	-
	6-10	43	30.7	5	33.3	1	16.7	-	-
	11-15	28	20.	7	46.7	3	50	-	-
	>16	9	7.14	3	20	2	33.3	-	-
	Total	140	100	15	100	6	100	-	-

KEY: F - frequency and % - percentage

As it is shown in Table 4, most of the respondents from teachers were male in percent 73.6%. The number of female respondent teachers in percent 26.4% in all selected secondary schools. Whereas from the Principal, Supervisor and PTA respondent there is no female Principals, Supervisors and PTA member respondents all respondent are male teacher so it show that need special attention and treatments to empower female principals, Supervisors and PTA members head. This indicate that empowering females workers in the zone gave low consideration especially Principals, vice principals Supervisors and PTA member. To solve permanently empowering start from department head and co-curricular activity make a head. Then to empowering and fostering females participate or come up in to power are responsibility of concerned people in the zone.

With regard to the age group, as indicated in the above table, 4.3% and 13.3% Teachers and Principal respectively above the age of 36 - 41 years and 36% and 66.7% Were With in the age range of 30-35 years 59.3% and 20% were with in the age of 22-29 years. Majority of teachers currently teaching and principal lead in secondary Schools of Gurage zone that is 59.3% at the age 22-29 and 66.7% were at the age of 30-35 years respectively. On the other hand only 4.3% of practicing teachers were on the age of above 36-41 year. In general experienced and well matured teachers find to other occupation or changing working place. Regarding to this it must be give high consideration to handle properly for secondary schools teacher retention.

In work experience 6 -10 years of principal and vice principal were cover 33.3%, the year 11 -15 were cover 46.7% and the year above 16 were cover 20%. In the side of supervisor the year 6-10 cover 16.7%; the year 11 -15 cover 50% and the year above 16 cover 33.3%. In general, regarding work experience in principal, vice principals and supervisors cover high percentage of the year 11-15, 46.7% and 50% respectively.

In educational level all of the respondent teachers were degree holder 100% .In the principals and supervisors educational level from respondent 80% and 83.3% degree holder 20% and 16.7% in master holder respectively. Regarding to PTA head only 50% were diploma holder the remains 50% were under diploma holder. This status shows that to give special attention to upgrade and updating teacher's educational level especially in preparatory school must be fulfill master teacher and PTA member head changing by trained or qualified expert were including in the future school plan and policy.

In general the triangulation of the above mentioned data or respondent figures reality and government strategies having great difference as an example there is no female principal, supervisor and PTA member in the sample schools. In educational level there is no master holder in sample school until this data gathered time. This problem not only government shared the society by changing environment in to attractive and make plan to retain lead teacher work by collaborate with school leader ship

**Table 5: The statuses of teachers turn over the year 2014 G C- 2017 G C in  
Secondary schools of Gurage zone**

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No	Name of Woreda	2014	2015	2016	2017
1	Gummer	8	9	10	8
2	Kokir Gedebano	11	10	8	10
3	Ceha	12	9	9	11
4	Endegage	11	10	8	10
5	Abesga	5	7	9	11
6	Geta	9	8	10	9
7	Muher NaAklil	12	10	8	10
8	Ezha	10	9	10	8
9	Meskan	8	8	8	9
10	Soddo	9	8	11	9
11	Enmorina Eaner	11	9	10	10
12	Welne Gutazer	12	10	11	10
13	Kebena	9	9	8	11
	Total	127	116	121	128

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As above table the data obtained from Gurage zone education expert so that the data indicate as a huge number of turnovers in secondary schools of Gurage zone. In the year 2014 G C from listed woreda recorded maximum number of teacher turnover rate are ,Kokir Gedebano ,Endegage, Ceha Enmorena Ener and Welene Gutazher. In the same year minimum number of teacher turnover compare than other Kebena Soddo, Meskan, Geta, Gummer, Abesgha, Muhir Ena Aklil and Ezha. In the year 2015 G C from listed woreda recorded maximum number of teacher turnover rate are Gummer, Kokir Gedebano ;Ezha ,Enmorena Eaner and Welena Gutazer . In the same year minimum number of teacher turnover compare than other Kebena ,Soddo, Meskan ,Geta, Ceha, Abesgha, Muhir Ena Aklil and Endegage.

In the year 2016 G C from listed woreda recorded maximum number of teacher turnover rate are Gummer, Kokir, Gedebano; Ceha, Enmorena Eaner, Endegage, Soddo, Geta, and Welena Gutazer . In the same year minimum number of teacher turnover compare than other Kebena ,Meskan , Abesgha, Muhir Ena Aklil and Ezha. In the year 2017 G C from listed woreda recorded maximum number of teacher turnover rate are; Ceha, Endegage, Ezha, Abesgha, Muhir Ena Aklil , Geta, and Welena Gutazer . In the same year minimum number of teacher turnover compare than other Enmorena Eaner, Kebena, Soddo, ,Meskan , Kokir Gedebano and Gummer.

In general the number of attrition rate is different from one woreda to the other woreda and year to year in different case. In the above mentioned four consecutive years from 2014 G C - 2017 G C teachers turnover rate increase from the beginning year to the end year. Shortages of qualified and experienced teacher were one of the problems of education sector especially in Gurage zone. Some of the reason administrative case, related to remoteness, student bad behavior, salary case, political case, searching of extra income, unfavorable condition, shortage of material, lack of resection from the community, high work load, unfair promotion of other and etc are mentioned as case of turnover. Finally, most of the cases solve by school leadership effort and commitment to mobilize the community for tackle the challenge.

**Table 6: Response of teacher, about factor that affects teacher turn over in  
Secondary Schools of Gurage zone**

N	Items	SD		D		U		A		SA		Me	Sd
		F	%	F	%	F	%	F	%	F	%		
1	Political case	20	14.1	20	14.1	10	7	45	31.9	45	31.9	3.1	1.27
2	Remoteness related case	-	-	15	10.6	12	8.5	55	39	48	34	3.6	1.26
3	Lack of freedom to discuss	22	15.6	37	26.4	26	18.4	21	14.9	34	24.1	2.6	1.17
4	Low social status	8	5.6	28	19.8	19	13.4	43	30.5	36	25.5	2.6	1.16
5	Student discipline	16	11.3	29	20.5	38	26.9	43	30.5	34	24.1	3.2	1.18
6	Inadequate salary	4	2.8	15	10.6	23	16.3	53	39.5	45	31.9	3.8	1.11
7	unequal treatment	22	15.6	25	17.7	29	20.5	36	25.5	28	19.8	2.9	1.27
8	Low student academic	19	13.5	14	9.9	28	30.5	43	30.5	36	25.5	2.9	1.18
9	Personal case	23	16.3	26	18.4	33	23.4	37	26.2	21	14.9	3.1	1.31
10	lack of material	23	16.3	35	24.8	20	14.4	35	24.8	27	19.1	3.0	1.31
11	High work load	22	15.6	14	9.9	24	17	25	17.7	55	39	2.7	1.23
12	Un fair promotion	26	18.4	53	37.6	29	20.6	17	12	15	10.6	2.6	1.23

KEY: SD: Strongly Disagree, DA: Disagree, U: Undecided, A: Agree, SA: Strongly Agree F: frequency Std: standard deviation

As shown in Table 6 the factor that affect teacher turnover items 2 working conditions remotness have greate impact on teacher retention the total respondant were 141, its scored 103 ( 73 % ) , a calculated value of (3.8) and standard deviation (1)response indicate working condition remotness affect teacher retention.As it was state by Bennel (2004,). Schools in many countries lack Basic elements such as; tap water and electricity, staff rooms and toilets. Mathis and Jackson (2005) state that individuals spent significant time at work when they expected to work in modernequipment and technology and have good working conductions. Such factors as space, lighting, temperature, noise, layout, and other physical and environmental factors affect retention of employees

In items 6 inadequate salary was the reason for their decision to leave the teacher from schools and their teaching profession response in putting 98 (72.5%) salary as aossible cause of teachers' turnover scored (calculated mean value 3 .8 ) and standard deviation (1.11) inadequate salary as aossible this cover high factor to leave or foster turnover as afactor. In this case teacher change their position and enterd in to other occupation .

With regarding items 5 student dicipline problem also foster teacher turnover its scored 78 (54.6 % ) , the calculated mean value of (3.2) and standard deviation (1.18) Student behavior at school and out of school its impact for teacher retention the character of student attract for teacher his or her stay for a long time unless disatractive teachers filled their jop or transfer in to other school . Unable to performing the rule and regulation cause for disciplinary problem of in the selected schools of Gurage zone

Concerning Poor administrative support,65 ( 52.4%) of teachers from selected schools of the zone response indicat that poor school administration support was the reason to leave their job teachers response in putting poor administrative problem as a cause for teachers turnover Scored ( the calculated mean value 3.5) and standard deviation() Effective administrative system plays an important role in marking schools a conductive 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 the amazingly high rate of teacher turnover. Establishing such culture in school one of the most significant educational challenges (Sparks 2002).

As mentioned table 1 in above regarding the low social status for teachers by the society were causes for the factor affecting teacher turnover its cover 81 (61.9 %), ( the calculated mean value 3.5) and standard deviation (1.16). It shows that foster teachers turnover and decrease retention rate of secondary schools teacher so school society must be give respectation for teachers. Lack of opportunity for Continuous Professional development also the factor that affect secondary schools teacher turnover it covers 59.% of teachers indicated lack of opportunity for Continuous professional development foster turnover then the calculated mean value (3.1) and standard deviation. So leader ship take in to consideration for teacher retention by ledaing Continuous professional development..

Moreover teacher respondents of the target schools identified the most influential factors among the causes which are already described above. Since each of the above independent factors have their own impact on the turnover of teachers then important to identify the most influential factor. And to identify the influential factor mean rank was used that the in mean value of each independent factor were calculated to identify then predominant cause and rank order made from the lowest mean rank points to the highest mean rank as points as its significant purpose of the problem.

**Table. 7: Teacher's response about roles of school leadership to retain  
Secondary school teachers in Gurage zone**

No	Items	SD		D		U		A		SA		Mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	Treats equally	18	12.8	25	16.9	28	19.9	39	27.7	33	23.4	3.3	1.31
2	decent house	13	9.2	22	15.6	29	20.6	41	29	33	23.4	3.4	1.24
3	Crating favorable condition	13	9.2	20	14.1	17	12	56	39.7	35	24.8	3.6	1.25
4	By giving reward	17	12	25	17.7	29	20.6	41	29	29	20.6	3.3	1.30
5	consolidating r/n s	13	9.2	19	13.5	29	20.6	48	34	32	22.7	3.5	1.24
6	Shari responsibility	20	14.1	29	20.6	25	17.7	34	24.1	33	23.4	3.2	1.38
7	Full fill materials	19	13.5	29	20.6	33	23.4	34	24.1	26	18.4	3.1	1.30
8	Improving student disciplinary	17	12	25	17.7	19	13.5	5	31.9	35	24.8	3.4	1.35
9	Give respect for teachers	17	12	27	19.1	29	20.6	40	28.4	28	19.9	3.3	1.31
10	Leadership support	14	9.9	23	16.3	21	14.9	53	37.6	30	21.3	3.5	1.25
11	Foster professional. development	18	12.8	22	15.6	31	22	43	30.5	27	19.1	3.2	1.29
12	Motivate teachers	17	12	23	16.3	28	19.9	34	24.1	39	27.7	3.5	1.28
13	Not focus only fault	14	9.9	16	11.3	29	20.6	50	35.5	32	22.7	3.4	1.24
14	Creating collegial intimacy	16	11.3	21	14.9	26	18.4	48	30	29	20.6	3.4	1.28

KEY: SD: Strongly Disagree, DA: Disagree, U: Undecided, A: Agree, SA: Strongly Agree F: frequency

As can be seen from the above Table 7 items 10 respondents response that administrative support are the mechanism to solve the problem scored 83 (58.9 %) calculated mean value (3.0) and standard deviation (1.31) so administrative support the most important to retain teachers so school leadership take in to consideration. In the Table 6, items 3 school Favorable condition also a solution to minimize turnover rate 91(64.5%) respondent response and the calculated mean value of (3.6) and standard deviation (1.24) all stakeholder concerned in the school participate and make the school favorable and attractive to increase good and experienced teacher. In the table 6 items 5 scored 80 (52.7%) (calculated mean value score above 3.5) and standard deviation (1.38) then consolidating relationship was the most important mechanism to reduce teaching staff turnover as the above mentioned. In the table 6 items 12 motivate teacher also one of the solution to retain teacher its scored 71(51.8%) and (calculated mean value of 3.5) and standard deviation (1.23). In items 8 improving student disciplinary problem scored 80(56.7%) and (calculated mean value of 3.5) and standard deviation (1.28) the student discipline have its value to stay teacher. In general creating favorable condition, consolidating relationship, improving student disciplinary problem, administrative support, and initiation teacher were the most solution to retain secondary school teachers. All these point related to leadership role so leadership have a great responsibility to perform this activity.

In the table 7 items 1 equally all teachers scored 72(51.1%); (calculated mean value of 3.3) and standard deviation (1.30) this show that equal treatment has its own important to solve teacher turnover. With regarding items 2 build decent house for teacher scored 63(51%), (calculated mean value of 3.4) and standard deviation (1.24) so building decent house is necessary to all teacher in the teaching area. In items 4 giving reward for teacher for their effectiveness' scored 70 (51%) and (the calculated value 3.3) and standard deviation (1.30) reward is one way of motivating mechanism to teachers. Then reward is one of the decreasing methods turnover rate. Regarding items 14 strengthens collegial intimacy among teachers or staff member scored 77 (50%) (Calculated mean value 3.4) and standard deviation (1.28) staff member relationship power full to all teaching learning process it is also important to teacher retain. The above seen activities are more important

for minimizing teacher turnover so to perform as school context need leadership commitment and effort. Another activity listed in the table 6 items 6,7,11 and 13 sharing responsibility ,fulfilling teaching learning material ,foster professional development and not focuses' only fault are scored under 50% that means the role to retain teacher compare with the other value at moderate and low level .

Different research findings show that retaining qualified and experienced teachers is important in delivering quality education. In order to retain teachers, apply different mechanisms can be devised by school administrators. In this regard to show or magnify leadership role teachers were asked to rate strategy related items that can help to retain teachers in their job respondents expressed that increase administrative support for teachers , minimize administrative problems, improving salary, creating opportunities for further education to teachers or promotion, improving working environment of the school and improving the disciplinary problems of students were states as a mechanisms to increase teachers retention.

In order to retain teachers, different mechanisms can be devised by school administrators. This study found that based on the rating of respondents minimizing administrative problems, improving salary, improving working environment of the school, facilitating professional development of teachers, improving the disciplinary problems of students are measures that should be taken to minimize teachers turnover.

**Table 8: Response of principal supervisors and PTA member about the factor that affects teachers turn over**

no	Items	SD		D		U		A		SA		Me	std
		F	%	F	%	F	%	F	%	F	%		
1	Inadequate salary	-	-	-	-	5	23.8	8	38.1	8	38.1	4.2	.70
2	Low student achievement	2	9.5	-		6	28.6	10	47.6	3	14.3	3.3	1.11
3	Lack of respecting			4	19	7	33.3	7	33.3	3	14.3	3.4	.98
4	Disciplinary problem case	3	14.3	5	23.8	7	33.3	6	28.6	-		2.9	1.28
5	High work load	2	9.5	7	33.3	5	23.8	6	28.6	1	4.8	2.8	1.10
6	area remoteness	1	4.8	3		3		9		4	19	3.5	1.21
7	Searching of extra income			1	4.8	5	23.8	10	47.6	5	23.8	3.9	.83
8	Lack of decision by school affairs	3	14.3	8	38.1	7	33.3	3	14.3	-	-	2.5	1.16
9	Knowledge gap of subject related	2	9.5	8	38.1	6	28.6	3	14.3	2	9.5	2.6	1.16
10	Student disciplinary.	3	14.3	2	9.5	4	19	7	33.3	5	23.8	3.4	1.22

KEY: SD: Strongly Disagree, DA: Disagree, U: Undecided, A: Agree, SA: Strongly Agree  
F: frequency, Std: standard deviation

As indicated table 8 items 1 Inadequate salary of teachers scored from the total participant number 18 (76%); the calculated mean value (4.2) and standard deviation(0.70) this response indicate that inadequate salary cover high factor of teacher retention and it foster turnover rate . Inadequate salary is the most frequently mentioned reason for teachers turnover so government body at federal level take in to consideration to retain teachers. With regarding items 7 searching of extra income also cover high factor rate to affect teacher retention it scored 15 (71.4%), calculated mean value of (3.9) and standard deviation (0.83). Searching of extra income in other word inadequate salary for teaching learning activity. Different research findings show that low salary income is the most significant factors that foster or increases teachers turnover as ( Crousman, Hampton&Herman, 2006).

As the above table 8 and item 6 the principal, supervisors and PTA member wer response that referring poor working condition as a cause for the teachers' turnover it scored 13(61.9%), (the calculated meanscored 3.5) and standard deviation(1.16 & 1.21) respectively. To attract good and exprianced teacher working area suitability were more power full but in this table as indicated 61.9% respondant response cover high factor. Recent studies done different part of Ethiopia show poor working condition such as class size, poor condition for example lack of recreation area, remotness and the poor school facility is one the cause for teacher's turnover a particularly the school or from their profession.

Regarding items 3 low social status or lack of respect from the society to teacher may be cause for turnover of teacher it scored 10 (56.7) ,the calculated mean value( 3.4) and standard deviation(1.00). The community were give respect for teachers and teachers also give respect for the community vise versa because to bring good relation. By teachers response the society is one of the outstanding reasons that teachers compelled to leave the profession (Manna and Tesfaye 2000 ). Lack of respect for teachers from the society also cover high percent of response from selected school principal, supervisors and PTA members. To retain qualified and head teacher the respect of the society must be corrected. The problem giving low respect to teacher are not the out look of all community this idea run by few community part so changing their idology by different

mechanism this is the responsibility of PTA member. As table 8 items 10 With regards to students' character and disciplinary problems cover 12( 57.7%) , the calculated mean value (3.4) and standard deviation (1.22).

The principal, supervisor and PTA member respondents indicated that the students disciplinary problem factor that affects teachers' retention. Especially in schools different type of disciplinary problem take place in day to day activity related to misuse of globalaization and information sources. In some case a few parent of students facilitate to act misbehavior by unnecessary way so to change the idea this bad habit all school member and school community must be involve. Disciplinary problem increase turnover rate to solve this problem every school organization formulate rule and regulation .But not only simply formulate rule and regulation perform as rule with out any complain .

As indicated table 8 items 4,5,8 and 9 disciplinary case of teacher ,high work laod ,lack of decision by school affairs and knowledge gap related case are scoerd under 50% and the calculated mean value is under (3.0) so those factor compair than other low and moderate.In the opposite of this inadequate salary ,searching of extra income ,low social status of teacher by the community ,student disciplinary problem and remotness of working condition the factor were high to teacher turnover .Oveall all responsible citizens participation have very important to teacher retention.

**Table. 9 Response of principal supervisors and PTA member about roles of school Leadership to retain Secondary school teachers in Gurage zone**

No	Items	SD		D		U		A		SA		Me	Std
		F	%	F	%	F	%	F	%	F	%		
1	Treats equally	2	9.5	3	14.5	3	14.5	7	33.3	6	28.4	3.7	1.28
2	decent house	2	9.5	3	14.5	5	23.8	7	33.3	4	19	3.5	1.12
3	favorable condition	2	9.5	2	9.5	3	14.5	8	38	6	28.4	3.7	1.28
4	By giving reward	2	9.5	3	14.5	4	19	6	28.4	6	28.4	3.7	1.19
5	consolidating r/n ship	2	9.5	4	19	4	19	6	28.4	5	23.8	3.4	1.32
6	Sharing responsibility	2	9.5	4	19	4	19	7	33.3	4	19	3.3	1.28
7	Creating collegial intimacy	2	9.5	4	19	3	14.3	7	33.3	5	23.8	3.4	1.33
8	Foster professional. Development	2	9.5	6	28.4	4	19	5	23.8	4	19	3.6	1.12
9	Lead by rule	2	9.5	4	19	3	14.5	5	23.8	7	33.3	3.8	1.15
10	Involve PTA	2	9.5	5	23.8	4	19	6	28.4	4	19	3.1	1.24
11	Teacher support by Leader	2	9.5	2	9.5	3	14.5	7	33.3	6	28.4	3.7	1.28
12	By fulfill facility	1	4.5	3	14.5	4	19	8	38	5	23.8	3.6	1.36
13	By giving Recognition	3	14.5	4	19	4	19	6	28.4	4	19	3.2	1.16

KEY: SD: Strongly Disagree, DA: Disagree, U: Undecided, A: Agree, SA: Strongly Agree  
F: frequency Std: standard deviation

As can be seen from the in table 9, items 11 respondents response that administrative support are the mechanism to solve the problem scored 14 (64.4 %) calculated mean value (3.7) standard deviation (1.28) so administrative support the most important to retain teachers so school leadership take in to consideration. In the Table 9, items 3 school favorable condition also a solution to minimize turnover rate 14 (64.4%) respondent response , the calculated mean value of (3.7) and standard deviation(1.28) all stakeholder concerned in the school participate and make the school favorable and attractive to increase good and experienced teacher. In the table 9 items 5 scored 11 (62.5%) ( calculated mean value score above 3.4 ) and standard deviation (1.32) then consolidating relationship was the most important mechanism to reduce teaching staff turnover as the above mentioned .

In the table 9 items 14 give attention for teacher aslo one of the solution to retain teacher its scored 13 (61.8%) , ( calculated mean value of 3.6) and standard deviation (1.16). In the items 9 the leader lead by rule and regulation scored 12(61.7%) , the calculated mean value (3.8) and standard deviation (1.15) so this indicate that some school leader not ruled by rule and regulation in addition to this not refer different policy related to school. Absence of rule and regulation create turnover of teacher. In general creating favorable condition ,consolidating relationship,improving student discipline problem ,administrative support, lead by rule and regulation and initiation of teacher were the most solution to retain secondary school teachers. All these point related to leadership role so leadership have a great responsibility to perform this activity .

In the table items 1 treat equally all teachers scored 13(61.7%) , ( calculated mean value of 3.7) and standard deviation (1.28) this show that equal treatment has its own important to minimize teacher turnover .With regarding items 2 build decent house for teacher scored 11(51.3%), (calculated mean value of 3.5) and standard deviation (1.12) so building decent house is necessary to all teacher in the teaching area. In items 4 giving reward for teacher for their effectiveness' scored 12 (58.8%), (the calculated value 3.7) and standard deviation(1.19) reward one way of motivating teacher so motivated teachers compare with the other the retention rate are different so reward is one of the method turnover rate decrease. Regarding items 7 strengthens collegial intimacy among teachers

or staff member scored 12(61.7%), (Calculated mean value 3.4) and standard deviation (1.33) staff member relation power full to all teaching learning process it is also important to teacher retention. Full filling teaching learning material scored 13 (61.8), the calculated mean value of (3.6) and standard deviation(0.98). The stakeholder of the school from individual level to community involve to fulfill teaching learning materials The above seen activity is more important for minimizing teacher turnover so to perform as school context need leadership commitment.

The rest activity listed in the table 9 items sharing responsibility scored 10 (47%), the calculated mean (3.3) and standard deviation (1.15) foster professional development scored 9 (42.8%), the calculated mean value of (3.6) and standard deviation (1.12) giving recognition scored 10 (47.4), the calculated mean value of (3.2) and standard deviation(1.36). In general those above activities role is less to retaining of teacher,

### **Effort made by school administrative to mitigate teacher turn over**

The interviews conducted with school principals, supervisor and PTA member says that :-

*“Improving teachers’ salary, recognizing teacher as respected and crucial part of society giving incentives, house or house allowance and health care hence teachers feel sense of belongingness and giving due attention to misbehaving and carelessness of recent secondary schools’ students thereby might reduce teaching staff turnover.”*

*“They focus more of the time only task oriented and when teacher left from the school immediately report for responsible person seen as a target and search another teacher with woreda and zone education to cover the gap.”*

In other word few participant of the interview say that to some extent mitigate turnover of teacher by using different mechanizmes such as build decsent house ,by creating good intimancy among the staff member ,by cerating smooth relation teacher from the student the society,by giving rewarred by there effectiveness ,by sharing responsibility and vision of the school ,by increasing administer support are stated by interviwer.

Finally as an interviewer from the sample selected school principal ,supervisor and PTA member suggested that to solve secondary school teacher turnover as a solution say that:-

*“Improving teachers’ salary recruiting interested and qualified teachers to the profession improving the overall of working condition of the school, giving recognition to teachers work , solve students’ disciplinary problem and perform school rule and regulations accomplish opportunity for continuous professional development,stop unwillingly tax such as sport contribution, dirjet,different association etc... as solutions to increase retention of teachers.”*

In general the responsible to for minimize turnover and increase retention rate of teacher are not only some people all concerned society member of the zone must be involve such as student ,principals and vice principals ,supervisors ,PTA, KETB ,community , woreda education office up to federal level must be fulfill their responsibility to retain secondary school teachers.But especially school leadership was the most power full to mobilize society for teacher retention.

## 5. SUMMARY, CONCLUSION AND RECOMMENDATION

### 5.1. Summary

This chapter summarizes the main finding of the study and forwarded recommendation based on the studies finding and conclusion. The main objective of this study was identify the role of leadership for retention of secondary schools teachers in Gurage zone.

To achieve the objective of the study, the following basic questions were formulated:

1. What is the status of teacher's turnover in secondary schools of Gurage zone?
2. What are the factors that contribute teachers' turnover in secondary schools of Gurage zone?
3. To what extent the school leadership are executing their roles in retaining teachers in secondary schools of Gurage zone?
4. What efforts have been made so far to mitigate teachers turn over in the secondary school of Gurage zone?

To achieve this objective, the sampling techniques used were simple random sampling and availability sampling technique. The study was conducted in 6 secondary and preparatory schools of Gurage Zone selected by simple random sampling techniques. . In the selection of woreda for these study involve Zone education sector to focus the problem that related to basic resarch quations. 141 sample teachers were selected using simple random sampling techniques. For sample principals, supervisors and PTA member representatives of secondary and preparatory schools to enrich data obtained through questionnaires the total number was 21. Principals, Supervisors and PTA member were selected by available sampling technique. Data were obtained from the sample respondents through questionnaire, interview and document analysis. All questionnaires were returned. The data obtained were analyzed using various statistical tools; mean and standard deviation were used. According to the result of data analysis, the following major findings were identified.

Regarding the first basic research questions the status of teacher turnover as indicated from data analysis the year from 2014 G-C-2017 G-C the number of teachers' turnover rate in all woreda is high. Those teachers move in to in the zone one woreda to another

woreda but most of the time out of the zone. Some times change their occupation or filed teaching professions by the case of those and related factor in the zone shortage of teachers are high. From listed woreda in four consecutive years frequently record high turnover rate of teachers was Kokir Gedebano, Gummer, Geta, Endegage, Enmorina Eaner Ceha, and Ezha to compare than the other but that means the rest one not free from the problem. As research question one the status of teacher turnover in the zone cover high percentage so, leadership and responsible person from school society up to government bodies involve to teachers retain.

Several factor that contribute teachers turnover rate as indicated in the data. Among the factor poor administrative support, inadequate teaching salary, bad student character or disciplinary problem, low social status to the teachers by the society, poor working condition of the school or remoteness of area, unequal treatments of teachers by the leader, unfair promotion, low student academic achievements, lack of instructional material absence of decent house, lack of relationship among the staff member and political case were the factor contribute teacher turnover. To minimize turnover rate the above finding must be include in government bodies program and plan by participating school society especially in school leadership.

To increase teacher retention rate it is fact needs the involvement of all concerned society but especially school leadership role is vital. The effectiveness of school related to school leadership and the subordinate, to achieve this effectiveness the leader must be visionary and participatory. From the factor that contribute teachers turnover all are avoid and solve by school leadership except related salary case.

Regarding leadership effort made to mitigate teacher turnover as indicated in the data. As school leadership response they focus more of the time use only for reporting data reporting system. This means not accomplish this task as the other task performed by school leadership. Finally there is no retaining teacher by the effort leadership.

## 5.2. Conclusion

On the basis of data analysis and summary made so the following conclusions were drawn for secondary schools teachers turnover.

Some of the major factors that forced teachers to leave secondary schools were inadequate salary, poor administrative support in some schools the leaders management style foster teachers turnover by unequal treatment, poor work environment or working working area remoteness, shortage of teaching learning materials, transport case, unable to get the social services, staff unity problem, heavy workload, low social status about teaching profession, low students academic achievement & student disciplinary problem disrespect for their teachers and the lack of commitment to learn were the main reason for teachers' turnover. Such an extra freedom given to students degraded the respect for teachers and increased a staff turnover. Teachers' interests were not considered thus, they demoralized and left from the schools.

As this study found are the factors that the study has identified as reasons for turnover of teachers in secondary schools of the Gurag zone. This turnover of teachers reduces the over all effectiveness of the school which leads to the deterioration of the quality of learning. Because teachers are crucial to the success of the students and the school in the continuous turnover of teachers affect the students achievement & the overall of school activity and also reaches bad impact in the country economic development.

All those factors of teacher turnover indicated in the study minimize and solve by school leadership except in the case of salary. So leader ship role cover highest rank and also as a solution to solve teachers turnover. It is fact school leader have many work load and responsibility related to school so the leader must be take in to consideration and use different mechanizms for teachers retention. This study suggests that policies aimed at improving school administration may be effective at reducing teacher turnover. Improving administrative support was high valuable to solve teachers turnover.

### 5.3 Recommendations

Based on the findings and conclusions of the study the following recommendations are suggested to reduce turnover and increase retention teachers in secondary schools of Gurage zone.

- It is recommended that the government should improve the salary of teachers and create other non-salary benefits for teachers. For example houses should be given to teachers, fair rewards for outstanding teachers, creating means of additional incentives for teachers because inadequate salary is major reasons that teachers give to quite their job.
- For regional education bureau was recommended to allocate enough budgets to improve school facilities such as staff room , recreation centre, lecture hall, chemicals and laboratory, pure water, lack of health care services in the schools.
- The following recommendation was for school socete to solve teacher turnover rate by improving poor working conditions , improve class room condition, solve students disciplinary problem working with school leadership by formulate school rule and regulation, by building and facilitate decent house for teachers who newly employed and exprienced teacher of at the school.
- Educational opportunities that help the teachers to develop their knowledge and skills should be created and facilitated by school administrators and education officials in addition to this student learning expriance improve by teachers and parents .
- The school leaders with supervisors need to promote teachers professional development through CPD program which incorporates training, experience sharing, meetings with other teachers/supervisors, action research and mentoring program must be applied.

- Poor working conditions could lead teachers to develop negative perception that could obstacle to effective teaching and weaken teachers' commitment to their work. Therefore the school administration should try to improve class room condition teachers' workload, instructional material supply and the overall working condition of schools to enhance teachers to do their job
  
- By recognizing the significant effects of poor administrative support on teachers turnover decisions, the school management and local education officials should take measures such as providing continuous training for school principals, increase teaches participation in decision making on the teaching learning activity etc... to improve administrative support given to teachers and minimize administrative related problems to increase job satisfaction and the retention of teacher.

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## APPENDIX

### Haramaya University Post Graduate Program Directorate Questionnaire to be completed by zone expert

This questionnaire is designed to collect relevant data for increasing teacher retention and to minimize teacher turn over in Gurage zone Secondary Schools: As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. The four consecutive year turnover rate of teachers data in thirty wereda by prepared table. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. **Thank you in an advance for scarfifying your precious time.**

#### What is the status of teachers turn over in secondary schools of Gurage zone

NO	Weredas	2014	2015	2016	2017	Rank
1	Gummer					
2	Kokir Gedebano					
3	Ceha					
4	Abesga					
5	Kebena					
6	Welene Gutazer					
7	EnmorinaEaner					
8	Geta					
9	Endegage					
10	Meskan					
11	Ezha					
12	Muher NaAkill					
13	Soddo					
	Total					

**Haramaya University**  
**Post Graduate Program Directorate**  
**Questionnaire to be completed by teachers**

This questionnaire is designed to collect relevant data for increasing teacher retention and to minimize teacher turn over in Gurage zone Secondary Schools: As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. There is no right or wrong answer and what is required is to indicate your level of personal opinion to each item. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. **Thank you in an advance for scarifying your precious time.**

**Part one: Background Information**

**Direction-** The following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by putting 'X' mark in the box.

1.1. Sex Male \_\_\_\_\_ Female \_\_\_\_\_

1.2. Age 20-25 \_\_\_\_\_ 26 - 30 \_\_\_\_\_ 31 -35 \_\_\_\_\_ 36 – 40 \_\_\_\_\_

41 – 45 \_\_\_\_\_ 46 – 50 \_\_\_\_\_ above 51 \_\_\_\_\_

1.3. School Name \_\_\_\_\_

1.4. Educational Level College Diploma BSC/BA \_\_\_\_\_ MA/MSc \_\_\_\_\_

1.5. Experience in current school \_\_\_\_\_

1.6. Total work experience in teaching \_\_\_\_\_ (years)

**Question 2:** The following tables are some of **the factor that affects teacher turn over in secondary schools** are listed. Please indicate your reason by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

**KEY 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree**

	Statement	5	4	3	2	1
1	School principals evaluate performance of teachers on the basis of political activities and ideologies.					
2	Poor working condition related to remoteness'					
3	Teachers do not have freedom to make their own decision regarding teaching learning process.					
4	Low social status accorded to teachers by the community					
5	Student disciplinary problem					
6	Inadequate salary compare with other occupation by the same Qualification					
7	School principals do not treat all teachers equally as per school rule and regulation					
8	Low academic student achievement					
9	School management and supervisors in the course of supervision always give criticism of teacher's work and they are sometimes fault finder					
10	Inadequate instructional materials					
11	High workload					
12	Unfair promotion opportunity					
13	There is often physical violence against teachers from student					

**Direction:** In the following table, **the roles of school leadership to retain secondary school teachers are listed.** Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agrees to strongly disagree

**KEY 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree**

No	Statement	5	4	3	2	1
1	The leader must be treats all teacher equally without any discrimination					
2	Facilitate to build decent house					
3	Crating favorable working condition to attract teachers					
4	Giving reward according to their effectiveness					
5	Consolidating positive relationship teachers with the community					
6	Sharing responsibility among staff members during discussion					
7	Full fill different recreation place or material in the school					
8	Improving disciplinary problems of students					
9	Leader ship of the school give respect for all teachers					
10	Increase administrative support to teachers					
11	Facilitating professional development of teachers					
12	Initiate for teachers to make positive attitude towards school					
13	The leader leading style not focus on fault finder he/she must be mistake corrector					
14	Crating collegial intimacy among teachers					

**Haramaya University**  
**Post Graduate Program Directorate**

**Questionnaire to be completed by:-principal, vise principals, supervisors**

This questionnaire is designed to collect relevant data for increasing teacher retention and to minimize teacher turn over in Gurage zone Secondary Schools: As the result and success of the study will depend on the quality of your response please give honest responses to the items presented. There is no right or wrong answer and what is required is to indicate your level of personal opinion to each item. Your responses will be kept confidential and used only for academic purpose and you do not need to write your name. **Thank you in an advance for scarifying your precious time.**

**Part one: Background Information**

**Direction-** The following statements are about your personal information. Please write the necessary information on the blank spaces provided and, in the optional items, indicate your answer by putting 'X' mark in the box.

1.1. Sex Male \_\_\_\_\_ Female \_\_\_\_\_

1.2. Age 20-25 \_\_\_\_\_ 26 - 30 \_\_\_\_\_ 31 -35 \_\_\_\_\_ 36 – 40 \_\_\_\_\_

41 – 45 \_\_\_\_\_ 46 – 50 \_\_\_\_\_ Above 51 \_\_\_\_\_

1.3. School Name \_\_\_\_\_

1.4. Educational Level BSC/BA \_\_\_\_\_ MA/MSc \_\_\_\_\_

1.5. Field of specialization \_\_\_\_\_

1.6. Work experience \_\_\_\_\_

**Direction:** In the following Table, some of **the factor that affects teachers turn over in secondary school** is listed. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agree to strongly disagree.

**Key: 5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree**

	Statement	5	4	3	2	1
1	Inadequate teaching salary					
2	Lack of satisfaction in student academic achievement					
3	Lack of respecting from the student and in the community are cause of turn over					
4	Disciplinary problem case of the teacher turn over					
5	High work load					
6	They are low working commitment and remoteness					
7	Searching of extra income					
8	Absence of participation on decision making by school affairs					
9	Knowledge gap of subject related case					
10	Student disciplinary problem					

➤ **What efforts have been made so far to mitigate teacher turn over?**

1. As school leader, did you make any effort to mitigate turn over? If your answer is yes; List your trends\_\_\_\_\_

\_\_\_\_\_

If your answer is No, Why?\_\_\_\_\_

2. How many teachers retain from turn over by your effort \_\_\_\_\_

By what means you retain?\_\_\_\_\_

\_\_\_\_\_

3. who is responsible for secondary school teacher retention in your school, Please explain briefly\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Direction:** In the following table, **what should be done to retain secondary school teachers are listed**. Please indicate your opinion by putting 'X' mark in the box in line of each item. The choices range from strongly agrees to strongly disagree

**Key:** 5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly disagree

	Statement	5	4	3	2	1
1	The leader treats all teacher equally without any discrimination					
2	Facilitate decent house to rent					
3	Crating favorable working condition					
4	Giving reward according to their effectiveness					
5	Consolidating relationship with the community					
6	Sharing responsibility among staff members					
7	Crating collegial intimacy among teachers					
8	Facilitating professional development of teachers					
9	Leading regarding the school rule and regulation					
10	Involving PTA members for discussion of any case related to teachers					
11	Avoid misbehaviors of the student make all are disciplined					
12	Fulfilling school facilities by well manner.					

**HARAMAYA UNIVERSITY**  
**POST GRADUATE DIRECTORATE PROGRAM**  
**Department of Educational Planning and Management**  
**Structured interview guides line for school principals,**  
**,supervisors and chairmen of PTA**

You are kindly requested to give your response for each interview questions!

1. Name of the school-----woreda-----
2. Sex \_\_\_\_\_ 2. Age \_\_\_\_\_ 3. Level of education\_\_\_\_\_
3. What are the major reasons that make the teachers leave or move from the school?
4. What are the trends of teacher turnover in the selected schools?
5. As your school, what efforts have been made to mitigate teacher turn over?
6. In your opinions, what should be done be to retain secondary school teachers?