

EXPLORATION OF FACTORS CONTRIBUTING TO TEACHERS' TURNOVER IN PRIVATE SECONDARY SCHOOLS: A CASE OF KILOLO DISTRICT

Mariam S. Seiph:

University of Iringa

Corresponding mail: mariamseiph8@gmail.com

Abstract: The purpose of the study was to explore factors contributing to teachers' turnover in private secondary schools in Tanzania specifically; to examine employee factors causing teachers' turnover in private secondary schools in Kilolo; to determine the influence of external factors on private secondary teachers' turnover in Kilolo, and to investigate the effects of employer factors on the rate of teachers' turnover in private secondary schools in Kilolo. The research employed mixed methods approach. A cross-sectional design was used to gather data to answer the research problem and summarize the results. The targeted population was 60 secondary teachers and head teachers where a sample size of 55 was drawn out of it where 50 secondary teachers used questionnaires and 5 head teachers applied interview. Simple random sampling and purposive sampling techniques were used for the selection of respondents. From the findings, the following results were obtained. In Kilolo District secondary schools, teachers' turnover employee factors depend on the level of salary paid to teachers, working environment, working tools as well as employee satisfaction. Also private secondary schools in Kilolo District have quality infrastructures and a quality working environment that is suitable for teachers and students in teaching and learning, but teachers can seek other places to work due to external factors like economic conditions, family matters, or sickness. Moreover, private secondary schools in Kilolo lack motivation factors which lead to teachers' turnover. The study concludes that from employee factors causing, teachers' turnover has been influenced by low salary or delay in payments of salaries, poor working environment, lack of working tools, and teachers' cooperation. In addition, external factors like economic condition, family matters, or sickness influences teachers' turnover. Moreover, motivation is a crucial factor in reducing the rate of teachers' turnover in private secondary schools in Kilolo District. The researcher recommends that it's important to ensure that the employer motivates his/her employees to ensure the rate of employee turnover is reduced in private secondary schools in Kilolo District.

Keywords: Teachers Turnover, Turnover, Private Schools.

1.0 Introduction

The importance of education as a powerful tool for bringing transformation society cannot be refuted. Education helps us to acquire knowledge, skills, and attitudes that help us to better understand and appreciate our immediate environment. The teacher is without doubt a very important element in the whole educational setup. The educational prosperity of our children largely depends on him or her. Nobody can effectively replace him or her in terms of the influence he or she has on children (Njung'e 2015). Teacher turnover is being defined as "change in teachers from one year to the next in a particular school setting" (Sorenson & Ladd, 2018). Teacher turnover includes teachers who move to a different school and those who either leave the profession to retire or leave voluntarily before retirement. Movers and leavers together represent the degree of rate in the teacher workforce (Atteberry, Loeb, & Wyckoff, 2017; Ingersoll, Merrill, Stuckey, & Collins, 2018), while leavers considered separately represent the rate of attrition in the workforce.

According to a study conducted by Ingersoll (2011), about Teacher Turnover Teacher Shortage and the Organization of Schools in the United States, revealed, almost one out of every two new secondary school teachers leaves the classroom by the end of five years of teaching. In a study by Ronfeldt, Loeb, & Wyckoff, (2013) dealt how teacher turnover harms student achievement, in America, it was found that The educational system in the United States is on the margin of reaching a critical point because teachers are leaving the profession in increasingly higher rates than ever before where nationally, about 30 percent of new teachers leave the profession within 5 years and the turnover rate is about 50 percent higher in high-poverty schools in comparison to more affluent schools.

The report from the Ministry of Basic and Secondary Education (MoBSE) in Gambia revealed that in 2015 a total of 625 teachers left the teaching field in the private senior secondary schools alone and in total 2323 teachers left the private schools from the lower basic to senior secondary schools. Gomez (2016) in his study known as Teacher Turnover in the Gambia Private Senior Secondary Schools in Gambia he also showed that lack of motivation in terms of salary, lack of promotion, lack of training opportunities as well as lack of respect for teachers are factors that are responsible for teachers' turnover Gambia private senior secondary schools.

The annual report and educational statistics from the Hadiya Zone Education Department and Woreda Education office in Ethiopia, the rate of teachers' turnover in Secondary Schools was 5.5% of 363 in 2014, 10.2 % of 343 in 2015, and 11.5% of 400 in 2016 respectively. The trend seems to increase from year to year (Hadiya Zone Education Department, 2017). This shows that the prevalence of teachers' turnover is increasing from year to year. Mulugeta, (2010) in his study title Assessment of Case of Teacher Turnover and its Impacts in Government second schools and confirmed that by several factors, which are related to socio-economic, geographical income HVACeniency, teachers and students' characteristics, poor administrative and supervision, teachers' related factors are causatives.

A study by Hussein (2010) on Supporting Teachers Living with HIV in Eastern and Southern Africa: Closing Speech conducted in Nairobi Kenya indicates that in the period between 2002 and 2009 a total of 160 teachers left

the district either through resignation or transfer to other districts. This translates to a turnover of twenty teachers from the district annually. Similar results were revealed by the study conducted by Mugo & Wario (2018) titled factors contributing to labour turnover among public secondary school teachers in Kenya were the study established that there was a high labour turnover of public secondary school teachers in Embu County and among of the factors that contributed to high turnover recognition and involvement during decision making, low payments, high workload, lack of time for self-development, lack of an effective reward system, lack of further professional development for teachers and to some extent lack of conducive working conditions.

Like any other country in Africa, Tanzania is faced with employees turnover problems at different school levels especially primary schools and secondary levels where teachers are moving to other schools also this problem happens in public schools as well as in private schools. According to the study of Upendo (2011) concerning factors influencing labour turnover in private sector organizations in Tanzania, found that about 83% of teachers leave the public school in the rural areas during three months of their employment, whereby she further reveals some reasons which influence teachers' turnover in rural areas which includes few numbers of classrooms, shortage of teacher housing, poor infrastructure, lack of clean water and lack of electricity.

Kafyulilo (2013), in his study of factors influencing teachers' turnover in public secondary schools in Tanzania, a case study of Mbozi he also revealed that district council lack of competitive reward program and schools working environment was not conducive to most of the teachers thus it contributed to high teachers' turnover rates in government secondary schools.

Teachers' turnover could be the issue of discussion due to the reason that the line of work has been chosen voluntarily by teachers. The turnover tends to be increased after some time, it remains as to how secondary teachers' turnover could be solved whereby decision made by teachers on whether continue to be employed within a school or seek alternatives job which is not an easy decision but employed by many factors like low payments, high workload, lack of time for self-development, lack of effective reward system and lack of further professional development for teachers. But seems to be a lack of information on what factors contribute to teachers' turnover specifically private secondary schools in Tanzania, thus this study seeks to ascertain the contribution of factors affecting turnover to the work.

2.0 Literature Review

2.1 Employee Factors Causing Teachers' Turnover

Assefa (2011), the main purpose of this study was to investigate factors that cause teachers' turnover in government and private secondary schools in Addis Ababa city administration in a comparative manner. Both quantitative and qualitative techniques were used to analyze the data. The results of the data analysis showed that inadequate salary that teachers get, poor working conditions of the school, administrative problems, student character, and disciplinary problems, and others for further education were the major factors that aggravate the turnover of teachers both in government and private schools. Given this, important recommendations were made to mitigate the problems.

Mugo and Guyo (2018), investigated the factors that contribute to labour turnover among secondary school teachers in Embu County. The study established that there was a high labour turnover of public secondary school teachers in Embu County. The factors that contributed to high turnover were recognition and involvement during decision making, low payments, high workload, lack of time for self-development, lack of an effective reward system, lack of further professional development for teachers, and to some extent lack of conducive working conditions. The study, therefore, concludes that unless measures are taken, teacher turnover in Embu County will continue to rise.

2.2 The Influence of External Factors on Secondary Teachers' Turnover

Candle, J (2010), the study findings also showed that external factors like better pay elsewhere, low status of the teaching profession, and competitive conditions elsewhere also brought about teacher turnover. The study concluded that employer, employee, and external factors significantly affected teacher turnover in private secondary schools in Wakiso District. It was recommended that the private schools should consider policies to motivate teachers to stay.

Al-habil, et al (2017), identified the factors that influence the turnover phenomenon of the Employees of the Ministry of Education and Higher Education in the Gaza Strip. The results show that all work-related factors (payments, job performance, role clarity, job satisfaction, and organizational commitment) influence the employees' turnover. As for external factors (employment perception and unions' presence), the results show that employees' turnover is affected by the employment perception, but not affected by the presence of a union. In addition, it should make use of the data it collects about turnover intentions to identify and target valuable employees with high turnover intentions.

2.3 The Effects of Employer Related Factors on the Rate of Teachers' Turnover

Zephyrino (2010), study was to find out the factors affecting teacher turnover in private secondary schools in Kawempe Division. The study employed both qualitative and quantitative data collection techniques. The findings of the study revealed a positive significant effect between teachers' motivation and turnover, work environment, and turnover, work policy, and teachers' turnover. The researcher recommends that private secondary schools will do well when teachers are motivated through the use of financial and non-financial means to keep pace with rising costs of living.

Jeston (2013), on an assessment of teachers' turnover and its impact on academic performance in government secondary schools in Mbozi District, revealed that the socio-economic factors (salary scale, fringe benefits and non-monetary benefits, rate of promotion and leave payments) and the socio-political factors (accountability, government policies, working conditions, living standards, and extra duties) were founded as major factors for teachers' turnover. The researcher recommends that the government should provide decent accommodation and overtime payments for extra duties to teachers, and also policies should be supportive.

3.0 Methodology

The study was conducted in private secondary schools Kilolo District Council whereby the study targeted teachers, head teachers of private secondary schools in Kilolo District Council where a sample size of 55 individuals was drawn. Quantitative and qualitative method was applied to get accurate data for the problem conclusion. The data adopted purposive and simple random sampling techniques. The quantitative data was analysed using descriptive statistics through SPSS Version 20 and content analysis for qualitative data.

4.0 Results and Discussion

4.1 Employee Factors causing Teachers' Turnover in Private Secondary Schools

The researcher wanted to examine employee factors causing teachers' turnover in private secondary schools. To answer this objective of the study, ten statements were given to 50 teachers to rate using the Likert scale of agreement as strongly agree, agree, neutral, strongly disagree, and disagree. The response to these statements is indicated in Table 4.1.1

Table 4.1.1 Employee Factors causing Teachers' Turnover

Statement	SA		A		N		D		SD		Total
	F	%	F	%	F	%	F	%	F	%	F
Over expectations	8	16	14	28	4	8	9	18	15	30	50
Un expected working condition	9	18	11	22	4	8	10	20	16	32	50
Level of salary	15	30	12	24	2	4	9	18	12	24	50
Lack of annual increments	13	26	5	10	6	12	12	24	14	28	50
The status of working tools	3	6	5	10	6	12	14	28	22	44	50
Poor teaching materials	4	8	1	2	8	16	9	18	28	56	50
Lack of employee satisfactions	2	4	9	18	11	22	11	22	17	34	50
Job condition satisfaction	3	6	10	20	9	18	12	24	16	32	50
Lack of employees commitment	4	8	13	26	7	14	11	22	15	30	50
Lack of teachers corporation	3	6	2	4	6	12	17	34	22	44	50

Key: SD- SA-Strongly Agree; A-Agree; N-Neutral; Strongly Disagree; D-Disagree; F-Frequency

Source: Field data (2021)

The findings show that out of 50 respondents, 24 (48%) disagreed that in the school, the teacher leaves their jobs because of over expectations, 22 (44%) agreed while 4 (8%) were neutral with the statement. On the second statement, 26 (52%) of respondents were not agreed that the unexpected working condition leads them to leave the job, 20 (40%) agreed with the statement while 4 (8%) remained neutral. On the third statement, 27 (57%) agreed with the statement that the level of salary is among factors that lead to teachers' turnover in the school, 21 (42%) disagreed while 2 (4%) of the respondents remained neutral with the statement. In the fourth statement, 26 (52%) of the respondents disagreed with the statement that, lack of annual increments leads teachers to leave their job, 18

(36%) of the respondents agreed with the statement, while the remaining 6 (12%) were neutral to the statement. On the fifty statements, 36 (72%) of respondents disagreed with the statement that, the status of working tools in the school leads teachers to turnover, 8 (16%) of the respondents agreed with the statement, while the remaining 6 (12%) were neutral to the statement.

Moreover, on the sixth statement, 37 (74%) of the respondents disagreed that poor teaching materials influence them to leave the job, 8 (16%) were neutral while 5 (10%) agreed with the statement. On the seventh statement, 28 (56%) of respondents disagreed that lack of employee satisfaction leads teachers to turnover, 11 (22%) agreed with the statement, and 11 (22%) remained neutral. Again on the eighth statement, 28 (56%) disagreed with the statement that they are not satisfied with the job condition which influences them to leave the job, 13 (26%) agreed while 9 (18%) of the respondents remained neutral with the statement. On the ninth statement, 26 (52%) of respondents disagreed with the statement that, lack of employees commitment on their job leads teachers to turnover, 17 (34%) of the respondents agreed with the statement, while the remaining 7 (14%) were neutral to the statement. And on the tenth statement, 29 (78%) of respondents disagreed with the statement that there is a lack of teachers corporation the school which leads teachers to turnover, 6 (12%) of the respondents were neutral with the statement, while the remaining 5 (10%) agreed to the statement.

While during the interview, two questions were asked to five heads of schools, and the response was as follows; the first question asked: Does employee factors cause teachers' turnover in your school? 4 (80%) said Yes, while 1 (20%) said No.

The second question asked: If yes, what are those factors, and how do they cause teachers' turnover in your school?

One said: "Teachers expectation does not influence teachers for turnover, but factors like poor working environment and poor salary influences teachers to leave their working stations and search for other places" (Headteacher 1). The other said that "Lack of working tools in my schools leads teachers turnover, but the management offers quality working conditions to ensure that teachers are well satisfied on their working places" (Headteacher 2). In addition, the other said: "The main reason which leads for teachers' turnover in my school is poor salary, this discourages teachers morale in performing their duties" (Headteacher 3). Moreover, another said that "In my school salaries are not paid on time, this leads teacher turnover in my school" (Headteacher 4). In addition, others said that "In my school salaries paid to teachers are poor. This is because the salaries of teachers depend on several students enrolled in the school. So it's hard to promise teachers on their salaries while the numbers of students are low" (Headteacher 5).

The study revealed that in Kilolo District private secondary schools, employee factors causing teachers' turnover depend on the level of salary paid to teachers, working environment, working tools as well as employee satisfaction. These factors have been mentioned with teachers in Kilolo District private secondary schools as the major influence of teachers' turnover.

Therefore, the employee factors causing teachers' turnover in private secondary schools in Kilolo District has been influenced by low salaries and delays in payments of salaries. Moreover, working environment, working tools and teachers' cooperation have been an influence in teachers' turnover in private secondary schools in Kilolo District.

The results are supported by Assefa (2011) who that the inadequate salary that teachers get, the poor working conditions of the school, administrative problems, student character and disciplinary problems, and others for further education were the major factors that aggravate the turnover of teachers both in government and private schools. Given this, important recommendations were made to mitigate the problems.

4.2 External Factors on Secondary Teachers' Turnover

The researcher wanted to determine the influence of external factors on private secondary teachers' turnover in Kilolo. To answer this objective of the study, ten statements were given to 50 teachers to rate using the Likert scale of agreement as strongly agree, agree, neutral, strongly disagree, and disagree. The response to these statements is indicated in Table 4.1.2

Table 4. 1.2 External Factors on Private Secondary Teachers' Turnover

Statement	SA		A		N		D		SD		Total
	F	%	F	%	F	%	F	%	F	%	F
Better pay	18	36	8	16	5	10	12	24	7	14	50
Teachers are paid well	1	2	10	20	10	20	8	16	14	28	50
Competition with other private schools	9	18	7	14	9	18	7	14	18	36	50
Many jobs options	11	22	17	34	6	12	7	14	9	18	50
Economic condition	10	20	16	32	6	12	9	18	9	18	50
Low economic condition	5	10	9	18	9	18	12	24	15	30	50
Poor infrastructure			2	4	10	20	15	30	23	46	50
Influence of family	5	10	4	8	10	20	10	20	21	42	50
Lack of cooperation between parents and teachers	2	4	1	2	8	16	13	26	26	52	50
Personal issues	21	42	12	24	5	10	6	12	6	12	50

Key: SD- SA-Strongly Agree; A-Agree; N-Neutral; Strongly Disagree; D-Disagree; F-Frequency

Source: Field data (2021)

The findings show that out of 50 respondents, 26 (52%) of respondents agreed that better pay in other private schools leads teachers to turnover in their school, 19 (38%) disagreed while 5 (10%) were neutral. The second

statement, teachers are paid well in their school, 22 (44%) of respondents disagreed with this statement, 11 (22%) agreed while 10 (20%) were neutral. The third statement, competition in education with other private schools leads teachers to turnover in their school, 25 (50%) of respondents disagreed, 16 (32%) agreed and 9 (18%) were neutral to the statement. On the fourth statement, there are many options for different jobs which influence turnover, 28 (56%) of respondents agreed with this statement, 16 (32%) disagreed with this statement, and 6 (12%) were neutral. On the fifth statement, the economic condition of their school leads teachers to turnover, 26 (52%) of respondents agreed with this statement, 18 (36%) disagreed with this statement, and 6 (12%) were neutral.

On the sixth statement, the school has a low economic condition which leads them to leave their jobs, 27 (54%) of respondents disagreed with this statement, 14 (28%) agreed while 9 (18%) were neutral. The seventh statement, poor infrastructure of their school leads teachers to turnover, 38 (76%) disagreed, 10 (20%) were neutral while 2 (4%) agreed with this statement. The eighth statement, the influence of their family leads teachers to leave their jobs, 31 (62%) of respondents disagreed, 10 (20%) were neutral and 9 (18%) agreed to the statement. On the ninth statement, lack of cooperation between parents and teachers on teaching and learning process leads teachers to turnover in their school, 39 (78%) of respondents disagreed with this statement, 8 (16%) were neutral with this statement and 3 (6%) agreed. On the tenth statement, teachers might leave their jobs because of their issues, 33 (66%) of respondents agreed with this statement, 12 (24%) disagreed with this statement, and 5 (10%) were neutral.

While during the interview, two questions were asked to five heads of schools, and the response was as follows; the first question asked: Do external factors influence secondary teachers' turnover in your school? 4 (80%) said Yes, while 1 (20%) said No.

The second question asked: If yes, what are those factors, and how do they cause teachers' turnover in your school?

Interviewees said: "The school is not funded from external support, and the situation of schools' infrastructures is not well improved, this encourages teachers' turnover in my school" (Headteacher 1). The other said that "My school provides accommodation to teachers to motivate them hence ensuring job satisfaction, but the accommodation is poor" (Headteacher 2). In addition, the other said that "Payments for extra duties are not well covered by the school to ensure teachers motivation hence influencing turnover to teachers on their working places" (Headteacher 3). Another interviewee said: "Teachers payments depend on the school income with also depends on several students enrolled in the school. So if teachers claim for their payments on the due date, the accountant should reconcile the available balance if it can be enough for all teaches in my school, and sometimes teachers are paid half of their salaries due to lack of capital in the school" (Headteacher 4). The other said that "Teachers can leave their jobs and search for other places due to their reasons such as economic condition, family matters or sickness" (Headteacher 5).

The study revealed that private secondary schools have poor infrastructures and quality working environments which is not suitable for teachers and students in teaching and learning. Thus teachers can seek other places to work due to external factors like poor infrastructures, economic conditions, family matters or sickness. So, despite quality

working tools and better pay, external factors also influence teachers' turnover in private secondary schools in Kilolo District.

Therefore researcher observed that not only employee or employer factors that influence teachers' turnover in private secondary schools in Kilolo District but also external factors like economic condition, family matters or sickness influences teachers' turnover in private secondary schools in Kilolo District.

This is in line with the study conducted by Marwa (2016), who observed that many of teachers who leave the public schools are joining private schools in the Urban Areas due to both extrinsic and intrinsic related factors. It concluded that to reduce teachers' turnover, the government should improve benefits to teachers such as better packages, meeting teachers' prospects, controlling external forces or pressures that influence teachers' turnover, change of administrative guidelines and putting in place strategies that maximize teachers' job satisfaction. The study recommends to LGAs design treatment mechanisms for rural teachers.

4.3 Effects of Employer Factors on the Rate of Teachers' Turnover in Secondary Schools

The researcher wanted to investigate the effects of employer factors on the rate of teachers' turnover in private secondary schools in Kilolo. To answer this objective of the study, ten statements were given to 50 teachers to rate using the Likert scale of agreement as strongly agree, agree, neutral, strongly disagree, and disagree. The response to these statements is indicated in Table 4.1.3

Table 4.1.3 Effects of Employer Factors on the rate of Teachers' Turnover

Statement	SA		A		N		D		SD		Total F
	F	%	F	%	F	%	F	%	F	%	
Lack of teachers accommodation	10	20	4	8	5	10	7	14	24	48	50
Employers rigid	7	14	6	12	9	18	7	14	27	54	50
Unavailability of motivation packages	10	20	7	14	7	14	8	16	18	36	50
Poor organization structure	3	6	8	16	7	14	9	18	23	46	50
Strict work policies	5	10	3	6	6	12	12	24	24	48	50
Poor participation	7	14	6	12	7	14	9	18	21	42	50
Poor remuneration strategies and policies	3	6	8	16	7	14	8	16	24	48	50
Lack of teachers to air their views to employers	5	10	4	8	4	8	13	26	24	48	50
Timely payments	11	22	10	20	5	10	12	24	12	24	50

Lack of openness 15 30 7 14 9 18 7 14 12 24 50

Key: SD- SA-Strongly Agree; A-Agree; N-Neutral; Strongly Disagree; D-Disagree; F-Frequency

Source: Field data (2021)

The findings show that out of 50 respondents, 31 (34%) of the respondents agreed that lack of teachers accommodation in their school leads teachers to turnover, 14 (28%) of respondents disagreed, and the remaining 5 (10%) of respondents were neutral on the statement. In the second statement 34 (68%) of respondents agreed that the rigid of employers influence teachers to turnover in their school, 13 (26%) disagreed and 9 (18%) were neutral. In the third statement 26 (52%) of respondents agreed the statement that the unavailability of motivation packages to teachers leads them to turnover in their school, 17 (34%) respondents disagreed and 7 (14%) of the respondents were neutral with the statement. In the fourth statement, 32 (64%) of respondents disagreed that poor organization structure influences teachers to turnover in their school, 11 (22%) of respondents agreed and 7 (14%) of respondents were neutral with the statement. In the fifth statement, 36 (72%) of respondents disagreed that strict work policies in their school lead teachers to turnover, while 8 (16%) agreed and 6 (12%) of respondents were neutral with the statement.

Moreover, in the sixth statement, 30 (60%) of the respondents disagreed that poor participation between employers and teachers in decision making influences teachers to turnover in their school, 13 (26%) of respondents agreed, and the remaining 7 (14%) of respondent were neutral on the statement. In the seventh statement, 32 (64%) of respondents disagreed with the statement that poor remuneration strategies and policies in their school lead teachers to turnover, 11 (22%) agreed and 7 (14%) were neutral. In the eighth statement, 37 (74%) of respondents disagreed with the statement that the lack of teachers to air their views to employers influences teachers to turnover in their school, 9 (18%) respondents agreed and 4 (8%) of the respondents were neutral with the statement. In the ninth statement 24 (48%) of respondents disagreed that timely payments in their school lead teachers to turnover, 21 (42%) of respondents agreed and 5 (10%) of respondents were neutral with the statement. And in the tenth statement, 22 (44%) of respondents agreed that lack of openness between employers and teachers influences teachers to turnover in their school, 19 (38%) disagreed while 9 (18%) of respondents were neutral with the statement.

While during the interview, two questions were asked to five heads of schools, and the response was as follows; the first question asked: Do employer factors affect the rate of teachers' turnover in your school? 3 (60%) said Yes, while 2 (40%) said No.

The second question asked: If yes, what are those factors, and how do they affect teachers' turnover in your school?

The interviewees said: "In my school, there is lack of promotion, a social relationship which discourages teachers to work hard and be committed to their jobs" (Headteacher 1). In addition, the other said that "Without motivating employees on the job, it is difficult to emphasize employee to be very committed on their job. So factors like recognition and rewards influence teachers' retention" (Headteacher 2). The

other said that “If motivation issues like salary increments and promotions lack on the job, it influences teachers’ turnover” (Headteacher 3). In addition, another interviewee said: “Salary increments have been done after three years in my school, this influences teachers’ retention (Headteacher 4). The other said that “Lack of income in my school leads to teachers’ turnover because the school is private and its income depends on the number of students joined the school. So employer factor-like motivation is important on the job because it reduces the rate of teachers’ turnover” (Headteacher 5).

The study revealed that some of the private secondary schools in Kilolo District lack motivation factors which lead to teachers’ turnover, moreover, lack of income in private secondary schools in Kilolo District lead to teachers’ turnover. So that effect of employer factors like motivation influences teachers’ turnover in private secondary schools in Kilolo District.

Therefore, motivation is a crucial factor in reducing the rate of teachers’ turnover in private secondary schools in Kilolo District. So it’s important to ensure that the employer motivates his/her employees to ensure the rate of employee turnover is reduced in private secondary schools in Kilolo District.

The findings are consistent with the study done by Zephyrino (2010), who revealed a positive significant effect between teachers’ motivation and turnover, work environment and turnover, work policy and teachers’ turnover. The researcher recommends that private secondary schools will do well when teachers are motivated through the use of financial and non-financial means to keep pace with rising costs of living.

5.0 Conclusion and recommendations

5.1 Conclusion

The study acknowledges the importance of motivation factors to employees which triggers employees’ retention in private secondary schools in Kilolo District. From employee factors causing teachers’ turnover has been influenced with low salary and delay in payments of salaries. In addition, working environment, working tools and teachers’ cooperation have been an influence in teachers’ turnover. Moreover, motivation is a crucial factor on reducing the rate of teachers’ turnover in private secondary schools in Kilolo District.

5.2 Recommendations

As a result of these study findings, the researcher recommends the following;

The study recommends that it’s important to ensure that the employer motivates his/her employees to ensure the rate of employee turnover is reduced in private secondary schools in Kilolo District.

Moreover, the findings indicate that there is poor working condition, poor salaries to employees which depends on the income of the school; therefore, the researcher recommends that the private secondary schools in Kilolo District council school develop other sources of income so that when employee payments are on its due, there will be enough capital for paying salaries to teachers. Also, the schools should ensure quality working conditions for every employee in Kilolo private secondary schools.

5.3 Areas for Further study

Further research should be undertaken in the following areas:

Different research approaches should be used to examine the extent to which teachers' turnover affects students' performance in both private and public secondary schools in Tanzania, especially in rural areas.

Further studies should be conducted to examine the impact of teachers' turnover on students' performances in public and private secondary schools in Tanzania.

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