

Factors Contributing Teacher's Turnover Intention: Evidence from Selected Primary and Secondary Schools of Tacharmachio Woreda, Gondar, Ethiopia

Demis Alamirew Getahun¹ & Debitu Tadege²

University of Gondar College of Business & Economics School of Management & Public Administration
Department of Management

Abstract: This study aims to investigate factors contributing teachers turnover intention at selected primary and secondary schools found in Tacharmachio woreda. A cross-sectional study was conducted using quantitative and qualitative data collection methods. The study participants were full time teachers found in the primary and secondary schools. The total populations of the study were 208 from 6 elementary and 3 secondary schools and out of this, 135 samples were drawn by using the conventional sample size determination formula for single population. The study employed stratified random sampling technique particularly, using proportional sampling technique. The finding revealed that lack of participatory approach in decision making followed by lack of good relationship among principals, vice principals were the major determinant factors for teachers turnover intention in the study area. The correlation analysis result also revealed that turnover intention were found to be statistically significant negative association with salary ($r=-0.93$, $p<0.05$), with promotion ($r=-0.19$, $p<0.05$), with age ($r=-0.35$, $p<0.05$) and with marital status ($r=-0.51$, $p<0.05$). However, teachers turnover did not show a statistically significant correlation with sex ($r=.03$, $p>0.05$).

Key word: turnover, promotion, salary, job satisfaction

Date of Submission: 08-04-2020

Date of Acceptance: 23-04-2020

I. Background of the study

Human resource is the most important asset for the effectiveness of the schools in achieving its objectives if there are qualified and competent teachers (Otto & Sander, 1964 cited in Helina, 2011). However, teachers' turnover is a major problem across the worldwide. According to Ingersoll (2001), in the United States, almost one out of every two new teachers has been leaving the school at the end of every five years. Moreover, research has shown that approximately one-quarter of all fresh teachers has abandon their teaching job within four years (Benner, 2000; Rowan et al; 2002). In Chicago, a report on teacher turnover (2009) revealed that most schools lose half of their teachers in every five years. The in and out of new and experienced teachers creates a great challenge for school administrators, which in turn results a negative consequence. Similarly, this is also true in the African content in many Sub-Saharan African countries, new and well trained teachers tend to leave their teaching profession. A study conducted by the World Bank revealed that the contemporary teacher's attrition rate has been ranging from 5 and 30 percent in the Sub-Saharan Africa (World Bank, 2007).

Voluntary and involuntary turnover is very costly and detrimental to organizations (Ahmad et al., 2012). Managers and researchers consider that turnover is a problem due to the fact that it costs to the organization and facing a challenge in the recruitment and retention of proficient employees (Noor et.al, 2011).

According to Reggio (2003), employee turnover simply refers to the movement of employees out of an organization. It has a negative aspect, which might lead to the failure of employee retention strategies in the organizations. Leaving of job appears to reflect significant work place problems, rather than opportunities for advancement into better Jobs. Turnover of employees disrupts teams, raises costs, reduces productivity, and results in loss of knowledge (Holzer and Wissoker, 2001). Hom & Griffeth (2000) also defined employee turnover as a permanent movement of the employee beyond the boundary of the organization. The central idea here is **why turnover exists?**

The rationale behind for the existence of turnover could be depending up on many factors. It might be external as well as organizational factor. When we say external environmental factors, it is related to the country's economic level i.e., the inflation (Pettman, 1975; Mobley, 1982; Arthur, 2001). On the other hand, the organizational variables like the type of industry, occupational category, organization size, payment, supervisory level, location, selection process, work environment, work assignments, benefits, promotions, and growth (Mobley, 1982). The other factors are related to the individual work variables such as demographic variables and integrative variables like job satisfaction, pay, marital status, promotion and working condition (Pettman 1975; Mobley, 1982; Arthur, 2001). Observing this case in educational settings, several researchers in the area

of turnover revealed that intent eventually leads to actual turnover (Fontana & Abouserie, 1993). Researchers and practitioners in the field of education consider this alarming turnover rate to be a “staffing crisis” (Whitebook, Sakai, Gerber, & Howes, 2001). Lack of commitment to the organization and poor job satisfaction may result in a turnover rate that disrupts services and may reduce the quality of services to the customer. Thus, schools with high turnover rates might also suffer from low faculty commitment (LaMastro, 2000). There are numerous reports of high teacher turnover in several developed countries such as United States (Guin, 2004), Scotland (Finlayson, 2003) and Portugal (Jesus and Conboy 2001). But in developing countries the problem is comparatively serious. Reports in countries such as South Africa (Xaba, 2003), Zambia, Papua New Guinea and Malawi (VSO, 2002) indicated that the problem had almost reached a catastrophic stage. Though it sometimes may yield positive outcomes such as bringing new people, new ideas, and more diverse workforce, turnover has many intolerable consequences for both public and private schools. Thus, as publicly held organizations, government educational institutions cannot escape the phenomenon. In other words, in connection with environmental, organizational, and personal factors, the institutions cannot be free from turnover-related problems. This in turn brings loss of more experienced and adjusted workforce, wastage in time and material resources. Broadly speaking, in the presence of high turnover rate, achieving educational goals could be a challenge.

As documented by MOE (2008/09) cited in Hilina (2011) in Ethiopia, the number of schools has been growing rapidly resulting from increasing students' enrollment. Secondary school first cycle (grade 9 & 10) enrolment has grown at 13.6% annual average while secondary schools increased by 14.1 percent. On the other hand, turnover rate of academic staff in Ethiopian educational system has been increasing from time to time. This is aggravated by factors such as salaries, incentives, poor working conditions, loss of status of teachers, loss of motivation and stress among others (Asmamaw, 2011). The problem is more vivid in Ethiopian higher learning institutions where there are some research findings showing the magnitude of the problem. There are some empirical findings revealing turnover rate in universities as factors affecting academic staff turnover intentions and the moderating effect of gender; the case of Haramaya University by Mulu (2014) and organizational commitment and turnover intention among academic staff; the case of Gondar University by Birhanu et.al, (2013). In their concluding remarks, these studies revealed that academic turnover rate and turnover intention is affected by brain drain, searching for better earnings and standard of living among others. Moreover, University Worldwide New (2010) reported that too many of the best and brightest academic staff in Ethiopia is on the move. The condition is even worse at primary and secondary levels of educational institutions while sharing the above factors behind the problem. Studies regarding the issues in primary and secondary schools are extremely lacking in these context so far as the knowledge of the current researcher goes. Consequently, there is a dearth of empirical research regarding turnover and turnover intention in those schools. A similar scenario has been applied to the current study area that teaches' turnover and turnover intention at Tacharmachihoworeda, it is a prevalent phenomenon for many reasons and recruitment, selection and hiring are routine activities of educational administrators. Thus, the current undertaking tried to investigate factors affecting academic staff turnover and turnover intention at 6 elementary and 3 high schools found in Sanja town which is the center of the woreda.

1.1. Objectives of the Study

1.1.1. General objective

The general objective of this study was to examine factors that contribute to teachers' turnover and turnover intention at selected primary and secondary schools found in Tacharmachihoworeda.

1.1.2. Specific objectives

In an effort to accomplish the general objective, the study has tried to address the following specific objectives.

- To identify factors which contribute to teachers' turnover in the selected secondary and primary schools.
- To investigate the factors (job satisfaction, job-stress, sex, age, promotion, salary and marital status) that significantly predicts teachers' turnover intention in the study area.
- To examine whether there is statistically significant association between teachers' demographic variables (sex, age, promotion, salary and marital status) and their turnover intention.

II. Research Method

2.1.1 Research design

This study was a cross-sectional study design to examine factors that contribute to teachers' turnover and turnover intention at selected primary and secondary schools at a single point in time and was conducted from November 2017 to January 2018. The populations of the study were 6 elementary and 3 secondary schools found at TachArimachiho district of Gondar, Ethiopia. According to the available statistical data (2009 E.C) from the district, the total number of teachers working in these 6 primary and 3 secondary schools were 188

including 10 principals and 10 other vice principals (a total of 208). The study employed stratified random sampling technique particularly, using proportional sampling technique. The sample size was determined through the use of population proportion by using the conventional sample size determination formula for single population (Naing, Winn and Rusli, 2006), a total of 135 samples were selected. For $N > 10,000$, $n = \frac{z^2 p(1-p)}{w^2}$ Where, n =required sample size, z = confidence level at 95% standard value of 1.96, p =estimated prevalence rate of the variables (50%), w =margin of error tolerated at 5%. As a result, $n = \frac{1.96^2 * 0.5(1-0.5)}{0.05^2} = \frac{3.841 * 0.25}{0.0025} = \frac{0.9604}{0.0025} = 384.16 \approx 385$. However, the size of the target population of this study was found to be less than 10,000. As a result, the above sample size has to be corrected by using the following correction formula: For $N < 10,000$, $nf = \frac{n}{1 + \frac{n}{N}}$ Where, nf = the sample size obtained after correction formula, n = the sample size if the target population were above 10, 000, N = the sample size of the target population less than 10,000. Thus, $nf = \frac{n}{1 + \frac{n}{N}} = \frac{385}{1 + \frac{385}{208}} = \frac{385}{2.8509} = 135$

In this study, three types of data collection instruments were employed. Namely, self-developed questionnaire, pre-established standardized scales and semi-structured interview. Both quantitative and qualitative data were collected. However, the quantitative data were given more emphasis because it was used as the major input to answer the research questions. Thus, in terms of the order of data collection, the collection of quantitative data was done first. Conversely, to make the quantitative findings more valid and substantiated, it should be supported with the qualitative findings as well. As a result, after collecting the quantitative data, qualitative data were also collected. Specifically, self-developed questionnaire having two sections was employed. The first section focused on the demographic characteristics of respondents. The second section contains six factors as the causes of teachers' turnover in the study area. This questionnaire was a five point Likert scale ranging from strongly disagree=1 to strongly agree=5.

Turnover Intention Questionnaire (TIQ) was used to measure employees' future tendency to leave and this instrument was taken from Gyezaho (2014) with slight modification. 14 items were included in the instrument and was rated as a 5 point likert scale ranging from 'never' to 'always'.

The job stress questionnaires scales were taken from the work of Srivastava & Shukla (2016), which consists of 22 items. Each item has rated on a 5-point Likert-type scale ranging from 0 to 4; with higher scores indicating higher levels of job-stress.

Finally, general Job satisfaction assessment tool was used to measure the satisfaction level of employees. This job satisfaction measure was developed from Warr, Cook and Wall (1979) as a robust instrument that is easily completed by employees at all levels and is psychometrically sound. It can be scored to provide a single index of overall Job Satisfaction. There were 10 item scales ranging from strongly satisfied up to strongly dissatisfied were considered.

2.1.2 Data quality control/pilot testing

As indicated above, standardized scales were adapted from other sources to collect the quantitative data. Thus, before they were used for actual data collection, they should have been pilot-tested. Therefore, for pilot-testing self developed questionnaire and standardized scales were administered to 30 teachers who teach at similar schools in other setting.

As a result, reliability (internal consistency) was checked. Internal consistency (reliability) for self-developed questionnaire was found to be $\alpha = 0.77$ and for standardized scale $\alpha = 0.88$.

2.1.3 Variables of the Study

Sex, age, job stress, job satisfaction, salary, marital status and promotion were considered as independent variables of the study and teachers' turnover intention leading to actual turnover was considered as dependent variables of the study. All independent variables were coded for correlation and regression analysis.

2.1.4 Data analysis

Quantitatively the study employed statistical software, SPSS to analyze the data collected through the standardized scales and some self-developed questionnaires. Thus, the collected data were coded, entered and analyzed by using SPSS version 20.0.

III. Results And Discussion

3.1 Introduction

In this chapter, results of the study has presented in different sections. The first section contains results related with the demographic characteristics of respondents. In section two, results concerning factors that contribute to teachers' turnover in the selected schools have been presented. Section three deals with factors that

significantly predict teachers' turnover intention in the selected schools. Finally, in section four, results dealing with the association of demographic variables (sex, age, promotion, salary and marital status) and teachers' turnover intention have been presented. Moreover, discussing these results in light of previous research findings has also been included in this section.

3.2 Demographic Characteristics of Respondents.

In this study, sex, age, promotion, and marital status were considered as demographic characteristics of the study, because these variables are believed to have relationship with teachers' turnover intention.

Table1 illustrates the demographic characteristics of respondents in terms of sex, age, promotion, salary and marital status. According to the table, 62.1% of participants of the study were males and 37.8 % were females. With respect to age, 34.8% the respondents were ranging from 24-33 years, 46.9% were from 34-44years, 15.1% of the respondents were found to be 45-55 years and 3% were above 55 years. The table also indicates the frequencies of promotional opportunities gained by teachers. According to the result, 9% of the respondents did not get so far, 28.7% promoted once,39.3% promoted twice, 15.1% promoted three times and the rest 7.5% were promoted for more than three times. In relation to salary of respondents, 54.5% of the salaries of respondents were ranging from 2514-3579, and the range between 4085-5304, which accounts 39.3% and 6% were from 5838-6809. In the case of marital status of respondents,63.6% of them were married while 35.3% were not married.

Table1. Demographic Characteristics of Respondents

No	Characteristics	Male		Female		Total
		n	%	n	%	
1	Sex	82	62.1	50	37.8	132
2	Age					
	24-33	29	63.0	17	37.0	46
	34-44	38	61.2	24	38.8	62
	45-55	11	55	9	45	20
	Above 55	4	100	-	-	4
3	Frequencies of promotion					
	0	8	66.6	4	33.3	12
	1	22	57.8	16	42.1	38
	2	31	59.6	22	42.3	52
	3	11	55	9	54	20
	Above 3	8	80	2	20	10
4	Salary					
	2514-3579	34	47.2	38	52.7	72
	4085-5304	42	80.7	10	19.2	52
	5838-6809	6	75	2	25	8
5	Marital status					
	Married	45	53.5	39	46.4	84
	Unmarried	33	68.7	15	31.2	48

Source: Own Survey, 2018

3.3 Factors Affecting Teachers' Turnover in the Secondary and Primary Schools

The findings of numerous researchers in the teachers' turnover revealed that teachers have moved from their schools to other profession for different reasons. Insufficient salary, poor administrative support, students disciplinary problem are among the reasons (Kirby &Grissmer, 1993). In similar vein, this study was tried to investigate factors that could be the causes to resign their teaching profession.

Teachers moved from their school were working in other civil service sectors offices, NGOs and private businessesin the study area. This study confirmed thatthere are attributing factors to teachers' turnover including unfair management, salary level, working relationships, training opportunities, promotional opportunities and level of participation in decision making. Thus, the following table portrays respondents' mean and standard deviation scores on the level of agreement/disagreement to each of the items as presented to them.

Table 2describesrespondents' level of agreement on factors that contribute to teachers' turnover in the study area. The majority of the items were confirmed by respondents as contributing factors for teachers' turnover in the selected schools. This can be attested by the high mean scores of respondents to each of the item representing a factor.

A closer look at the mean and standard deviations scores to each factor portrayed in the tables reveals that respondents' mean and standard deviation scores on unfair management exiting in the schools (M=4.12 and SD=0.67), inadequacy of salary (M=4.16 and SD=0.37), lack of good relationship among principals, vice principals and teachers (M=4.29 and SD=0.46), lack of further development and trainings opportunities (M=4.19 and SD=0.40), lack of promotional mechanisms based on performance, qualification and work experience (M=4.19 and SD=0.40) and lack of participatory approach in decision making (4.32 and 0.47). The implication drawn from the above findings were the major factors which contributed teacher's turnover.

Table 2 Mean and SD scores of respondents on factors contributing to teachers' turnover

No	Description	M	SD
1	unfair management in the school	4.12	0.67
2	Inadequate salary	4.16	0.37
3	no good relationship between principals, vice principals and teachers in your former school	4.29	0.46
4	Teachers performed their duties without any further development and training programs	4.19	0.40
5	There were no promotion mechanisms based on performance, qualification and work experience	4.19	0.40
6	The school didn't gave ample opportunities for teachers to participate in the decision making process	4.32	0.47

Source: own survey, 2018

M=Mean, SD= Standard Deviation and N= number of participants who were teachers in selected schools.

In line with quantitative findings, an interview participant who was a head of woreda (district) education office of the study area stated as follows.

In our woreda teachers' turnover is a serious problem. We are always busy of hiring new teachers due to high turnover rate. In my belief, there are different reasons for the resignation of these teachers such as poor pay level. Problems related to promotion and transfer and adversity of the working environment (KEYINFO₁, Sanja, 3/2017).

Moreover, an education officer (KEYINFO₂, Sanja, 3/2017) who is working at the education office stated that inappropriate leadership style was the major cause of teachers' turnover in the woreda/district/.

In addition, supervisors (KEYINFO₃ and KEYINFO₄, Sanja, 3/2017) who participated in the interview session stated:

Even though there are many academic and administrative issues that need to be the involvement of teachers in decision making, the extent of teachers' participation in the decision making process has to be very limited. This has created grievances from teachers and forced them to leave their job (KEYINFO₃ and KEYINFO₄, Sanja, 3/2017)

Many of the research scholars related to teachers turnover revealed that unfair treatment in their supervisors, in adequate salary, lack of participation in the decision making process and the like are serious problems but needs immediate solution. Researchers such as Ibrahim Yimeretal, (2017) found that Lack of good management and leadership was impacted on turnover intention. This finding was also comparable to a study done in one of the government universities i.e., Jimma University, found that incompetent university administration was ranked first (Workneh. B, 2010). Other researchers such as Bula (2012), Sadra (2012), Herbert, Donald, John & Lee (2000) and Ng'ethe, Namusonge & Mike (2012) were supporting the finding of the this study. They proved that teacher's turnover is affected by lack of trainings, poor pay level, inappropriate management styles and lack of training and career development opportunities.

3.4 The Association between Demographic Variables and Turnover Intention

Various empirical studies have been demonstrated that turnover is associated with socio-demographic characteristics including sex, age, tribe, marital status, academic qualifications, religious affiliation, tenure and terms of employment (Omolara, 2010). This study has tried to investigate whether there is statistically significant correlation between demographic variables and teachers' turnover intention in selected primary and secondary schools. Sex, age, promotion, salary and marital status as demographic variables of respondents. Thus, the following table indicates the association of these variables with teachers' turnover intention.

A bivariate correlation analysis as indicated by table 3, revealed that turnover intention were found to be statistically significant negative association with salary (r=-0.93, p<0.05), with promotion (r=-0.19, p<0.05), with age (r=-0.35, p<0.05) and with marital status (r=-0.51, p<0.05). However, the table indicates that turnover has no statistically significant correlation with sex (r=.03, p>0.05). The implication of the study showed that if the salary of teachers reduced by one unit, their turnover increased by .93 and if the salary of teachers increased by one unit, their turnover intention reduced by 0.93. Similarly, if there is an increment in age by one unit, their turnover reduced by .35 and vice versa

In Table 3, the findings tell us that these demographic variables have significant impact for teachers' turnover and to educational process. This has been documented by various in organizational psychology and management literature. For instance, studies conducted by Candel (2010), Bobbitt et al., (1994), Boe et al.,

(1998), Grissmer& Kirby, (1997), Hafner& Owings, (1991) and Murnane, Singer, & Willett, (1988) confirmed that pay level and age have significant association with teachers' turnover intentions.

Table 3: Pearson correlations between demographic variables and turnover intention (N=100)

Variables	Turnover intention	Salary	Promotion	Sex	Age	Marital status
Turnover intention	1	-0.93*	-0.19*	.03	-0.35*	-0.51*

*. Correlation is significant at the 0.05level (2-tailed).

3.5 Teachers' Turnover Intention Variance

This section presents how much of the variance in teachers' turnover is explained and accounted by all independent variables and which independent variable best predicts turnover intention.

As indicated by Table 4, about 23.7% of the variation in turnover intention was explained by all the independent variables (job satisfaction, job stress, sex, age, promotion, salary and marital status).The F-test also revealed that this proportion of variance was statistically significant (F (7, 92) =5.388, P<0.05).The direct effects of each variable on turnover intention was determined by using standardized beta coefficients in the next table.

Table 4: Summary of Results of Linear Regression Analysis

Source of variation	Sum of squares	Df	Mean squares	F	R ²
Regression	1383.150	7	197.593	5.388*	0.237
Residual	3373.840	92	36.672		
Total	4756.990	99			

*** P<0.05 df=degree of freedom Adjusted R² = 0.237 Std. Error of the Estimate=6.05576

Table 5indicated that both job stress(Beta= 0.078, t=0.850, P<0.05), job satisfaction (Beta= -0.404, t= -4.052, P<0.05), salary (Beta= -0.025, t= -0.025. p<0.05), promotion(Beta= -0.024, t= -0.125), sex(Beta= -1.347, t= -4.011,p<0.05), age(Beta= -0.101. t= -0.944,p<0.05) and marital status(Beta= 1.409, t=4.341,p<0.05) significantly predict teachers' turnover intention. However, the beta values above indicated that job satisfaction, salary and promotion have greater effect than job stress, sex, age and marital status on teachers' turnover intention. Moreover, the negative signs on the beta values of job satisfaction, salary and promotion imply that as job satisfaction, salary and promotion increase teachers' turnover intention decrease and the vice versa.

Table 5: The Independent Contributions of the Predictor Variables as Determined by Standardized Regression Coefficient on turnover intention

Independent variables entered	Unstandardized Coefficients		Standardized Coefficient	t-value
	B	Std. error	Beta (b)	
1. Constant	23.838	12.041	-	1.980
2. Salary(x ₁)	-7.000	0.000	-2.625	-.277*
3. Promotion(x ₂)	-10.134	1.069	-4.024	-.125*
4. Sex(x ₃)	8.827	4.694	1.347	-4.011*
5. Age(x ₄)	0.068	0.072	0.101	-.944
6. Marital status(x ₅)	9.582	4.511	1.409	4.341*
7. Job stress(x ₆)	0.051	0.060	0.078	.850
8. Job satisfaction(x ₇)	-9.385	0.095	-3.404	-4.052*

*p<0.05

IV. Conclusion And Recommendations

4.1 Conclusion

In concluding the study, unfair management, inadequacy of salary, lack of good relationship among principals, vice principals and teachers, lack of further development and training opportunities, lack of promotional mechanisms based on qualification & work experience and lack of participatory approach in decision making are found to be the major factors affecting teachers' turnover in the study area.

Moreover, teachers' turnover intention has been found to have statistically significant negative associations with demographic variables (salary, promotion, age and marital status). However, the study confirmed that turnover intention has no statistically significant correlation with sex. The study also confirmed that 23.7% variation in teachers' turnover intention in the study area is explained by all independent variables

included in the study. Job satisfaction, salary and promotion have greater effect than job stress, sex, age and marital status on teachers' turnover intention in the study area.

4.2 Recommendations

Based on the findings of the study the following recommendations have been forwarded.

The study revealed that unfair management, poor pay level, lack of training and development opportunities and lack of participatory approach in decision making as the major contributing factors for teachers' turnover from academic settings in the study area. Thus, school administrators in collaboration with woreda education offices are recommended to take viable measures to address the issue. For instance, educational and training opportunities that help teachers to develop their knowledge and skills should be created and facilitated by school administrators and education officials.

Results of the study also indicated that demographic variables as salary amount, promotion, age and marital status have strong negative association with teachers' turnover intention in the study area. Thus, it is recommended for the above bodies and to the stakeholders that these variables should be given due attention in the process of educational management and leadership.

Results of the study further indicated that job stress and job satisfaction in conjunction with the above demographic variables to have good predictive power to teachers' turnover intention. Specifically, job satisfaction, salary and promotion are better predictors of turnover intentions, Thus it is advisable for the above concerned bodies to work hard jointly in addressing these variables.

Finally, large scale investigations specifically, studies having large samples and wider area coverage are highly recommended to have relatively full picture of the problem.

References

- [1]. Ahmad B., Shahid M., Huma Z-E., Haider S. (2012). Turnover Intention: An HRM Issue in Textile Sector. *Interdisciplinary Journal of Contemporary Research in Business*, 2012, 3: 125-130.
- [2]. Arthur, D. 2001. *The Employee Recruitment and Retention Handbook* (1st Ed.).
- [3]. Asmamaw Argeta (2011). Professional employees' turnover and retention practices of Ethiopian public sector organizations of Ministry of finance and economic development (Masters Thesis). AAU, Addis Ababa.
- [4]. Benner, A.D. (2000). *The Cost of Teacher Turnover*. Austin, TX: Texas Center for Educational Research. Retrieved from <http://www.sbec.state.tx.us/SBECOnline/txbess/turnoverrpt.pdf>.
- [5]. Bobbitt, S., Leich, M., Whitener, S., & Lynch, H. (1994). *Characteristics of stayers, movers, and leavers: Results from the teacher follow up survey, 1991-92*. Washington, DC: National Center for Education Statistics
- [6]. Boe, E., Bobbitt, S., Cook, L., Barkanic, G., & Maislin, G. (1998). *Teacher turnover in eight cognate areas: National trends and predictors*. Philadelphia, PA: University of Pennsylvania, Center for Research and Evaluation in Social Policy.
- [7]. Bula, H.O. (2012). Labor Turnover in the Sugar Industry in Kenya. *European Journal of Business and Management*. ISSN 2222-1905 (Paper) ISSN 2222-2839. Vol 4, No.9
- [8]. Candle, J. (2010). Factors affecting teacher turnover in private secondary schools in Wakiso District. Master of Science in Human Resource Management in Education, Makerere University,
- [9]. Finlayson, M. (2003). Improving the Well Being of Teachers in Scotland. A Presentation to the Symposium on Teacher Well-being Northern Ireland.
- [10]. Fontana, D., & Abouserie, R. (1993). Stress levels, gender and personality factors in teachers. *British Journal of Educational Psychology*, 63(2), 261-270.
- [11]. Grissmer, D., & Kirby, S. (1997). Teacher turnover and teacher quality. *Teachers College Record*, 99, 45-56.
- [12]. Gyezaho, M. (2014). Individual, Organizational factors and Teacher Turnover Intentions among Primary Schools in Mbarara District, A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of a degree of Masters of Arts in Public Administration and Management of Makerere University.
- [13]. Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *Educational Evaluation and Policy Analysis*, 12(42), 1-25.
- [14]. Hafner, A., & Owings, J. (1991). *Careers in teaching: Following members of the high school class of 1972 in and out of teaching* (NCES Report No. 91-470). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- [15]. Helina Assefa. (2011). Major Causes of Teachers' Turnover in Selected Government and Private Secondary Schools in Addis Ababa: A Comparative Study. A Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirement for the Degree of Masters of Arts in Educational Research and Development.
- [16]. Herbert, Donald, John, & Lee (2000). *Personnel/Human Resource Management: 4th ed.*: Universal Book Stall; New Delhi pp 511-513
- [17]. Holzer, H. J. and Wissoker, D. (2001). How Can We Encourage Job Retention for Welfare Recipients. *The Urban Institute Series* No. A-49,
- [18]. Hom, P., & Griffeth, R. (2000). *Employee turnover*. Cincinnati: South-Western Publishing.
- [19]. Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- [20]. Jesus, de S and Conboy, J. (2001). A stress management course to prevent teacher distress, *The International Journal of Educational Management*, 15 (3), 131-137.
- [21]. Kirby, S. N., & Grissmer, D. W. (1993). Teacher attrition: Theory, evidence and suggested policy options. Washington DC: U. S. Department of Education (ERIC Document Reproduction Service No. ED 364 533).
- [22]. Lamastro. (2000). Commitment and Perceived Organizational Support. *National Forum*, 3(3)
- [23]. Mobley, W. H. (1982). *Employee Turnover: Causes, Consequences, and Control*. Addison-Wesley Publishing, Philippines
- [24]. Mulu BH (2014) Factors Affecting Academic Staff Turnover Intentions and the Moderating Effect of Gender, Impact. *International Journal of Research in Business Management* 2: 57-70.
- [25]. Murnane, R., Singer, J., & Willett, J. (1988). The career paths of teachers: Implications for teacher supply and methodological lessons for research. *Educational Researcher*, 17(5), 22-30.

- [26]. Naing, Winn.T , Rusli.B.N.(2006). Practical Issues in Calculating the Sample Size for Prevalence Studies. Archives of Orofacial Sciences 1: 9-14
- [27]. Ng 'ethe, J.M., Namasonge, G.S. and Mike, A.I. (2012).Influence of Leadership Styles on Academic Staff Retention in Public Universities in Kenya.International Journal of Business and Social Science, 3 (21), 297- 302.
- [28]. Noor K. M., Nilai B. B., Sembilan N.(2011). Work-Life Balance and Intention to Leave Among Academics in Malaysian Public Higher Education Institutions. International Journal of Business and Social Science, 2011, 2: 240-246.
- [29]. Omolara, B. E. O. (2010). The influence of personal factors on workers' turnover intention in work organizations in South West Nigeria.Journal of diversity management, 5(4).
- [30]. Pettman, B. O. (1975). Labor Turnover and Retention, John Wiley & Sons, New York.
- [31]. Reggio, E. A. (2003). Introduction to Industrial/Organizational Psychology (4th Ed.). Prentice Hall, New Jersey.
- [32]. Rowan, B., Correnti, R., & Miller, R. J. (2002). What large-scale, survey research tells us about teacher effects on student achievement: Insights from the Prospects study of elementary schools. Teachers College Record, 104, 1525-1567.
- [33]. Sandra, R.C. (2012). "Assessing Employee Turnover in the Language Services Section of Parliament of the Republic of South Africa": University of Stellenbosch.
- [34]. Srivastava, R. &Shukla,A. (2016). Development of short questionnaire to measure an extended set of role expectation conflict, coworker support and work-life balance: The new job stress scale.Cogent Business & Management, 3: 1134034
- [35]. <http://dx.doi.org/10.1080/23311975.2015.1134034>
- [36]. Warr, P., Cook, J., & Wall, T. (1979). Scales for the measurement of some work attitudes and aspects of psychological well-being. Journal of Occupational Psychology, 52, 129- 148.
- [37]. Whitebook, M., Sakai, L., Gerber, E. and Howes, C. 2001. Then & now: Changes in child care staffing, 1994–2000, Washington, DC: Center for the Child Care Workforce. (ERIC No. ED452984)
- [38]. Workneh.B. (2010). Academic Staff Reward System: A Case of Jimma University. *Ethiopian Journal of Education & Science*,6(1).
- [40]. World Bank.(2007). *Recruiting, Retaining, and Retraining Secondary School Teachers and Principals in Sub-Saharan Africa*.The World Bank. Washington, D.C.
- [41]. Xaba, M. (2003).Managing teacher turnover, South African Journal of Education, 23(4), 287- 291.
- [42]. Volunteers Service Organisation (VSO). (2002). What makes Teachers Tick? A policy Reaseach Report on Teachers' Motivation in Developing Countries. London: VSO

DemisAlamirewGetahun,etal. "Factors Contributing Teacher's Turnover Intention: Evidence from Selected Primary and Secondary Schools of TacharmachioWoreda, Gondar, Ethiopia." *IOSR Journal of Business and Management (IOSR-JBM)*, 22(4), 2020, pp. 10-17.