

Magnitude of Teachers' Turnover and its Impact on Performance of Public Secondary Schools in Korogwe District

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Abstract

This paper presents findings from the study on magnitude of teachers' turnover and its impact on public secondary schools conducted in 2012 in Korogwe District, Tanga region. The study covered 12 schools out of 24 schools located in Korogwe rural. Findings revealed that the turnover rate was seventy-five percent. This indicates that something should be done to rescue the Tanzanian education system, particularly schools located in rural areas. The study highlights that teachers' turnover has several consequences such as poor students' academic performance, poor schools' administration and cost to government in recruiting as well as allocating new teachers to the respective schools. In a long run, if the consequences remain un-checked, they may lead to lack of education and skills drainage to most youths. Also, such situation may cause unemployment to youths thereby increase in criminal offences like banditry, theft, prostitution as well as drug abuse cases. The study recommends for further research at a large area pertaining to teachers' turnover in public secondary schools particularly, rural secondary schools to recheck the situation.

Keywords: Korogwe rural; public school; teachers' turnover, magnitude.

1.0 Introduction

The concept of employees' turnover refers to the rate and extent to which employees leave an organization whether voluntarily or involuntarily (MacDonald, 1999). Armstrong (2003) points out the two main types of turnover namely; voluntary and involuntary turnover. Voluntary turnover is when an employee leaves a job for another job elsewhere, took an internal transfer, resigning or retiring. It is voluntary in the sense that an employee may decide to leave an organization as a matter of choice, thus reflecting some form of decision process on part of the employee. This type of turnover is typically more expensive to organization because it often involves the loss of high - performing employee. Involuntary turnover includes layoffs or reductions in force and terminating poorly performing employees.

Involuntary turnover would be considered undesirable because it can reflect on the organizational management and financial operations. In other words involuntary turnover is when the company asks an employee to leave due to poor performance, behavioural issues, changing of organizational needs, budget cuts as well as structural reorganization / reductions in force. (MacDonald, 2012). While excessive high turnover may be dysfunctional, a certain level of turnover is expected to be beneficial to an organization (Armstrong, 2003). The issue of employees' turnover has been globally recognized as a great worry for the organizational system. Such turnover is always a symptom and indication of a problem within an organization (Armstrong, 2006).

Employees' turnover is a global phenomenon in the present era such that almost all organizations face this problem. Due to intense competition, organizations have felt the importance of human resource in recent years (Ulhaq, 2011). The CIPD (2008) carried out a survey on recruitment, retention and turnover, and found out that the average rate of turnover (the number leaving as a percentage of the number employed in UK) was 17.3 percent. The magnitude of teachers' turnover in the education sector has been observed to be increasing day after day, making it the most affected among other public sectors. Teachers' turnover has been changing year after year through attrition as a component of teacher turnover (CIPD, 2008). Another recent study by EFA (2010) reveals that attrition is generally higher among teachers with higher academic qualifications. There are some indications of higher attrition of teachers specialized in mathematics and science (EFA, 2012). Attrition is also higher among those in the least desired schools typically, in rural areas (EFA, 2010). Minda (2016) reveals that trends around the world show that nearly all countries have experienced teachers' turnover from their education systems. The current situation shows that the turnover rate has continued increasing in developing countries. For example, the turnover rate in Ivory Coast reached 42 percent in 2016, making two-fifth of teachers in the Congo Minda (2016).

In Africa, despite impressive achievements, especially in education and political transformations, many challenges and gaps exist (Pitsoe, 2013). In most African countries, the phenomenon of teacher turnover is associated mainly with the Human Immunodeficiency Virus/Acquired Immunodeficiency Disease (HIV/AIDS) epidemic, especially in Sub-Saharan countries like

Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002). A number of literature sources state that a massive exit of teachers from the profession is due to, amongst other reasons, lack of adequate salaries, allowances, housing and promotion (Kamara, 2002). The study by Mukumbira (2001) reports that Zimbabwe lost about 2,000 newly-qualified teachers who may have left for greener pastures in 2000.

1.1 Teacher Turnover and Education System in Tanzanian Public Secondary Schools

Public secondary schools are among public institutions which serve as centres for delivering education services. The main objective of secondary education is to provide opportunities for the acquisition of knowledge, skills, attitude and understanding. The government itself has recognized the central role of the education sector in achieving the overall goal of improving the standard of life of Tanzanians (Palmer et al., 2007), noting that it through education that the nation obtains skilled manpower to serve in various sectors of the economy. The manpower obtained can be able to create a strong and competitive economy. Also the manpower obtained, can effectively cope with the challenges of development and confidently adapt to the changing market and technological conditions in the region and global economy. Thus, it can be said that human capital has long been recognized by the government as the central source in improving the lives of Tanzanians (URT, 2001). It is from such realization that the government has made efforts to expand secondary education by establishing ward secondary schools to ensure access to education services at grassroots level (Mmari, 2005).

Despite the efforts made in expanding secondary education system, yet, teachers' turnover is a serious problem facing public secondary schools in Tanzania, affecting not only the employer (the government) and other employees (teachers) but also students and the entire community. Secondary school teachers' turnover as a part of labour turnover, involves the shifting or movement of teachers in and out the schools (Saleem, 1997). There are five main types of teacher turnover namely; departure of teachers at school level, movement of teachers between public and private schools, teachers upgrading, occupational attraction (teachers leaving the profession to take up other jobs), and teachers turnover at international migration (Achempong, 2003). According to HakiElimu (2011), there is a teacher crisis in Tanzania

where teacher attrition estimated at 3 percent (Chediell, 2010). Attrition rates are thought to be higher in rural areas than in urban areas. The Government of Tanzania continues to lose teachers, especially science teachers (Chediell, 2010). According to Policy Forum (2010) on public budget for secondary education, the government aimed at recruiting 17,204 teachers for public secondary schools so as to increase the percentage of teachers in each public secondary school to reach a number of five teachers. The government continues to rightfully allocate new teachers to rural areas, but this has little impact as many of the teachers do not report to their posts or leave within the first year. In 2008, 40 percent of new teacher graduates did not even join the teaching work force (URT, 2010). This, combined with transfers of rural teachers to urban schools, meant rural areas only received 35 percent of new teachers planned by the government to send them, whereas urban areas ultimately, received more than twice as many new teachers as planned (URT, 2010).

After decades of restricting private secondary education, the Government of Tanzania embarked on new policies in the mid-1980s to support its expansion. The private sector expanded very fast in response to the high demand at the time, and is still expanding today. However, policy implementers did not put much consideration on the human resources that were to run the schools. Consequently, the rapid expansion of the private sector led to an increase in teacher turnover, especially from the public sector (Mafuru, 2011). Babirye (2005) reveals that, there was and there is still, competition in the private sector for the same pool of teachers as each school tries to attract the best-qualified teachers so as to survive in the expanding sector. Teachers' turnover has made public secondary schools to experience deficit or inadequate teachers and hence, affecting performance of the vacated schools. Mafuru (2011) and Mukumbira (2001) reveal that, the most highly qualified teachers are those likely to leave the teaching profession as they can easily get alternative employment. Teaching has been perceived as stepping-stone to further education or an exit strategy. Hedges (2002) points that, many of those on study leave do not return to teaching, and thus, the system is unintentionally promoting a steady flow of teachers out of the profession.

Mafuru (2011:1) contends that, since the early 2000s when the Government of Tanzania issued the directive that each ward was required to have a

secondary school, the challenge of inadequate teachers in ward secondary schools revealed itself. Bennell & Mukyanuzi (2005) argue that the shortage of teachers experienced by public secondary schools in Tanzania was the result of the failure of the central government to realize its intention aiming at equal distribution of teachers to these (public secondary) schools. This necessitated the government to look for teachers. The quest for teachers to go for Ward secondary schools in Tanzania, is as old as the schools themselves. That is to say, the issue of teachers' turnover has been existing since establishment of ward secondary schools due to mushrooming of such schools. (Mafuru (2011:2) reports that, as a result of such deficit, the local initiative devised by the Dar es Salaam regional administration in 2008, provided broad local efforts in trying to invent quick fixes to inadequate teachers in ward secondary schools. To operationalize its quick fix, the regional administration in the region made an attempt to re-categorize primary school teachers with degree and diploma qualifications to temporarily teach in ward secondary schools. The regional administration claimed that the purpose of such taken measures was to supply teachers to ward secondary schools in order to address the problem of inadequate teachers they experienced. Despite initiative, the programme did not last longer, since the co-opted primary school teachers were expected to be in ward secondary schools for a while and then return to their primary schools. This was implemented when the Ministry of Education and Vocational Training allocated teachers to ward secondary schools in the region (Said 2008 as quoted by Mafuru, 2011). Mbilinyi (2003) points out that the level of teachers turnover in rural areas is greater especially in ward secondary schools as many suffer with a few number of teachers compared to students population. Jeston (2013) reveals that at Ruangwa district, the public schools experience the problem of teacher turnover due to the fact that most of teachers posted in these secondary schools do not report to their work situation. This is due to the reasons such as big working load and dissatisfied with working environment which is not supportive to their job, which makes the turnover rate becomes higher. The turnover had had an impact on the performance of public schools. Ngowi (2010) points out that the declining quality of education in Tanzania is partly due to the shortage of teachers. The problem is highly noticeable in ward secondary schools in Tanzania.

Due to expansion of secondary education through introduction of ward secondary schools (Mafuru 2011), the literature indicates that several

scholars developed an interest in investigation of teachers' turnover in public secondary schools. To mention a few, Babirye (2005), Benell and Mukyaruzi (2005), and Mafuru (2011) shed some light on what was happening in the education sector in Tanzanian schools. They name labour turnover as the major problem facing public secondary schools in Tanzania. Even though the study on teachers' turnover in Korogwe was conducted some years ago, the data are still relevant to the current situation. Thus, the current situation shows that public secondary schools are still facing the challenge of teachers' turnover. This is reflected by Jeston (2013), Kimaro (2015), Lyengi (2016) and Marwa (2016) in their studies, which shed some light on what was happening within the education sector in Tanzanian schools. They name teachers' turnover as the major problem facing public secondary schools in Tanzania. The situation in public secondary schools is still problematic. Kimaro (2015) reveals that the rate of teachers' turnover in Morogoro municipality is still high. Jeston (2013) reveals that turnover in government secondary schools in Mbozi District has been caused by socio-economic and political factors. Teachers' turnover was found to be one of the contributing factors for decline in academic performance. Therefore, it is still a big challenge, which needs attention and sustainable measures. Despite the turnover rate being observed to be inflicting most of public secondary schools in Tanzania, not much has been done to reveal the magnitude of the problem, and to show how turnover is affecting the education sector in Tanzania as a whole. Considering the government's ambition to eradicate poverty through education, uncovering the magnitude of the problem would help to prepare a better in dealing with it and achieve the Strategic Development Goals (SDGs) on poverty and education.

2.0 The Objective of the Study

The main objective of the study was to assess the magnitude of teachers' turnover and its impact on performance of public secondary schools. The question was based on two variables, namely, magnitude of teachers' turnover and its impact on public secondary schools' performance.

3.0 Materials and Methods

3.1 Study Area

The study was conducted in Korogwe Rural in twelve schools, namely Dindira, Patema, Magoma, Mfundia, Kwashemshi, Bungu, Mkalamo, Hale,

Vugiri, Kwemdimu, Mlungui, and M/Shamba. Purposive sampling was used in selecting schools out of 24 based on accessibility. Considering what is happening in public schools in Tanzania, the data are still relevant in the current situation in the sense that public schools still face the same challenge as shown in the recent studies indicated in the empirical literature review.

3.2 Study Design and Approach

The study employed descriptive research design, which provides precise information on a person, event or situation. It involves securing information concerning an existing phenomenon from all or a selected number of respondents of the concerned universe (Kothari, 2003). This design was appropriate for this study because it is flexible enough to provide opportunity for considering different aspects under this study. It necessitates changes in the research procedures for gathering relevant data. Also, it enables data collection and data analysis from various sources.

This study employed qualitative research approach whereby a range of methods such as documentary analysis, interviews, observations, questionnaires and focus group discussion were employed. In this study, data were collected from both primary and secondary sources including interviews, questionnaires and observation.

3.3 Participants and Sampling Procedures

3.3.1 The study population

The study population was 90 people including Director, Assistant Director, District Education Officer, Human Resource Managers, Ward Education Officer, School Heads as well as teachers.

3.3.2 The sample size

The study consisted 54 respondents drawn from total population of 90 participants. The selection of respondents was based on their position and merits of possessing valuable information pertaining to magnitude and impact of teachers' turnover in their respective schools. Two sampling procedures were employed, namely, purposive and stratified sampling procedures. Stratified sampling technique was used to show various teachers' age groups (ranges of age) as indicated in the analysis section. Then purposive sampling technique was used in selecting schools in Korogwe rural to be investigated. Purposive sampling was also used in selecting participants of

the study including the Municipal Director, education officers and heads of departments and Human Resource Officers as well as Head of secondary school heads of departments (Table 1).

Table 1: Study sample and sampling procedures

Type of respondents	Total population	Number of respondents obtained			Percentage respondents obtained	Sampling techniques
		M	F	Total	%	
Director and Ass. Directors	2	1	1	2	2%	Purposive
Human Resource Managers District Council Education Officers and Head of Secondary Department	3	1	2	3	3.50%	Purposive
Ward Education Officer and other officials	5	1	2	3	5.50%	Purposive
Head of Schools / and Assistant Head	6	1	1	2	5.5%	Purposive
Teachers	24	8	4	12	37%	Purposive
Total	50	15	10	25	46.50%	Purposive & Stratified
	90	54	10	47	100%	

3.4 Data Collection Methods and Instruments

Data Collection Methods included questionnaire, interview and observation. Secondary data were collected through documentary review such as articles, journals, reports and statistical education records showing teachers who are employed, present, absent, and those who quitted from the teaching profession for different reasons. The questionnaires comprised both close-ended and open-ended questions. In-depth interviews were also administered to the Director and Assistant Director, Human Resource Managers as well as School Heads. Interview method was selected because

it makes use of interview guides, which are open in nature and helps in getting deeper details on circumstances on the ground. In-depth interviews were administered to those in higher positions such as Municipal Director, Human Resource managers and District Education officers and Heads of Secondary Departments, while questionnaires were administered to some Human Resource managers, school heads as well as teachers.

3.5 Data Analysis Techniques

The data were analyzed qualitatively based on the study objectives. The qualitative analysis employed content analysis in answering research questions pertaining to teacher turnover in public secondary schools in Korogwe Rural. With qualitative techniques, narrative descriptions were also used on data generated from interview schedule. The collected data were interpreted, coded, classified and summarized in form of tables using frequencies of percentage. The responses from different respondents were sorted and grouped to make them correspond with the research objectives. The quantitative data analysis employed descriptive statistical techniques such as tabulation, frequencies and percentages that were used to measure the respondents' demographic characteristics such as age, gender and responses on the magnitude or rate of teachers' turnover. Also, quantitative procedures were used in showing the relationship and verifying their relationship between variables (see Punch, 2002) - the relationship between job dissatisfaction and teachers' turnover. Statistical Package for Social Sciences (SPSS) was employed on quantitative data analysis.

4.0 Results and Discussion

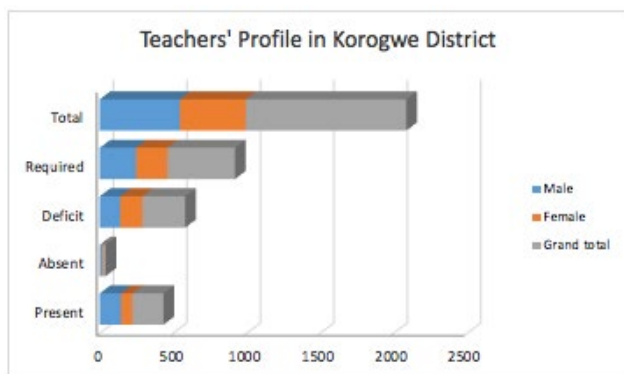
Recall, this paper sought to assess the magnitude and impact of teachers' turnover on public schools in Korogwe. The preliminary analysis started with teachers' profile including the need, presence at different working stations, shortage rate and those who left without any notice of leaving official document. The profile provides the general picture of the number of teachers available, absent as well as deficit. Such information provides an insight on data analysis in the study. The teachers' profile is indicated in Table 2.

Table 2: Teachers' profile in Korogwe district

Gender	Present	Absent	Deficit	Required	Total
Male	146	13	140	247	546
Female	76	07	151	213	447
Grand total	212	20	291	460	1093

Source: Consolidated from Korogwe District Council

Table 2 shows that male teachers were more than female teachers. This is an indication that most male teachers are allocated in rural areas. According to the data presented in table 2 above, it shows that there is a deficit of 151 female teachers which indicate that they were mostly needed in rural public secondary schools, while the number of males needed was 140 teachers. Regarding the absentees, the findings indicated that the rate was higher for males than female teachers, almost half way of the female teachers. Despite the fact that the number of male teachers exceeds the number of females, males are also leading in quitting the teaching profession and hence, increase the turnover rate. The turnover has been attributed to different reasons. The findings reveal that the most leading factor for their quitting is the hostile or an unconducive environment experienced around the schools such as poor housing and lack of social services though there are other factors.



Graph 2: Teachers' Profile in Korogwe District, 2012

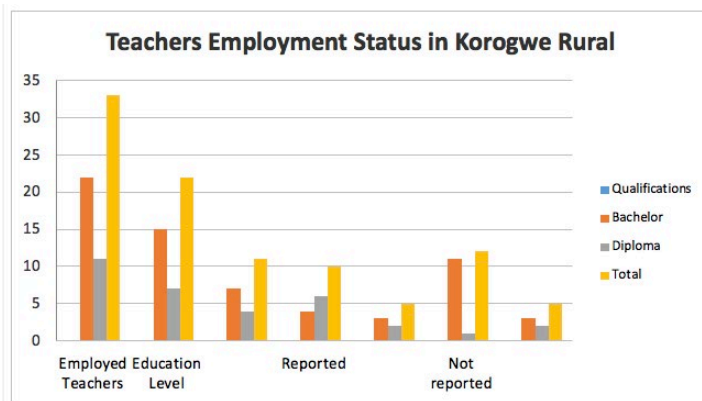
Findings in Table 3 indicate that the number of teachers employed does not fulfil the need because there is still a deficit or inadequacy of teachers in the respective schools as indicated in Table 1.

Table 3: Teachers employed in 2012 in Korogwe district

Qualifications	Employed teachers	Education level		Reported		Not reported	
		Male	Female	Male	Female	Male	Female
Bachelor	22	15	7	4	3	11	3
Diploma	11	7	4	6	2	1	2
Total	33	22	11	10	5	12	5

Source: Consolidated from Korogwe District Council

Apart from that, some of the employed teachers did no report to their respective working stations due to various reasons, which then increase the turnover rate. The data showed that 33 teachers were employed in 2012 but only 15 (45%) teachers out of 33 teachers reported at their respective schools (Table 3). The number of those who did not report is 18 (55%) of the total number of employed teachers (Table 3). Such variation of reporting imply that there are factors, which contribute to the situation. Also, it shows that the management in rural public secondary schools has not yet instituted some mechanisms that can attract more teachers to report to their working stations. The result of this is inadequate teachers to the respective schools. The data showed that 55 percent teachers who did not report exceeded the number of those who have reported (45%) Table 3]. The former is more than half of the total number of employed teachers who were 33 in number. The data are presented in Graph 3.



Graph 3: Teachers' employment status in 2012

4.1 On magnitude and impact of turnover to performance

The researcher classified responses for teachers' turnover in two categories including higher authority or management oriented responses. This category of respondents contains views from the Director, Assistant Director, District Education Officer and Head of Secondary Department. The second category involves views from school heads and teachers focused on schools' management oriented responses. The responses were on magnitude and the impact of teachers' turnover.

From the top management point of views, the high magnitude of teachers' turnover was said to be caused by absenteeism. The total number of absentees in 2012 was 20 out of 33 teachers, which is equivalent to 60.7 percent as indicated in Table 3. They included teachers who did not report at their respective working stations. With such kind of quitting, they are regarded as absent since there is no any official document regarding their absence. The findings indicated that most of such teachers left the teaching profession voluntarily in Korogwe rural secondary schools.

From demographic point of view, the findings revealed that most of the teachers allocated in Korogwe rural are youths between the ages of 20 and 30 years. At Patema Secondary School, there were only male teachers, seven (7) in number, while there was no any female teacher in the school and such male teachers' ages ranged from 20 to 30. In Magoma Secondary School, there were 7 teachers including the school head. One of them was a female while the rest six (6) were males. Their ages ranged between 20 and 30 excluding the headmaster who seemed to exceed that age category. In Kwashemshi secondary school, the number of available teachers was 8 including the school head, 4 of them were males, while the other 4 were females. Their ages fell between 20 and 30 years, except the school head who was above 30 years. In Dindira secondary school, there were 6 teachers including the school head, all of them were males. Five of them were between 20 and 30 while the school head who was above that age. In Vugiri secondary school, there were 6 teachers, 1 female and 5 males. Most of the teachers were between the ages of 20 and 30 years except the headmaster who was above that age group. Mfundia secondary school had 8 teachers including 5 males and 3 females. Most of the teachers fall between 20 and 30 years except the head of the school. The data above implies that most of the teachers allocated in Korogwe rural public secondary schools are males between 20 and 30 years and they are those leaving the schools.

The study findings revealed that male teachers were also looking for exit at a higher rate than female teachers. It was further noted that male teachers had left due to carrier development, unattractive environment and other contributing factors. The source of turnover is job dissatisfaction caused by several reasons. The most highly ranked factor included poor working conditions and poor supply of basic needs. The data presented in table 4 indicated that 70 percent of the interviewed respondents claimed that poor, difficult and unattractive working environment characterized by absence of reliable social services were the most contributing factors to teachers' turnover in rural public secondary schools. Such kind of environment is characterized by absence of reliable social services like tap water, houses, electricity, transport and communication.

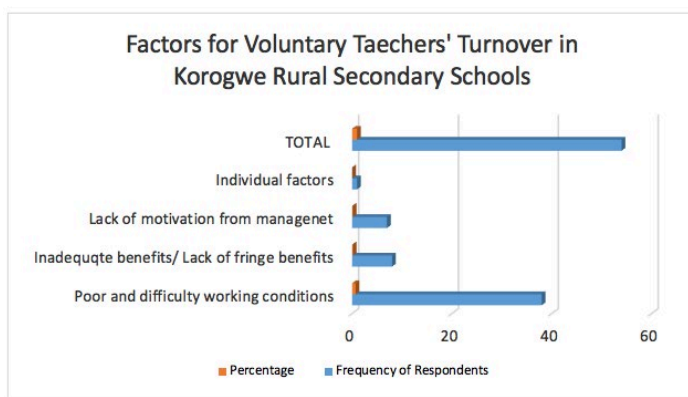
Moreover, findings revealed that there are other contributing factors for turnover such as low and insufficient salaries as well as other fringe benefits. The findings revealed that 15 percent of the respondents claimed that inadequate benefits / fringe benefits such as salaries and other incentives cause labour turnover in public secondary schools. According to the findings, respondents elaborated to include poor salaries, insufficient payments, low wages and low profit. Moreover, lack of a well establishing reward system like poor application of motivational strategies from higher authorities and school heads was mentioned to be one of the leading factors. Also, 13 percent of the respondents revealed that lack of motivation to teachers is another factor, which leads to teachers' turnover in rural public secondary schools. Many teachers complain that apart from monthly salary, there are no any incentives, which can act as motivators. They claimed that such motivators can create some sort of attraction to them in order to make them continue with their profession, especially in a difficult environment like that of rural. The least identified factors include individual factors whereas 2 percent of respondents identified some individual factors such as social and professional experience of work, individual reasons like poor individual life style including poor housing and lack of income generating activities. Other were mentioned to include lack of mutual relationship among employees themselves along with community support and poor clear policies and regulations in frequent checking and inspection of teachers at their working station. The findings on the factors are presented in the Table 4:

Table 4. Factors for voluntary turnover in Korogwe rural secondary schools in 2012

Factors for Turnover	Frequency	Percentage
Poor difficulty working conditions and Inadequate benefits	70	38
Lack of motivation from the management	15	8
Individual factors	13	7
Individual factors	1	2

Source: Consolidated from Korogwe District Council

The data in table 4 are presented in graph 4 below;



Graph 4: Factors for Voluntary Teachers' in Korogwe Rural Secondary School

4.3 Findings on magnitude of turnover to the performance in schools

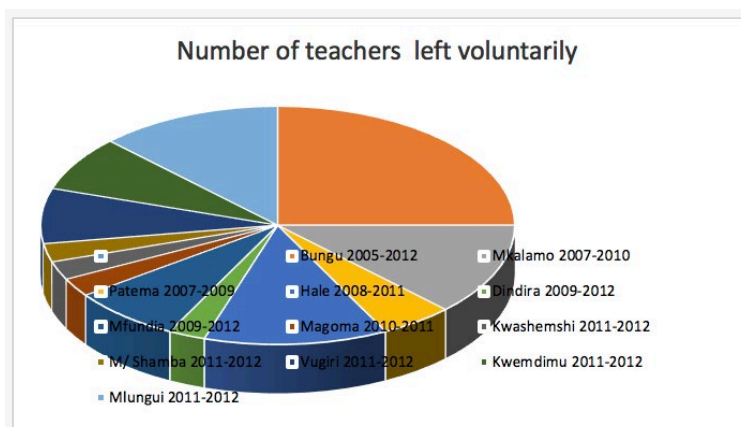
Findings revealed that public secondary schools in Korogwe rural are highly affected, which then leads to the deficit of teachers in their schools. The data obtained from the questionnaires and interviews revealed that the magnitude of the turnover was 75 percent including those who left voluntarily, absentees and those who did not report in their respective working stations in Korogwe Rural. The data indicated that twelve out of 24 schools are affected by the turnover. Thus, it indicates that 50 percent of schools in Korogwe rural are affected by teachers' turnover. The schools include the following: Bungu, Mkalamo, Patema, Hale, Dindira, Mfundia, Magoma, Kwashemshi, M/ Shamba, Vugiri, Kwemdimu and Mlungui. Table 4 shows the number of teachers who left employment.

Table 4: Number of teachers who left employment voluntarily

Name of school	Year	Teachers who left	Teachers present	Total	Percent
Bungu	2005-2012	10	11	21	48%
Mkaramo	2007-2010	05	12	17	30%
Patema	2007-2009	02	07	09	22%
Hale	2008-2011	05	13	18	25%
Dindira	2009-2012	01	06	07	14%
Mfundia	2009-2012	03	08	11	27%
Magoma	2010-2011	01	07	08	12.5%
Kwashemshi	2011-2012	01	08	09	11%
M/ Shamba	2011-2012	01	10	11	9%
Vugiri	2011-2012	03	06	09	30%
Kwemdimu	2011-2012	03	12	15	20%
Mlungui	2011-2012	05	04	09	56%
TOTAL		40	113	144	25%

Source: Secondary Department Korogwe

Table 4 shows that 40 (25%) teachers left service voluntarily from 2005 to 2012. The number varied from year to year, depending on circumstances in the external labour market. Results from questionnaires and interviews showed to include the following: poor supply of basic needs such as houses, absence of social services like hospitals, poor as well as difficult working conditions, inadequate fringe benefits including low payments and insufficient wages, lack of career development, lack of motivation and lack of community support. Regarding factors behind teachers' turnover in public secondary schools in Korogwe rural, the most leading factor is absence of social services in rural areas. The data provided in Table 4 are presented in Graph 4.



Graph 4: Number of teachers who left voluntarily 2012

4.4 The impact of turnover to performance of public secondary schools

Responses were analyzed basing on respondents' categories namely; management, school heads and teachers by focusing on the impact of turnover on performance of public secondary schools as follows:

4.5 The Management

The management personnel were of the view that turnover led to labour and skill drainage in the education system. Such aspect, which leads to failure in achieving the stated millennium or sustainable developmental goals and objectives, particularly those pertaining to educational matters. It results into expenses to the government in the process of employing new teachers to replace those who have left. Also, through time, costs might be incurred to obtain part-time teachers to cover the gaps. This is clearly manifested in the Public Expenditure Tracking Survey (PETS) of the Ministry of Education (2010), which shows that 13 percent of the government secondary school teachers are getting salaries without working due to attrition thereby brings about a loss of 11.7 billion Tanzanian shillings per year (URT, 2010). Furthermore, the management revealed that teachers' turnover has been the main factor for students' poor academic performance in rural public schools. Following teachers' teachers in rural public secondary schools, the provision of quality education has been negatively affected. This has led to poor academic performance of students in ward secondary schools. Hence, there was underperformance of the said schools in the Form Four National Examinations results in 2010.

4.6 School Heads and Teachers

The school heads and teachers were also interrogated on the impact of teachers' turnover in rural public secondary schools. The findings indicated that turnover has led to deficit (inadequacy) of teachers in schools thereby leading to students' poor academic performance. Moreover, subject allocation to teachers becomes affected, leading to a big teaching load to teachers who remain behind. Teachers instruct more than two subjects, a pattern, which leads to ineffectiveness and inefficiency in teaching and carrying out other responsibilities. This situation has also led to a burden to class monitors who are given some notes to write on the blackboard without explanations. It has led to poor performance on part of students.

On students' academic performance, findings showed that most of students underperformed in their examinations, particularly, the form four national examination results of 2010 where the magnitude was highly revealed in most of public secondary schools in rural areas. The implication is that after failing form four examinations, they stay at home and do home activities, while others lose out to robbery, prostitution and drug abuse. From the findings, the teacher turnover led to lack of assistance and guidance from teachers to students. The implication of this is demotivation, leading to students' truancy and dropouts. There were reported cases on the big number of truancy in the respective schools.

Furthermore, the Head of schools and teachers revealed that turnover had a negative impact on school management and administration as the new teachers allocated were young and in need of mentorship. Due to the fact that most of the teachers were males, it could have an implication on girls' social and psychological welfare. The girls may find it hard to communicate their problems to male teachers, particularly those needing guidance and counselling.

5.0 Conclusion

Recall, the main objective of the study was to assess the magnitude of teachers' turnover and its impact on performance of public secondary schools in Korogwe rural. Regarding the magnitude, findings revealed that the magnitude of teachers' turnover was high (75%) among public secondary schools located in Korogwe by the year 2012. That included those who left voluntarily and those who did not report to their respective

working stations. The data revealed that 12 out of 24 schools in the district have been affected by the turnover in different years, varying from 2005 to 2012 as indicated in Table 4.

On the case of impact, teachers' turnover has resulted into a big number of truants and dropouts. It has an implication to national and community development, particularly stagnation of economy and people's poor living standards in the area. Since education is key to success, most youths in rural areas become negatively affected in all spheres of life. If turnover remains unchecked, it may result into national economic stagnation due to having a big number of unskilled personnel as a result of lack of education. Hence, there would be unemployed youths and poverty. Therefore, government and community initiatives in improving the working environment and other fringe benefits for teachers are necessary. All will be great because they will be used as mechanisms to retain teachers for sustainability of the education system in Tanzania and for the well-being of students.

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