

**AN ASSESSMENT ON THE EFFECTS OF SCHOOL TEACHERS'
TURNOVER ON LEARNERS' PERFORMANCE IN PUBLIC SCHOOLS IN
WINDHOEK**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

According to the Public Service Commission (PSC) Annual Report (2013/2014), Namibia, like most other Sub-Saharan African countries noticed a rise in teacher attrition mainly in the public schools (Pitsoe, 2013). The negative development has also been accompanied by deteriorating academic performance in public schools. More so, Donaldson and Johnson (2011) added that the revolving door effect has continued to compound the problem. The study therefore sought to investigate the causes of teacher attrition and establish the nature of the relationship and the magnitude of the impact of teacher turnover on learners' performance. The study only focused on 3072 teachers in government schools in the Khomas Region a sample of 96 participants was extracted using the Slovin's formula. The study adopted a case study research design and both qualitative and quantitative data collection techniques were used. The qualitative approach used a semi-structured interview guide for data collection whereas the quantitative data collection approach used a questionnaire with both structured and non-structured questions. Quantitative and qualitative data was analyzed using SPSS and thematic data analysis methods respectively. The research concluded that there are a number of factors that affect teachers' turnover in the Khomas Region and these included ill-disciplined learners, heavy workload of teachers, poor school leadership practices, too much administrative work and lack of professional development. However, the study found out that turnover in public schools was chiefly a product of extrinsic factors emanating from the prevailing socio-economic environment. The study concluded that teachers' turnover affects learners' performance in public schools to a larger extent, though there are other factors such as parental support, resource availability and school leadership that affect the performance of the learners.

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LIST OF ABBREVIATIONS

PSC	Public Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organisation
MoEAC	Ministry of Education Arts and Culture
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
IUS	Institute for Statistics
SPSS	Statistical Package for Social Sciences
SMC	School Management Committee
PPP	Private Public Partnerships

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God bless you all abundantly!

DEDICATION

This thesis is dedicated to my parents, my husband and my kids Sem and Indileni for being the source of inspiration during my study.

DECLARATION

I, Liina Kadhikwa, hereby declares that this study is a true production of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Liina Kadhikwa

11 September 2019

Liina Kadhikwa

Date

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, outlining the problem statement, research objectives as well as the significance of the study. The chapter brings out the limitations and delimitations of the research.

1.2 Background of the study

The most valuable asset available to any organisation is its people. Retaining competent employees is essential and gives a competitive edge for organisations regardless of the industry. There is a paradigm shift from human resource to human capital. Human capital consists of the knowledge, skills and abilities of the people employed in the organisation and which is indicative of their value (Armstrong, 2006). Labour turnover is an imperative aspect of human capital management in both private and public sectors. However, workforce turnover continues to be a persistent and incessant problem most organisations are battling with across the globe (Onashile, 2012). According to Jennings (2017) global employee turnover has **increased over the last few years**, rising from 15.1% in 2013 to 18.5% in 2017. Labour turnover is the phenomenon whereby professionals permanently renounce their positions (Amutenya, 2016). This may be due to a range of factors such as standard resignation, unfavourable working conditions or even retirement, however the key component of this trend is that those who leave the profession never return (Pitsoe, 2013). Studies have attributed labour turnover to low salaries, lack of administrative support, increased workloads, long working hours, and frustrations (Billingsley,

2004). Inman (2008) added that job dissatisfaction, invasive bureaucracy, family and personal circumstances are the general reasons why people leave their professions.

According to the Public Service Commission (PSC) Annual Report (2013/2014), three thousand eight hundred and twenty-nine (3,829) staff members across the public service terminated their employment due to resignations, death, retirement, absconding, dismissal, medical discharge, transfer and termination of contracts. In 2015, a staff turnover of 5506 was recorded in the public services and this was quantified in various ministries as follows: education (3 644), health and social service (1 052), works and transport (157); lands and resettlement (105); and agriculture, water and forestry (101) and regional councils (74). Notably in the Ministry of Education, turnover stood at 66% in 2015 compared to 20.9% separation in 2014.

Namibia is not the only country noticing a surge in teacher turnover, many Sub-Saharan African countries are facing the same problem. Zanzibar recorded 9% teacher attrition, whereas Uganda and Malawi recorded 16% and 15% respectively in 2016 (Mulkeen, 2017). The United Nations Educational, Scientific and Cultural Organisation (UNESCO) noted that the country is experiencing challenges in equitably managing teacher supply and demand. According to Donaldson and Johnson (2011), schools in Sub-Saharan Africa suffer from the revolving door effect, a phenomenon where schools are left unstable and unable to continue producing quality education because qualified teachers leave and novice and or unqualified ones replace them, who in turn produce unqualified graduates and the cycle becomes unbreakable.

There has been heavy criticism of the deteriorating learners' performance in recent years (Pitsoe, 2013). For instance, in 2017, the pass rate for both grade 10 and 12 stood at 55.3% and 56.8% respectively. This was comparatively lower than the regional average pass rate 68.8% for both lower and senior level participation (Ndlovu and Mutale, 2018).

Efforts to improve the quality of education and reduction of attrition should be based on an understanding of the factors that contribute to the teachers leaving the profession and the effects thereof (Billingsley, 2003). It was therefore significant to assess whether turnover is a contributing factor to deteriorating learners' performance in the junior and senior secondary examination certificate examinations in public schools. This research analysed the relationship between teachers' turnover and learners' performance for the past five years.

1.3 Statement of the problem

According to Raison (2007) the abating learners' performance in the country urgently requires the government to address the issue of teacher turnover. Shihomeka (2016) cited heavy public criticism regarding the deteriorating quality and learners' performance in the junior and secondary school examinations. This has been mainly attributed to the mass exodus of qualified teachers culminating in teacher shortages. It is assumed, 20% of the schools in the country have at least three (3) teachers leaving every year. This is negatively affecting the quality of education (Amutenya, 2016). The Minister of Education, Arts and Culture, Katrina Hanse-Himarwa, confirmed the worrying negative learners' performance in junior and senior secondary certificates examination in schools and the need to tackle teacher turnover (New Era, 5 January

2017). There is however ambiguity on the magnitude and the extent teachers' turnover was affecting junior and senior secondary school learners' performance. It is against this background that the study assessed the effects of teacher turnover on learners' performance in public schools.

1.4 Research Objectives

The main objective of the study was to assess the effects of school teacher on learners' performance across public schools in Windhoek. This main objective was achieved by:

- Analysing factors that contribute to teachers' turnover in public schools
- Determining the effects of teachers' turnover on learners' performance
- Determining the magnitude of the relationship between teacher turnover and learners' performance.

1.5 Hypothesis

H₀: Teachers' turnover does not directly affect learners' performance

H₁: Teachers' turnover directly affects learners' performance

1.6 Significance of the Study

The findings from this study will contribute to the current knowledge regarding teacher turnover and its effects on learners' performance. Subsequently the body of information will be used as future referral material for future investigations on a much bigger scale. Findings from this study will assist policy makers in the education sector to come up with strategies for addressing the teacher turn-over problem which

continues to affect the performance of learners hence compromising on the quality of education in Namibia.

1.7 Limitations of the Study

The accessibility of statistics regarding public school turnover is not readily available and respondents might not be prepared to divulge the evidence they regard as sensitive and confidential to the schools and individuals since they are still in the teaching service. However, the researcher will adhere to ethical standards to get the needed information through simplified questionnaires that provide for anonymity.

1.8 Delimitations of the Study

The study was delimited to public school teachers who were still in the workforce in Windhoek. It focussed on assessing the effects of high school teacher turnover on learners' performance across public schools in Windhoek.

1.9 Summary

This chapter looked at the background of the study, statement of the problem, significance of the study, limitations and delimitations of the study. In the next chapter the literature is reviewed in line with the theoretical framework that answers the research questions.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The chapter was devoted to the review of literature to identify the gaps in past investigations as well as develop the theoretical framework that would be the basis for the analysis of teacher turnover. The chapter covered the concept of turnover, its effects and consequences. It also investigated the turnover in the teaching profession, its causes and effects on the quality of education. Lastly the chapter explored the theoretical framework and explored the possible solutions to turnover in the teaching profession.

2.2 Concept of Labour Turnover

Employee turnover was defined by Price (1977) as the ratio of the number of organisational members who left during the period being considered divided by the average number of people in that organisation during the period. Adams and Beehr (1998) as cited by Iqbal (2017) added that labour turnover involves leaving a job for any duration and followed by continued regular employment. According to Marisoosay (2009) labour turnover represents the relative rate at which a business enterprise gains or loses its employees. Kazi and Zedah (2011) noted that turnover usually takes into consideration the period of year.

Mobley (1982) concurred that turnover is the cessation of membership in an organisation by an individual who received monetary compensation from the organisation. He distinguished that it happened at individual and collective level.

Individual level turnover is defined as a dichotomy between staying with an organisation and leaving the organisation (Campion, 1991). On the other hand, collective level turnover, is viewed as the number or percentage of employees who leave a group, unit, or organisation during a specified time period (Hausknecht & Trevor, 2011). For the purpose of the current study, the concept of employee turnover can be defined as the vacation of a position, either voluntarily or involuntarily and a new employee is hired and trained. A lot of attention will be paid to the events, causes and consequences of the replacement cycle and its effects on quality education. Labour turnover is calculated as a ratio of the number of organisational members who left during the period being considered divided by the average number of people in that organisation during the period as shown by the formula below:

$$\frac{\text{Replacements}}{\text{Average Number of Employees in that period}} \times \frac{100}{1}$$

Equation 1- Labour Turnover Formula

2.3 Labour Turnover Categories

Rajan (2013) observed that labour turnover may be categorised into five groups which are functional and dysfunctional turnover, voluntary and involuntary turnover, skilled and unskilled turnover, avoidable and unavoidable turnover, and internal and external turnover. On the contrary, Heneman (2009) considers only four types of employee turnover, which can be categorised into two categories that are voluntary and involuntary.

2.3.1 Functional and Dysfunctional Turnover

Functional turnover is a turnover in which employees who do not meet the organisation's performance standards leave the organisation. It is a common type of turnover in large consulting, law and accounting firms that employ an "up or out" philosophy. (Kazi and Zedah, 2011). Unemployment levels, pay, and individual incentive programs have been found to predict functional turnover (Park *et al.*, 1994). Dysfunctional turnover is turnover where the best employees leave. This can happen for a variety of reasons, but a common cause is low potential to advance. It is the common type of turnover in the public sector because of dissatisfaction with promotion and growth opportunities, union presence, and group incentive programs have been found to predict dysfunctional turnover (Park *et al.*, 1994; Phillips *et al.*, 1989).

2.3.2 Voluntary and Involuntary Turnover

Voluntary turnover also known as a quit, reflects an employee's decision to terminate the employment relationship (Shaw, Delery and Gupta, 1998). The causes and consequences of these distinct decisions are likely to be quite different because of own choice to quit or instances of turnover initiated at the choice of employees. Researchers considers voluntary turnover to be affected by two primary factors; the attractiveness of a current job and the availability of alternatives (Hulin *et al.*, 2005). Involuntary turnover is the turnover in which the employer terminates the employment relationship with an employee. Involuntary turnover (termination or discharge) has etiological dynamics, consequences, and costs (Shaw, Delery and Gupta, 1998). A termination reflects a bad hiring decision that must be corrected.

The antecedents of involuntary turnover reside in the hiring and firing systems of an organisation.

2.3.3 Skilled and Unskilled Turnover

Skilled turnover reflects the termination of a working relationship by skilled, educated and trained employees. Unskilled turnover on the other hand refers to termination of working relation by employees because they are incapacitated either by lack of training, education and skills that are a prerequisite for specific type of work (Hulin *et al.*, 2005).

2.3.4 Avoidable and Unavoidable Turnover

Avoidable turnover is that which potentially could have been prevented by certain organisational actions, such as pay raise or new job assignment (Ongori, 2007). The circumstance under which the turnover happens could be avoidable. Unavoidable turnover, happens in unavoidable circumstances in part or wholly beyond the control of management and these includes, employee's inability to perform duties, employee's death, spouse relocation, government regulations and company policies.

2.3.5 Internal and External Turnover

A number of studies have attested to the existence of internal and external employee turnover where the organisation loses employees to positions within the organisation and external organisations. Internal turnover happens when employees leave their current position and getting a new position within the same organisation whereas external turnover refers to when employees leave their current positions to assume

similar positions in other organisations. Internal turnover is synonymously known as internal recruitment (Hulin et al., 2005).

2.4 Turnover: Causes and Influencing Factors

A number of factors have been considered as the causes of either voluntary, involuntary, avoidable, unavoidable, functional, dysfunctional, internal or external labour turnover. The research bodies, have identified are number of factors that contribute to employee turnover as including the state of the economy, characteristics of the job, demographic characteristics of the society, individual reasons, improper matching of job and employee, substandard equipment, tools and facilities, lack of advancements opportunities for growth, substandard wage structures and inadequate or lacklustre leadership and training (Shumon, 2014).

Gomba (2015) indicated that qualified employees, leave their professions because of low salaries, lack of administrative support, increased workloads, long working hours, and frustrations with the job's intrinsic factors. Inman (2004) added that economic situation was critical factors though it came summed up by the decline in working condition and salaries. During the hyperinflationary period in 2008, Zimbabwe recorded massive turnover due to mass exodus of the labourers to South Africa, Namibia, Mozambique and Botswana for nearby greener pastures (Gomba, 2015).

Despite findings by some researches that money and a challenging job are factors that motivated employees to stay (Holbeche, 2009), salaries have been noted as the cause of attrition in developing countries (Achiedu and Scott-Ladd, 2012). Kavenuke

(2013) found that salary in the developing countries is an important factor in retaining qualified employees because of the low economic status. Salaries tend to be the only sources of living and if the salary do not meet the monthly financial requirements of the individual, it is highly likely that the employee will leave the profession. Pay was an important determinant in whether to stay or not to stay for teachers (Anhorn, 2008).

Iqbal (2017) argues that attitude of employees is a possible predictor of employee turnover intention. The area received a lot of attention by researchers (Bhuian and Al-Jabri, 1996). Smith (1996), have generally found that the more satisfied the employees are the more committed they will be to their organisations, and the more they will be productive and effective in their organisations, whereas dissatisfied one's experience more turnover intentions and increase absenteeism. At the same time there is a major task at hand to change traditional mind-set toward labour, which is deeply reviled (Rice, 2004).

2.5 Relationships between Turnover and Productivity

Labour turnover has both financial and non-financial consequences (Johnson, 2009). Organisations that have high labour turnover rates are normally associated with serious: productivity, quality, and profitability issues because of tangible costs like recruitment, selection, training, production lost, cash outlays and the cost of people's time (Heneman and Judge, 2009). Non-financial and intangible costs include moral impact, workload impact and performance disruption. Achoui and Mansour (2007) pointed out that there are also positive consequences of turnover, such as hiring new employees with more current training who are not locked into existing ways of doing

things. Turnover has often at times opened doors for displacement of poor performers and hiring innovative, talented high performers and flexible employees (Mello, 2011).

According to Staw (2004), despite arguments on the positive impact of turnover, she argued that the effect of turnover on the performance is a linear relationship if presented on a turnover-performance curve as illustrated below though the matter is overly simplified.

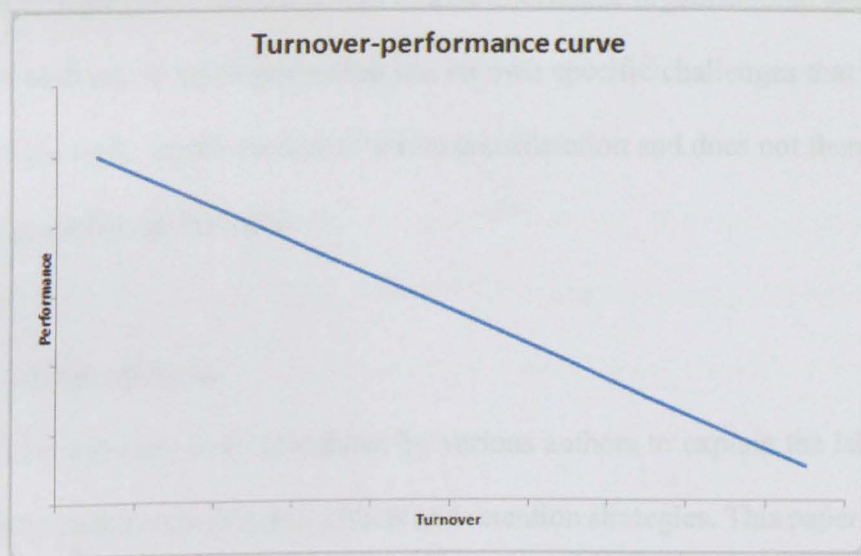


Figure 2.3.3.1: Turnover-Performance Curve

Source: Journal of Occupational Behaviour (Staw, 1980)

Performance curve exhibit an inverse relationship because of the disruption that take place during the replacement cycle, for instance disruptions and however, the learning curve and or period for the hired employee to perform at their best.

2.6 Labour Turnover Mitigation

Combating attrition remains one of the goals for every organisation. The problems around attrition revolves around job characteristics, socio economic and socio-political environments as reported in four case studies, Tanzania, Malawi, Zambia and Papua New Guinea (Gomba, 2012). Despite a lot of studies proposing that an organization should design elaborate support systems and promotion, encourage transformative leadership and administration, strengthen reward system and allowances, Pitsoe and Machaisa (2017) highlighted that there was a need to evaluate organisational specific issues because each and every organisation has its own specific challenges that need to addressed. This study therefore does take into consideration and does not therefore approach all the schools as the same.

2.7 Theoretical Foundations

A number of theories have been postulated by various authors to explain the labour turnover cycle focusing on the causes, effects and retention strategies. This paper will discuss the following theories the Expectancy Theory, Human Capital Theory, Herzberg's Two-Factor Theory, and the Theory of Organisational Equilibrium.

2.7.1 Vroom's Expectancy Theory

The expectancy theory is a cognitive process theory of motivation that is based on the idea that people believe there are relationships between the effort they put forth at work, the performance they achieve from that effort, and the rewards they receive from their effort and performance (Vroom, 1964). According to Lunenburg (2011), the expectancy theory, based on these assumptions has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he

or she believes his or her effort will lead to acceptable performance (expectancy), and that performance will be rewarded (instrumentality) and the value of the rewards is highly positive (valence). If an employee is devoid of expectation, it is highly likely they will leave the profession.

2.7.2 Human Capital Theory

Human capital theory was proposed by Schultz (1961) and developed widely by Becker (1964). The theory postulates that attracting and retaining intellectual capital is essential. Grobler *et al.*, (2006) suggested that the knowledge and skills a worker possesses can be converted into productive capital stock. Traditionally, employees were considered as expenses to the organisation. However, the theory proposes considering employees as capital necessary to create a competitiveness through their ability to learn, change, create and innovate ideas critical for organisational growth (Lynch, 2004). Human capital can be categorised into intellectual capital, social capital and the organisational capital. Price (2001) suggested that the intellectual, social and organisational capital an individual possesses are unique and irreplaceable. It is critical for attracting, retaining, developing and maintaining the value they create. Turnover, will therefore be reduced by ensuring all necessary measures are taken to retain the employees through the provision of good working conditions, proper remuneration, job satisfaction and proper leadership.

2.7.3 Herzberg's Two-Factor Theory

Herzberg two-factor theory is a critical theory in understanding the determinants of turnover and the methods of retaining employees in an organisation. Herzberg (1959) argued that employees are motivated by internal values known as motivators and such

as achievement, recognition, the work itself, responsibility, advancement, and growth rather than values that are external to their work. Conversely, there are factors that create dissatisfying experiences for employees that are largely from non-job-related variables also called extrinsic variables or hygienic factors. The hygienic factors include things such as company policies, salary, co-worker relationships, supervisory or management styles and work environment (Armstrong, 2006).

This theory is relevant to this study in that it recognizes that employees have two categories of needs that should be addressed for them to stay with an organisation. Beardwell & Claydon, (2007) observed that the employee value proposition makes it clear to the employee what extrinsic and intrinsic benefits they will receive in exchange of their labour, both now and in the future. Hence the need to use intrinsic and extrinsic categories of variables in the analysis of labour turnover.

2.7.4 The Theory of Organisational Equilibrium

Bernard (1938), stressed that people are the most important resource for an organisation and they need to be motivated to continue making contributions and this can only be achievable if employees feel the organisation is exercising equality in the distribution of its profits. According to Scott (2004) an organisation is a system of interrelated social behaviours of a number of participants. Each participant receives inducements from the organisation for which the participant makes contributions. The participant will continue as long as her or his perception is that the inducements are higher than their contributions. The contributions from all the participants provides the pool of resources from which the organisation manufactures the inducements. Thus, an organisation is "solvent" only as long as the contributions are

sufficient to provide inducements necessary to sustain contributions. In summation there should be a balance between individual contribution and the return they can get.

2.8 Labour Turnover in the Teaching Profession

Internationally, it is widely recognised that teachers are central to student success in transmitting cultural and social values, such as tolerance, dialogue and gender equality (UNESCO, 2011). However, the level of turnover in the profession have been proportionately higher compared to other profession. The history of high teacher turnover stretches back to 1960s. Charters (1970), Mark and Anderson (1978), and Murnane (1981) observed that 25% of all people with teaching certificates either never begin teaching or leave teaching within only a few years (Pistoe and Machaisa, 2017). Figure below indicates the rates of attrition for the period 2010 to 2014.

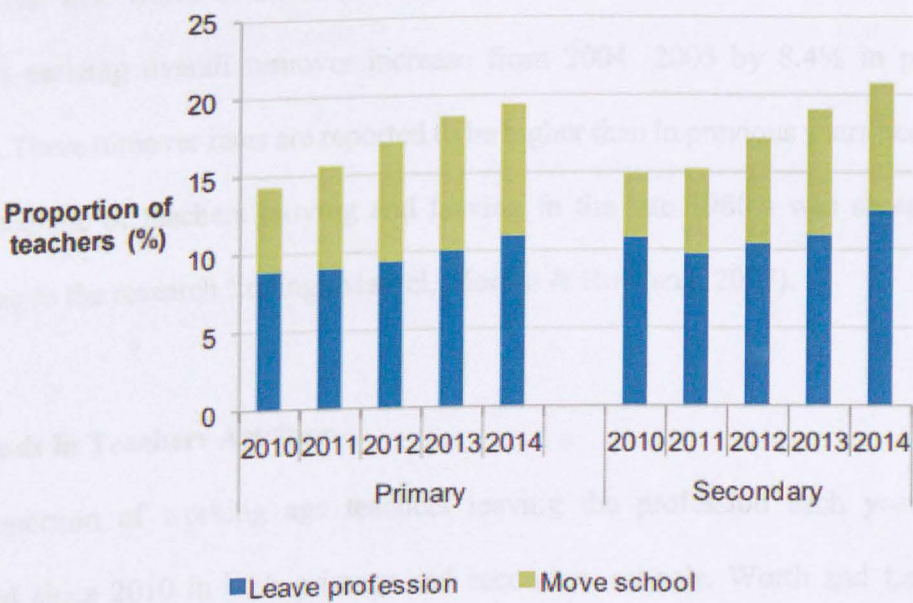


Figure 2.3.32.3.3.2: Attrition Rates from 2010-2014

Source: NFER Analysis of School Workforce Census Data

Murnane cited by Pistoe and Machaisa (2017), suggested that there is a 0.33 probability that first year teachers would leave their profession within the first three years. Mark and Anderson (1985) suggested that proportions of entering cohorts of teachers had decreased over time with only 25.2% (National Longitudinal Study, 1972) of trainees who completed teacher training programmes that never actually entered the teaching profession either in elementary or secondary schools.

Teacher attrition, world over is inevitable, however, global policing challenges have caused more hurdles in Sab-Saharan Africa in trying to combat the problem. Unfortunately, nearly half of the teachers who enter and leave the field within 5 years are the best and brightest teachers (Trends in Education Macro Indicators Report, 2009). The first world countries have not been spared by labour turnover, with America noticing overall turnover increase from 2004 -2005 by 8.4% in public schools. These turnover rates are reported to be higher than in previous years because the percentage of teachers moving and leaving in the late 1980's was about 2% according to the research finding (Marvel, Morton & Rowland, 2007).

2.9 Trends in Teachers Attrition

The proportion of working age teachers leaving the profession each year has increased since 2010 in both primary and secondary schools. Worth and Lezzari (2017) pointed out that leaving rates either permanently or to other schools are particularly high for early-career teachers in science, maths and languages. The rate of teacher attrition in technological subjects, humanities and arts subjects is comparatively lower universally. However, subtle differences in leaving rates are

important as they mount up over time. Figure 2, below show the percentage loss of teaching per subject

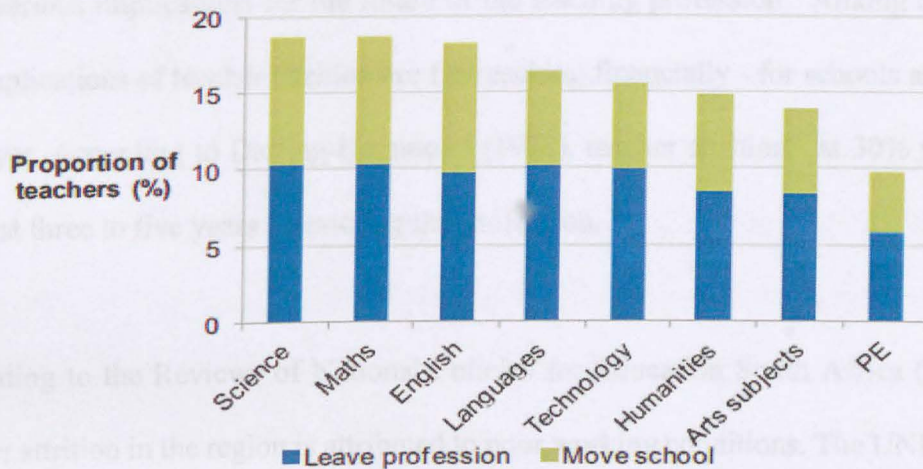


Figure 2.3: Attrition Rates by Subjects

Source: NFER Analysis of School Workforce Census Data

On the other hand, unavoidable turnover has been a catastrophe in Sub-Saharan Africa owing to HIV/AIDS pandemic which have impacted on the teacher supply and demand management. Reports in countries such as South Africa, Zambia, New Guinea and Malawi indicated that the problem had almost reached a catastrophic stage (Xaba, 2003). Other countries reportedly fighting unavoidable attrition due to the HIV/AIDS pandemic are Zambia, Nigeria, Kenya, Central African Republic and South Africa (Coombe, 2002).

Reviews of National Policies for Education South Africa (2008) suggests that working conditions, including professional teaching conditions, play a substantial role in decisions to leave teaching in a particular school or district, and they contribute to decisions to leave the profession altogether. However, the UNESCO Institute for Statistics (UIS) and a significant amount of research has shown, over a

long period that the high levels of teacher attrition experienced by many countries have serious implications for the future of the teaching profession. Among others, the implications of teacher attrition are far-reaching financially - for schools and the taxpayer. According to Darling-Hammond (1998), teacher attrition is at 30% within the first three to five years of entering the profession.

According to the Reviews of National Policies for Education South Africa (2008) teacher attrition in the region is attributed to poor working conditions. The UNESCO Institute for Statistics (UIS) and a significant amount of research has shown, over a long period, that the high levels of teacher attrition experienced by many countries have serious implications for the future of the teaching profession. According to Darling-Hammond (1998), teacher attrition is at 30% within the first three to five years of entering the profession

The most affected areas by teacher attrition are the rural school where acute shortage of teachers have been predominant (Quartz et al, 2005). The research also contends that in Sub-Saharan Africa are predominantly marred by poor working conditions, meagre rural allowance and poor quality of life. Unfortunately, most of the novice teachers are placed in these school and that culminate in high attrition (Darling-Hammond, 1998). Most rural areas in Zimbabwe, Malawi, Namibia, South Africa and Mozambique have no electricity supply, poor school infrastructure, poor road and communication network (Gomba, 2015) which have promoted attrition in those areas.

The genesis of private schools dates back to the colonial period, where missionary schools and private schools have been established and perceived to offer better working conditions, have also played a role in exacerbating teacher turnover in public sector (Gomba, 2015). In some situations, qualified teachers who leave teaching do so to look for better opportunities in the private sector. Studies over the years have shown that most teachers who leave have fewer than ten years of teaching experience are absorbed by the private schools and mission schools (Inman, 2004). Private schools have been reportedly headhunting best and talented teaching staff from the public schools, which in turn have increased the turnover in public schools (Donaldson, & Johnson, 2011). In addition, research has also shown that technological advancement has contributed to high teacher turnover off late. Technological developments have rendered some older teachers obsolete, due to lack of continuous training and refresher courses. In the same vein it has been noted that older teachers are more likely to leave the profession (Kralik, 2004).

Studies have also shown that teacher turnover regarding gender, men tend to leave teaching more than women do, whereas others have shown no significant gender differences in attrition (Chapman & Green, 1986). However, there has since been a shift in the last decade with more women found to leave teaching more than their male counterparts (Guirano, Santibanaz, & Brewer, 2004). However, the area warrants more research because only a limited number of studies addressed to the possible causes and effects of the interaction between gender and turnovers (Dalay, 2004). Previous researchers compared teachers who intended to leave or who had actually left teaching with teachers who remained in the occupation, but ignored possible differences in teachers' gender.

Obiri (2015) noted that understating teacher attrition requires for specific study areas to be identified because the causes of turnover vary from one school to another. Dalay (2004) further speculated that area by area studies were critical for understanding the causes of attrition, because of the variation that has been identified by different authors on regional studies. Amutenya (2016) cited that a low number of researches have been conducted specifically for Khomas Region and therefore the study is targeting to critically look at the factors affecting Khomas Region in detail.

2.10 Teacher Turnover and Learners' Performance in Namibia

Namibia is no exception to teacher attrition in the Sub-Saharan region. In sub-Saharan Africa reported attrition rates are broadly consistent with those reported in all the countries. Studies conducted in Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia indicated an average attrition rate reported was of 4% (Education International 2007). However, in Kubberund (2012) reported an attrition rate of 11.7% in Namibia, which is comparatively higher in the region as shown by the table below:

Table 2.2.3.3.1 Teacher Attrition in Namibia by Region:

	Attrition rate (%)	Schools with electricity
Namibia total	11.7	33.9
Rundu/Okavango	16.7	24.6
Ondangwa West	12.3	15.8
Ohangwena	12.4	13.2
Windhoek	7.5	87.8
Keet-manshoop	12.6	70.4

Source: 2012 EMIS data

Teacher attrition is often higher from schools located in areas seen as undesirable. In sub-Saharan Africa there is a pattern of higher attrition from less attractive postings, which are generally postings in more remote rural schools. In Namibia the lowest teacher attrition was in Windhoek, with the highest in the rural Okavango region (Kubberund 1999) because of the quality of life as indicated by the lack of the many schools with electricity. The pattern is also similar with findings from Malawi, Zambia and Lusaka (Kadzamira, 2006).

Namibia is already facing a shortage of teaching staff especially in the rural areas which have seen importation of teachers from neighbouring countries in recent years (Gomba, 2015). The high level of attrition therefore attributed to migration from the rural schools to urban schools. Hammet (2012) established that a relatively high number of teachers were migrating to the developed countries for high income earning jobs. Arends (2007) notes that there are an estimated 8,812 Sub-Saharan Africa working in the United Kingdom with approximately 3% coming from Namibia.

A number of studies have attested to the adverse effects of employee turnover in the education sector major being drawback being the poor learners' performance. Learners' performance in Grade 10 is measured by the achievement of the minimum of 23 points in 6 subjects and a minimum of Grade F in English to qualify for admission to Grade 11. The standard measure for Senior Secondary is achievement of grade 4 or better on a higher level and D symbol or better on Ordinary level as stipulated by Hanse-Himarwa (2016).

Given the increasing teachers attrition rates, Ministry of Education, Arts and Culture have noted the decline in performance of the learners in secondary education. The 2017 academic year results are also a revelation of the declining pass rate over the years. The 2018, pass rate stood at 53.3% for Grade 10 which is comparatively higher a decline 55.3% recorded in 2017 (Ministry of Education, Arts and Culture, 2018). The steady decline in learners' performance, is comparatively lower than the regional average pass rate 68, 8% for both lower and senior level participation (Ndlovu and Mutale, 2018).

Kubberund (1999), suggested that in Sub-Saharan Africa their researches conducted does not show the relationship that exist between teachers' attrition and learners' performance. Previous studies indicated a pattern of higher attrition with teacher's knowledge, characteristics of the schools, parental support and none has been conducted on teachers' attrition (Ndlovu and Mutale, 2018). Despite Obiri (2015) suggesting that his findings that in Kenya's private schools in Embakasi Sub County, turnover affected the performance of the learners, literature is devoid of studies that have been conducted directly to assess the effects and magnitude of the turnover on learners' performance.

2.11 Addressing Labour Turnover in Teaching

Addressing teacher attrition in the country, will presumably go a long way in improving learners' performance (Quartz et al 2008). A lot of effort has been channelled towards addressing the pull factors. Guarino (2004) identified factors critical for retention of employees and they include mentoring and induction,

autonomy, support for professional development, incentives and awards and deployment to favourable areas.

According to Hackman and Oldham (1980) a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. Furthermore, Hackman and Oldham proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. They are illustrated in figure 2.4 below:

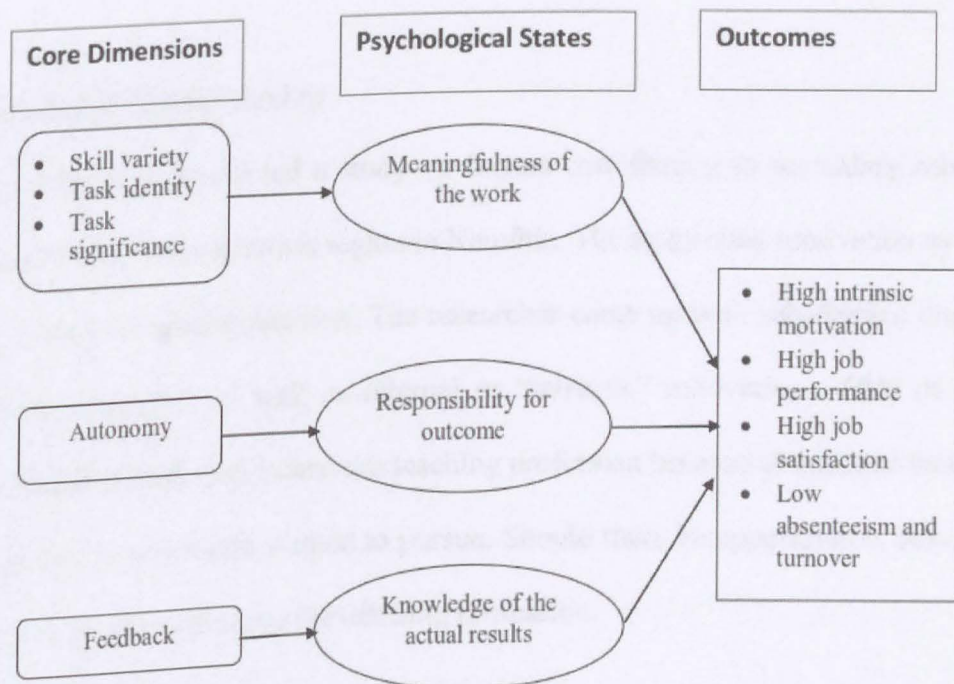


Figure 2.3.33: Job Characteristics Model

Source: Adapted from Hackman and Oldman, 1980

2.12 Magnitude of Teachers' Turnover on Learners Performance

The Graide Network (2018) conducted a study on the impact of teachers' turnover on learners and concluded that, chronic teachers' turnover creates a revolving door which is inconvenient through harming student achievements and discouraging educators. Guin (2017) also tested the correlation between turnover and student achievement in at least eight schools in Kenya and found out that the student achievement in reading was -0.306 and in mathematics was -0.282. The correlation between teacher turnover and student enrolment was 2.93. Despite the revelations of the above studies, Gomba (2013) argued that in the Sub-Saharan Africa, there is limited and or no information regarding the relationship between chronic teacher turnover and student achievements.

2.13 Empirical Studies Review

In 2016, Amutenya conducted a study on factors contributing to secondary school teachers' attrition in the Khomas region in Namibia. The study cited motivation as the key contributor of teacher attrition. The researcher came up with sub-themes that is external or "extrinsic" as well as internal or "intrinsic" motivation. 60% of the interviewees indicated they joined the teaching profession because of external factors and it was not they initially wanted to pursue. Should there be opportunities outside, they were more likely to leave the teaching profession.

On intrinsic motivator Amutenya (2016), concluded that teachers' attrition was mainly because of family and friends' influence, community's perception of the teaching profession, job dissatisfaction, lack of profession developments (i.e. promotion), school leadership and management, learners' discipline and remuneration and job stress. The research proposed that to minimise attrition in government and schools to

design teaching support systems and promotion, revisit the education Act, review discipline methods and administration, encourage transformative leadership, strengthen teachers' reward system and parental involvement, incentivise teachers and open opportunity for professional development for teachers.

Akinyi (2014) investigated the perceived relationship between job related factors and voluntary employee turnover at Maseno secondary school. The study analysed the mean and the standard deviations of the determinants of staff turnover that are linked with perceived voluntary staff turnover. The respondents were asked to rate the extent to which they agreed with statements which were measuring the various factors of involuntary turnover. Level of responsibilities had the lowest mean score compared to the means of the other variables which means that the recognition factor is least correlated with employee turnover when compared to the other variables that have been used by the researcher. Most employees, indicated even if they were dissatisfied with the job, they will stay put because of the level of responsibility accorded to them.

Fruin (2000) noted that an achievement motive is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation. People are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain. Sense of achievement had a mean score of 3.3 with standard deviation of 0.5 means an indication there is a link between the sense of achievement and the employee turnover.

Jeston (2013) assessed teachers' turnover and its impact on academic performance in government secondary schools in Mbodzi District in Tanzania. This study investigated the existence and causes of teachers' turnover and the academic performance of the learners. The study explored factors such as the attitude of teachers toward teaching profession, socio-economic issues and socio-political factors and they were all found to have an impact on the learners' academic performance. It was found that a large majority (44 percent) of teachers in the Mbodzi District opted for teaching profession due to lack of other jobs and the rest became teachers just temporarily and these are the ones who argued that the profession is not respected and people opt due to being the only profession which provides employment.

Jeston (2013) concluded that the prevalence of teachers' turnover has an adverse impact on academic performance. Comparison between the teachers' attrition statistics and the results of the Form Four National Examinations in secondary schools showed an inverse relationship. An increase in attrition was associated with an equivalent sharp decline in pass rate at the various schools selected. The study identified that socio-economic and political factors caused more attrition in the rural area secondary schools.

In 2011, Punden in his doctoral thesis investigated factors influencing staff turnover in the Teachers Service Commission in Kenya and concluded that the main cause for turnover was because of poor remuneration. Though factors such as limited training and development opportunities, poor scheme of service and organisational structure played a key role in promoting teacher attrition, poor remuneration ranked first in necessitating turnover. The findings confirm what the proponents of the organisational

behaviour school suggest in back then (Zhang, 2005). The study indicated that training and development of staff not only equip employees with relevant skills, knowledge and competence but also it is useful for purposes of succession planning and it encourages job satisfaction.

Shamsuzzoha and Shumon (2012) conducted a study on causes and effects of turnover in 144 companies in different industries in Bangladesh, both private and public organisation. The research found out that turnover rate is much higher in private sectors than government sectors. On average, turnover rate in government sectors is 8.87 % whereas in private sectors it is 26.67% which was mainly due to security of job in the government sectors. The study concluded that salaries paid a minimum role in attrition because the private sector paid more than the public sector but the turnover rate in the private sector continues to balloon.

The study pointed out that irregular payment, improper management, job location and better job option are major factors for high labour turnover. The study indicated that turnover affects production because replacing employee with old one decreases the production rate. They also recommended organisations to provide job security, standard salary structure review, standard increments, favourable working environment and medical assistance as means to thwart employee turnover.

The empirical evidence available and discussed above dealt more on the causes and effects of turnover in general. The above noted studies investigated the causes of teachers' turnover and its effects in general sense without dwelling more on the learner's academic performance. Only Jeston's study evaluated teachers' turnover and

its impact on academic performance in government secondary schools in Mbodzi District in Tanzania. Furthermore, literature is bereft of a similar study that have been done focusing particularly on Namibia. The study therefore fills the existing gap in literature by assessing the impact of the teachers' turnover on the learners' performance in public schools in the Khomas Region.

2.14 Summary

The chapter reviewed existing literature on labour turnover from previous studies in an objective manner, however the interpretation of the findings from the study will be subjective. This literature forms the backbone of the questionnaire to be used for collection of primary data. The next chapter is a discussion of research methodology and design which embraces the methods and procedures that the researcher used during the study for data collection and analysis.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explores the methodology that was used in the study. It describes the research design, the population, sample characteristics and sampling techniques, research instruments, data collection procedures, data analysis, instruments validity and reliability as well as ethical considerations that were considered in the collection and analysis of data.

3.2 Research design

Research design is a framework or a blueprint for conducting a research (Malhotra, 2010). The study adopted a case study research design to test whether teachers' turnover is the reason for the deterioration in quality of learners' performance. The research adopted a mixed method approach which uses both quantitative and qualitative data collection, analysis and interpretation. Mixed method approach adds value to the understanding of a concept compared to purely qualitative or quantitative approaches. According to Creswell & Clark (2011) a mixed method approach implements the quantitative and qualitative strands during the same phase of the research process, prioritising the methods equally and keeping the strands independent during analysis and then mixes the results during the overall interpretation. The quantitative approach was used to answer the questions of numerical values or measurable data, whereas the qualitative method answered the questions of why, how and what research questions.

3.3 Location of the Study

The study was conducted in Windhoek targeting teachers that were still in the workforce. The study area was chosen because of accessibility and the researcher wanted to personally administer the questionnaires to ensure one hundred percent response rate.

3.4 Target Population

According to Mungenda and Mungenda (2003), target population is defined as an entire group of individuals that has observable and common characteristics with regards to a particular issue. Target population is the universal or absolute population to which the researcher wants to generalise the results of the study. The target population of this study was 3072 teaching professionals engaged in Windhoek public schools at the time of the research (The Fifteenth School Day Report, 2017).

3.5 Sample Size and Sample Size Determination

A sample is a small proportion of a population selected for observation and analysis (Best and Kahn, 2006). Simple random sampling was used to select respondents currently engaged in the teaching profession in Windhoek. The sample size was computed using the simplified Slovin's formula $n = \frac{N}{1+N(e)^2}$, at 90% confidence level giving an error of estimation ($e = 0.1$). The initial sample size was calculated as follows: $\frac{3072}{1+3072(0.10)^2}$ giving an initial sample of 96 participants.

According to Valdez (2014), when a sample is taken from a population and there is a need to account for confidence levels and margins of error where a lot is known about

a population, sometimes little or sometimes nothing at all. Slovin's formula has been found suitable in researches where there are large populations.

3.6 Research Instruments

Questionnaires and interview guides were used for quantitative and qualitative data collection respectively. Questionnaires were appropriate for quantitative data collection since they inquire about the provision of computable opinions and information whereas semi structured interview guides were used for qualitative data collection because of their ability to expose hidden feelings, behaviours and attitudes in the respondents.

3.6.1 Questionnaires

According to Bryman (2008) questionnaires help the researcher to gather both qualitative and quantitative data from a number of respondents simultaneously and that saves time and costs of data gathering. Questionnaires give respondents freedom to express their views or opinions. They had both non-structured and structured questions (Gay, Mills and Airasian, 2011). The use of the questionnaires in the study allowed the participants to express themselves freely without fear of personal contact and allowed the participants to answer in their convenient time.

3.6.2 Semi-Structured Interview Guides

Boyce and Neale (2006), noted that interviews are a qualitative research technique that involves conducting intensive interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation. The researcher used semi-structured interview guides for collecting information to get more

responses which were accurate and free of bias as well as enabling personal contact between the researcher and the respondents. The interview guide also contained both structured and non-structured questions.

3.7 Procedures

The data collection procedures included both primary and secondary sources.

3.7.1 Primary Data Collection

Primary data was gathered via surveys and interviewing teachers from the selected schools. Questionnaires were administered on a pick and drop method to collect primary data from the teachers in the various schools. After obtaining an introductory letter from the university, the researcher personally administered the questionnaires in the various schools and to the respective respondents and then picked at agreed time to give the respondents enough time to respond to the questions. A selected number of school heads were target for personal in-depth interviews and some educational officers.

3.7.2 Secondary Data Collection

Secondary data was collected by data mining from the academic and peer reviewed journals. These were statistical reports and speeches from the Ministry of Education, Arts and Culture.

3.8 Data Analysis

The data was analysed using both quantitative and qualitative data analysis methods.

3.8.1 Quantitative Data Analysis

According to Hill (2010), quantitative data analysis involves measuring central tendency, variability and divergence from normality presented in tables, charts and graphs using the Statistical Package for Social Sciences (SPSS V 23.0). The process includes tabulation and coding of data collected in the system and then analysing the data using descriptive statistics and inferential statistics (Lewicki, 2007). The questionnaire had few close-ended questions and similar responses were grouped together and then analysed using frequency distributions.

3.8.2 Qualitative Data Analysis Techniques

Thematic data analysis was used for analysing qualitative data collected during in-depth interviews. Thematic data analysis is a systematic approach for qualitative data analysis that involves identifying themes or patterns of cultural meaning, coding and classifying of data, charting, mapping and interpretation of the data. Qualitative data analysis started with identification of the themes emerging from the raw data, a process sometimes referred to as open coding (Strauss and Corbin, 1990). During open coding; words, phrases or events that appeared similar were grouped into the same category. The categories were gradually modified or replaced in the subsequent stages of analysis until a final conclusion was made.

3.9 Research Ethics

The researcher obtained ethical clearance from the University of Namibia, for permission to carry out the research. Informed consent was sought from all respondents. The respondents were briefed on the study and its objectives and that the research was for academic purposes only. Voluntary participation of respondents in

the research was emphasised and the participants were allowed rights to withdraw from the study at any stage. The researcher explained to the respondents that they would remain anonymous and information would be kept in a lockable safe, confidential and be destroyed after five years.

3.10 Summary

This chapter discussed the research methods used in this study. Such methods conform to quantitative and qualitative research. The chapter also outlined the study population and sample. The sample was drawn from the specific business unit under study in the research. The manner in which the information was gathered and analysed was explained in this chapter. Ethical considerations were also highlighted. The next chapter provides a presentation of the interpretation of the data that was gathered for the study. This will be illustrated by graphs, tables and pie charts. In other words, using descriptive statistics.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents, interprets and discusses the findings obtained through surveys conducted, the questionnaire and personal interviews from the field. Qualitative and quantitative data was integrated and discussed in line with the objectives of the study. The chapter is divided into five sub sections which are demographic presentation, the teaching experience, job satisfaction and challenges. The chapter further presents the relationship between teachers' turnover and learners' performance. The chapter concludes by looking at the proposed solutions by respondents, in mitigating labour turnover.

4.2 Rate of Response

The study targeted 96 participants out of which 84 responses were obtained from the teachers within the Khomas Region. Out of the 86 questionnaires administered to the various school teachers, 74 were returned whereas 10 scheduled interviews were successfully conducted. This presented an 87.5% response rate for both the questionnaires and the interviews. Babbie (2002) asserted that for any study, a response rate above 50% is effective in reflecting the characteristics of a population, therefore making this study valid.

4.3 Demographic Information

The demographic data gives the background information critical to understand the subject under study. The section collected information regarding the employment

status of the respondents, their age, gender, length of service and the academic qualifications either in teaching or their specific areas of teaching.

4.3.1 Employment Status

All the participants in the study were permanently employed professional teachers within the government of Namibia, deployed in various public schools. The findings of the study were therefore deemed valid because all the participants were assumed to appreciate their working environment unlike part-timers and or fixed contract employees.

4.3.2 Gender of Respondents

The study sought to find out the gender of the respondents. Table 4.1 below shows a summary of the findings on the gender of the respondents.

Table 4.0.1: Gender of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	50	59.5	59.5	59.5
	Male	34	40.5	40.5	100.0
	Total	84	100.0	100.0	

Source: Primary Data

The majority of the participants in the study were female teachers, as indicated by 59.5%, whereas 40.5% comprised male teachers. Though more female teachers participated in the study, the percentage of male participants is relatively significant to gender sensitive issues related to teachers' turnover. The study therefore was taken as a representative of the opinion of both genders.

4.3.3 Age of the Respondents

The composition of the respondent in terms of age was also investigated to ensure that the respondents were mature people, who understood the concept of labour turnover in the sector. Table 4.2 below indicates the composition of participants by age.

Table 4.0.2: Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30	7	8.3	8.3	8.3
	31-40	32	38.1	38.1	46.4
	41-50	22	26.2	26.2	72.6
	50+	23	27.4	27.4	100.0
	Total	84	100.0	100.0	

Source: Primary Data

As shown in Table 4.2, above the majority (38.1%) of the participants in the study were aged between 31 and 40 years, 27.4% of the respondents were aged 50 years and above, 26.2% were aged between 41 and 50 years. However, ages between 18-30 years were least represented in the study with 8.3%.

4.3.4 Number of Years in the Teaching Profession

The study also established the number of years the participants have been in the teaching industries for them to appreciate the concept of turnover, its causes and effects. The Table 4 below shows the number of years the teachers were in services.

Table 4.0.3: Number of years in the teaching service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 years	33	39.3	39.3	39.3
	6-10 years	28	33.3	33.3	72.6
	11-20 years	12	14.3	14.3	86.9
	21-30 years	8	9.5	9.5	96.4
	31+	3	3.6	3.6	100.0
	Total	84	100.0	100.0	

(Source: Primary Data)

Table 4, designates that the popular participants in the study, 39.3% had between 1- and 5-years teaching experience, 33.3% had between 6 and 10 years, 14.3% had between 11 and 20 years, 9.5% had between 21 and 30 years. A paltry 3.6% had 31 and more years in the teaching industry. Despite the minimal of the 31 years and above category, most of the ages were relatively represented to give a balance to the findings of the study.

4.3.5 Qualification of the Participants

The level of education for the participants, determines the extent to which one appreciate and understand the issues around the study. Figure 5, shows the summary of qualification the respondents had acquired.

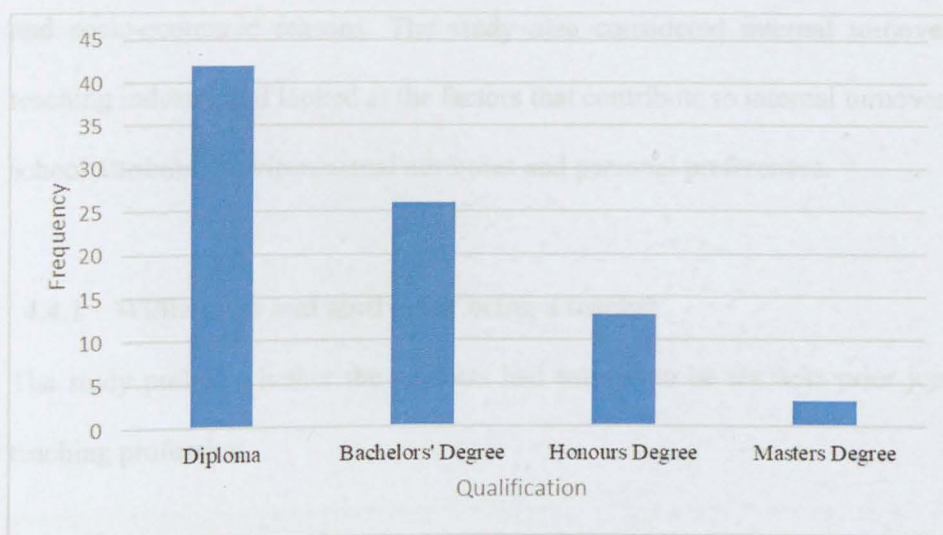


Figure 4.1: Qualification of the Respondents

(Source: Primary Data)

The study shows that the teachers who participated in the study had different levels academic qualification, As shown in Fig 5 above, most (50%) of the participants in the study had acquired college diplomas, 31% had acquired bachelor's degrees, 15.5% had acquired honours degrees and 3.6% had masters' degrees. It is was noticed that all the participant was academically qualified to participate in the study and familiar with their duties and responsibilities and could easily assess the effects of turnover on the performance of the learners.

4.4 Job Experience and Motivation

The study probed teachers' motivation prior joining the Public Service Commission (PSC). According to Kadzamira (2006), high attrition in the teaching industry is attributed to lack of motivation when joining the job. Some teachers have joined the system not because they are passionate about the job, rather the perception of they had about the teaching profession, job characteristics, influence from family and friends

and socio-economic reasons. The study also considered internal turnover in the teaching industry and looked at the factors that contribute to internal turnover such as school attributes, environmental attributes and personal preferences.

4.4.1 Willingness and motive for being a teacher

The study probed whether the teachers had wanted to be teachers prior joining the teaching profession.

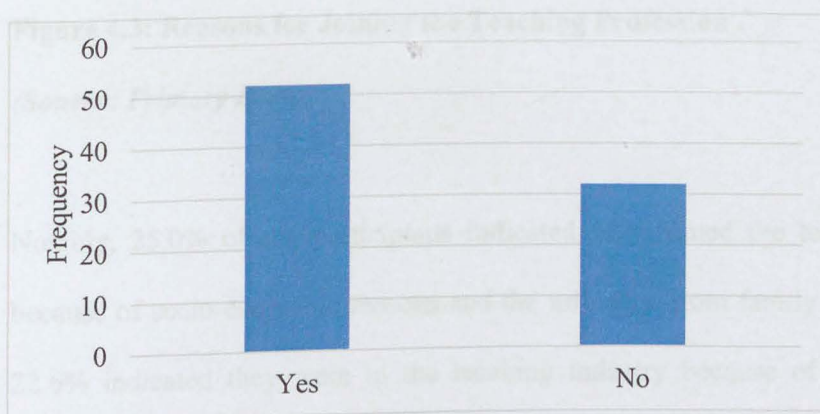


Figure 4.2: Willingness to Join the Teaching Profession

(Source: Primary Data)

The majority (61.9%) of the participants indicated that they wanted to join the teaching profession whereas 38.1% of the participants. The results show that most of the respondents (27.4%) joining the teaching profession were mainly because of the perception they had about the teaching profession.

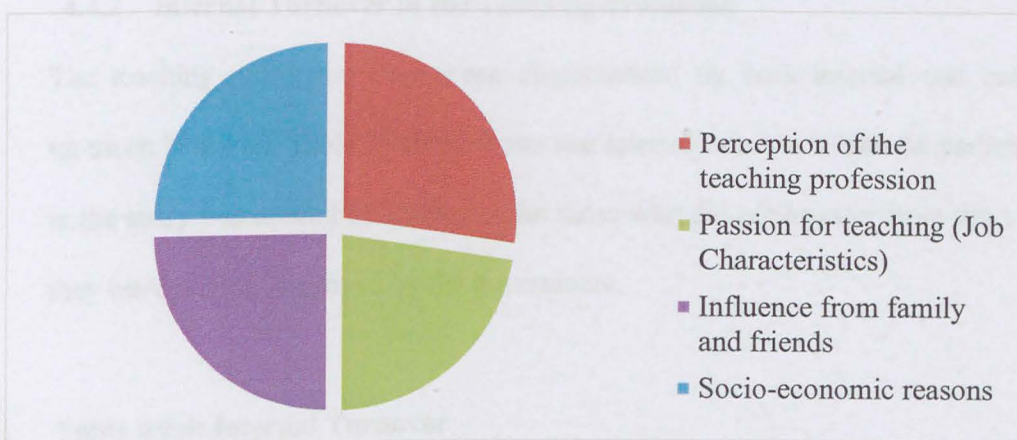


Figure 4.3: Reasons for Joining the Teaching Profession

(Source: Primary Data)

Notably, 25.0% of the participants indicated they joined the teaching profession because of socio-economic reasons and the influence from family and friends. Only 22.6% indicated they were in the teaching industry because of their passion for teaching. The two crucial themes that emerged are extrinsic and intrinsic motivational factors for joining the teaching profession which are equally pushing or motivating teachers to join the profession.

Qualitative information obtained from both the interviews and questionnaires pointed out that the level of motivation had declined significantly mainly from the 27.4% who joined with high regard for the job and also the 22.6% who were either influenced by friends and relatives and or had been coerced into the industry because of the prevailing economic and social conditions in the country. The 22.6% were passionate about the teaching job and had resolute motivation in the job and its challenging nature.

4.4.2 Internal Turnover in the Teaching Profession

The teaching profession have been characterized by both internal and external turnover. However, Table 5 below, shows that internal turnover within the participants in the study was around 51.7% high than those who did not transfer from the school they were initially deployed by the government.

Table 4.0.4: Internal Turnover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	57.1	57.1	57.1
	No	36	42.9	42.9	100.0
	Total	84	100.0	100.0	

(Source: Primary Data)

When asked what could motivate or could be the reason for internal turnover, 44% of the participants attributed most of internal turnover to adverse environmental factors whereas 36.9% indicated that internal turnover have been largely influenced by school attributes. 19% indicated that internal turnover was largely influenced by personal preferences.

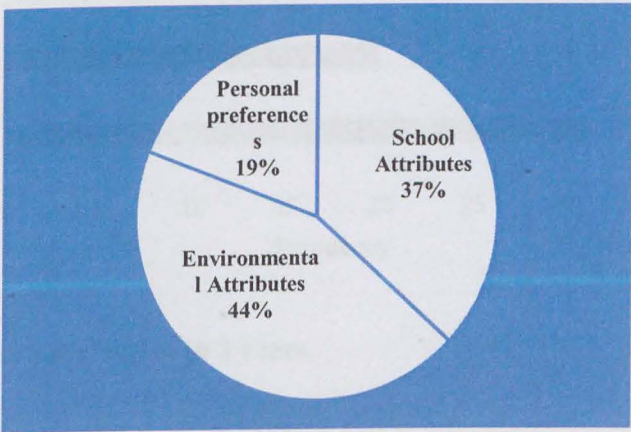


Figure 4.4: Reasons for Internal Attrition

(Source: Primary Data)

Gomba (2015) had previously suggested that qualified employees, leave their position to assume responsibilities in the same organisation due to poor communication and road networks, lack of standard medical facilities among other social and economic amenities. The results in Figure 8, show that internal attrition is attributed more to extrinsic factors than intrinsic factors.

4.5 Job Satisfaction

The study sought to find out the level of job satisfaction in the teaching industry. Participants were asked if they could take the same career choice again, most (60.7%) of the respondents indicated otherwise, whereas 39.3% indicated they would probably take the same career choice. However, the participants ranked their level of satisfaction as low comparable to their past three years in service, Figure 9 below summarises the findings where they had to indicate their level of agreement on a five-point Likert scale.

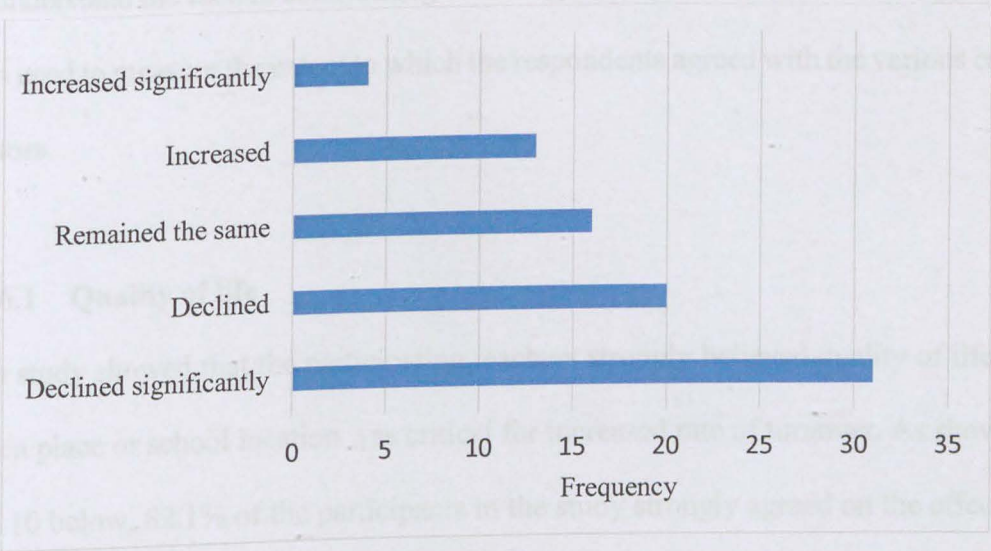


Figure 4.4: Level of Job Satisfaction in 3 years

(Source: Primary Data)

36.9% of the respondents noted a significant decline in the level of job satisfaction, 23.8% pointed a moderate decline in job satisfaction, 19.0% indicated their level of satisfaction had remained the same. 15.5% noted a moderate increase in job satisfaction whereas 4.8% indicated job satisfaction had increased significantly over the years. Qualitative information obtained that 4.8% of the teachers were in the science and technological subjects which are ever evolving in nature.

4.6 Turnover Rates

The researcher sought to understand the respondents' perception on the turnover rates at their schools. The findings indicated that the turnover rate was high in the Khomas Region. 76.2% of the participants indicated that turnover was high at their schools. 23.8% of the respondents indicated minimal turnover in the Khomas Region. In order to understand the factors contributing to the high rates of turnover, a Likert-type scale was used to measure the extent to which the respondents agreed with the various causal factors.

4.6.1 Quality of life

The study showed that the participating teachers strongly believed quality of life in a given place or school location was critical for increased rate of turnover. As shown in Fig 10 below, 82.1% of the participants in the study strongly agreed on the effects of quality of life on turnover, 7.1% were in agreement whereas 9.5% were neutral. 1.2% disagreed with the notion, however the researcher considered the percentage for the disagreement invalid as most of the participants seemed to be well aware of the relationship between rate of turnover and quality of life in a given environment. Jeston

(2013) noted that socio-economic issues and socio-political factors were the key determinants of turnover in schools.

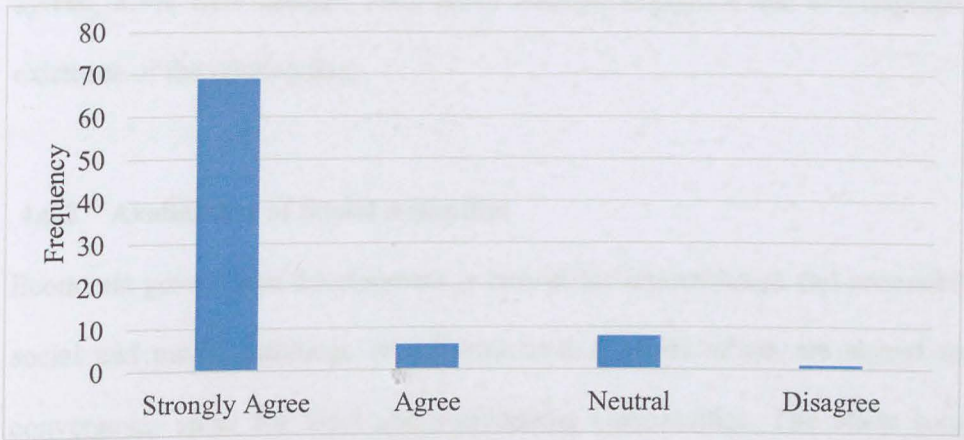


Figure 4.5: Quality of Life

(Source: Primary Data)

4.6.1 Availability of Opportunities

The study investigated the relationship between availability of opportunities in the country in other industries and the summary of the findings are shown in Figure 11 below:

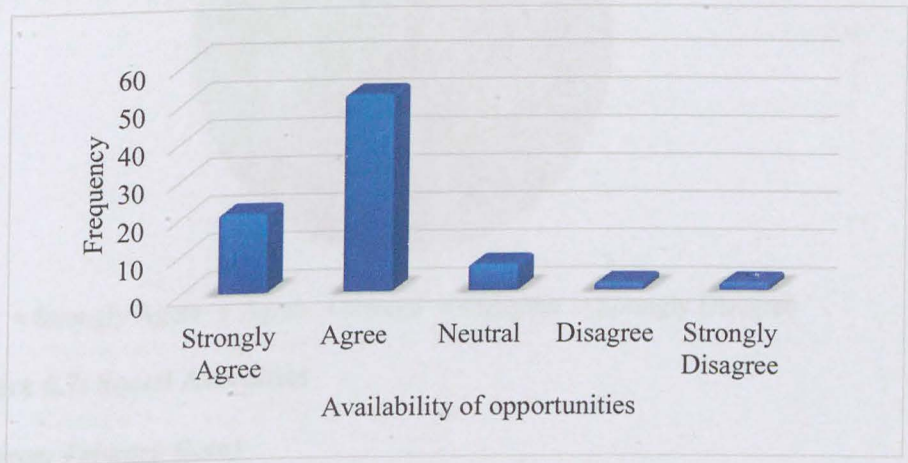


Figure 4.6: Availability of Opportunities

(Source: Primary Data)

The results revealed that 61.9% of the participants agreed to the existence of an inverse relationship between availability of opportunities and rate of turnover, 25% strongly agreed, 8.3% were neutral, 2.4% either strongly disagreed and or disagreed to the existence of the relationship.

4.6.2 Availability of Social Amenities

Economic growth and development is critical for improvement and accessibility of social and public buildings or infrastructural facilities which are shared and are convergence spots for local and surrounding communities. The study sought to understand the relationship between social development and teacher turnover and 65.5% of the participants confirmed strongly that social life affected turnover to a greater extent. 19% of the participants agreed whereas 11% were neutral, 2.4% disagreed and only 1.2% strongly disagreed that social life contributed to turnover.

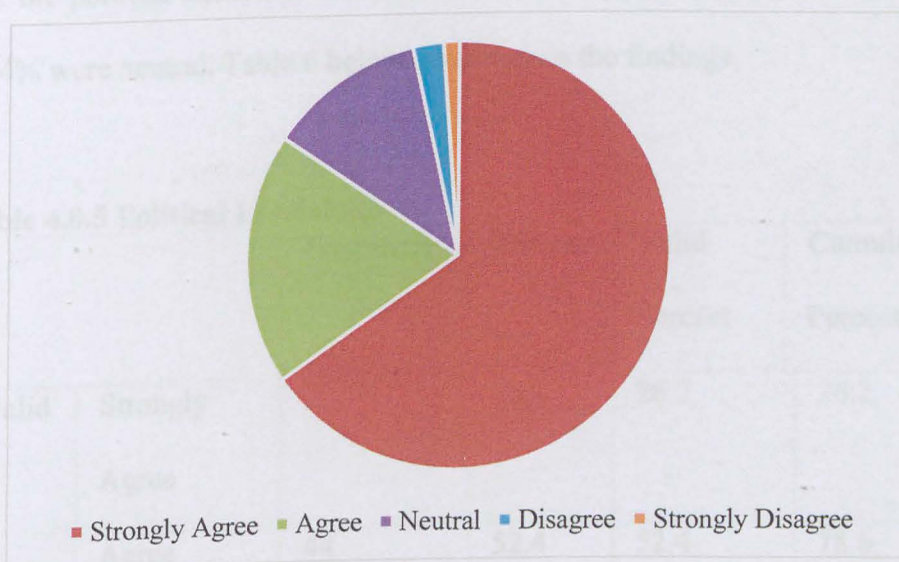


Figure 4.7: Social Amenities

(Source: Primary Data)

The study confirmed the findings by Punden (2011), that staff turnover was mainly caused by poor remuneration. However, factors such as limited training and development opportunities, poor scheme of service and social environment played a critical role in the high rate of turnover.

4.6.3 Political Landscape

Political and civil unrest has been noted as one of the push factors for migration by people. The study sought to find if political affiliation and dominance plays a part in labour turnover since some territories are dominated by certain political groups. Most (52.4%) of the respondents indicated that political affiliation and territorial dominance contributed to labour turnover. However, 26.2% of the participants strongly agreed that the political landscape influenced labour turnover in the teaching industry and 21.4% were neutral. Table 6 below, summarises the findings

Table 4.0.5 Political Landscape

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly	22	26.2	26.2	26.2
	Agree				
	Agree	44	52.4	52.4	78.6
	Neutral	18	21.4	21.4	100.0
	Total	84	100.0	100.0	

(Source: Primary Data)

4.6.4 Compensation Level

Punden (2011), concluded that staff turnover was chiefly caused by poor remuneration. The study also pursued Punden's conclusion and find out that most of the participants (52.4%) strongly agreed to the assertion, 29.8% agreed and 11.9% were neutral. None of the participants disagreed or strongly disagreed that compensation is a chief catalyst in labour turnover. Figure 13 below summarises the responses of the participants when they were asked whether or not they agree that compensation levels contribute to teachers' turnover.

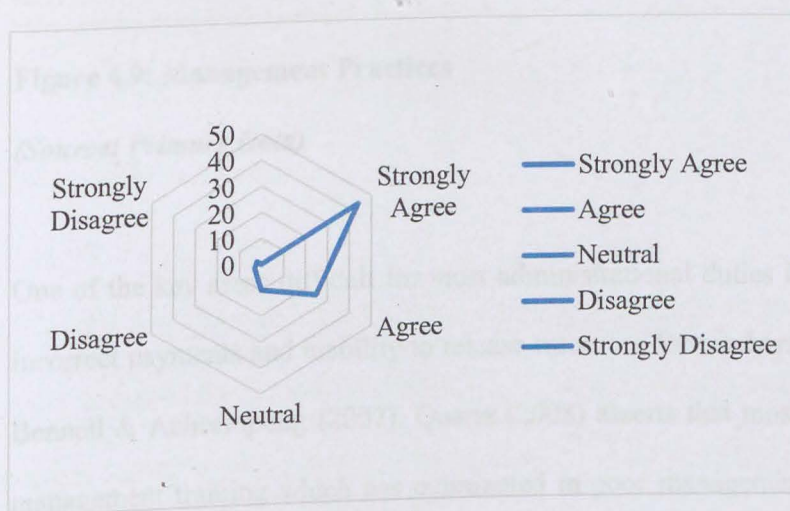


Figure 4.8: Remuneration Level

(Source: Primary Source)

4.6.5 Management Practices

Mulkeen (2010) revealed that teachers' turnover in Sub-Saharan Africa is predominantly caused by poor management and administrative support. The position was supported by the findings, 88.1% of the participants strongly agreed that poor managerial practices by school administrators was a critical factor in teachers' attrition. 6% of the respondents agreed, whereas 4.8% were neutral and 1.2% disagreed. Figure 14 below summarizes the findings

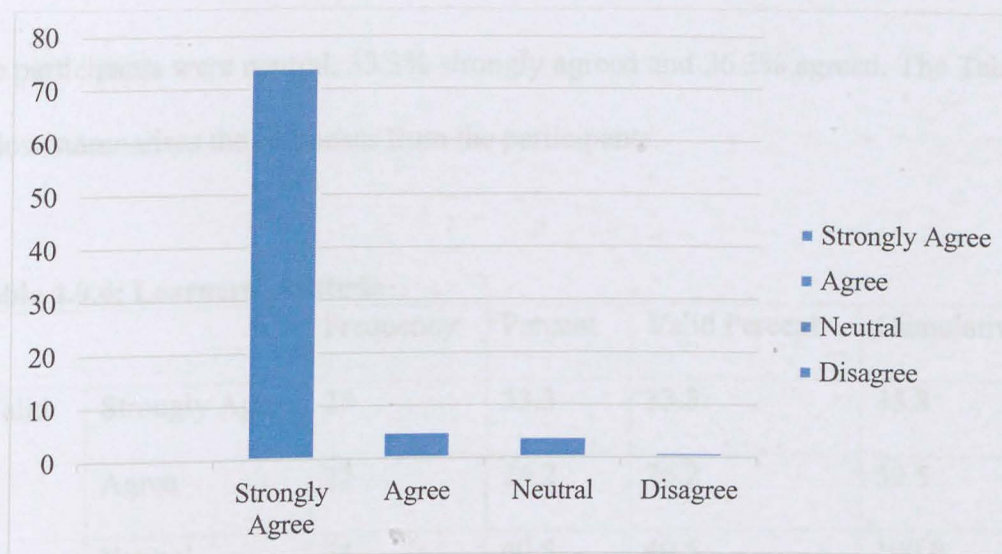


Figure 4.9: Management Practices

(Source: Primary Data)

One of the key areas difficult for most administrative duties is the late payments, incorrect payments and inability to release resources for teachers in a timely manner Bennell & Acheampong (2007). Quartz (2008) asserts that most head teachers lack management training which has culminated in poor management practices, lack of teacher involvement in decision making which in turn demoralize teachers and increase teachers' turnover.

4.6.6 Learners' attitudes

Learners' attitude is one of the most popular complaints by teachers given the disciplinary procedures as delimited by the current rights movements (Rahman & Yahaya, 2009). Misbehaviour from learners has the tendency of making teaching an unpleasant experience, mainly if it occurs repeatedly such that the teacher has to spend most of his or her instructional time reprimanding learners (Salifu & Agbenyenga, 2012). When asked if learners' attitudes contributes to teachers' turnover, 40.5% of

the participants were neutral, 33.3% strongly agreed and 26.2% agreed. The Table 7 below summarises the responses from the participants.

Table 4.0.6: Learners' Attitude

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	33.3	33.3	33.3
	Agree	22	26.2	26.2	59.5
	Neutral	34	40.5	40.5	100.0
	Total	84	100.0	100.0	

(Source -Primary Data)

Despite most of the participants being neutral, a significant number of participants strongly agreed and or agreed students' behavioural problems are a leading contributor to teacher attrition. Discipline in the classroom is a requirement if any meaningful learning is to take place, therefore no learning can take place when learners are misbehaving. A number of studies have indicated that learner indiscipline causes much stress in teachers thereby causing some to resign from their profession (Salifu & Agbenyenga, 2012). Yahaya et al (2009) also indicated that teachers subjected to abuse or intimidation from their students experience fear, loose dignity and are often depressed which in turn drives them away from the profession.

4.6.7 Level of community and parental support

Table 8 shows that 29.8% of the participants strongly agreed that the level of community and parental support is a critical contributor to teachers' turnover. 46.4% of the participants exhibited neutrality to the assertion. However, the remaining 23.8% agreed that there exists an inverse relationship between level of community and

parental support and the rate of teachers’ turnover. An increase in the level of community and parental support is associated with a decline in teacher turnover and vice versa.

Table 4.0.7: Level of Community and Parental Support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	29.8	29.8	29.8
	Agree	20	23.8	23.8	53.6
	Neutral	39	46.4	46.4	100.0
	Total	84	100.0	100.0	

(Source - Primary Data)

4.6.8 Workload

A number of research papers have concluded that teachers’ work-loads have in some instance contributed to teachers’ turnover. Apart from attending to extra-curricular activities such as sport, parent-teacher evenings, school functions and training sessions, the student-teacher ratios are often high in public schools. The study sought to find out whether or not teachers’ workload affects teachers’ turnover. Figure 15 below, summarises the findings.

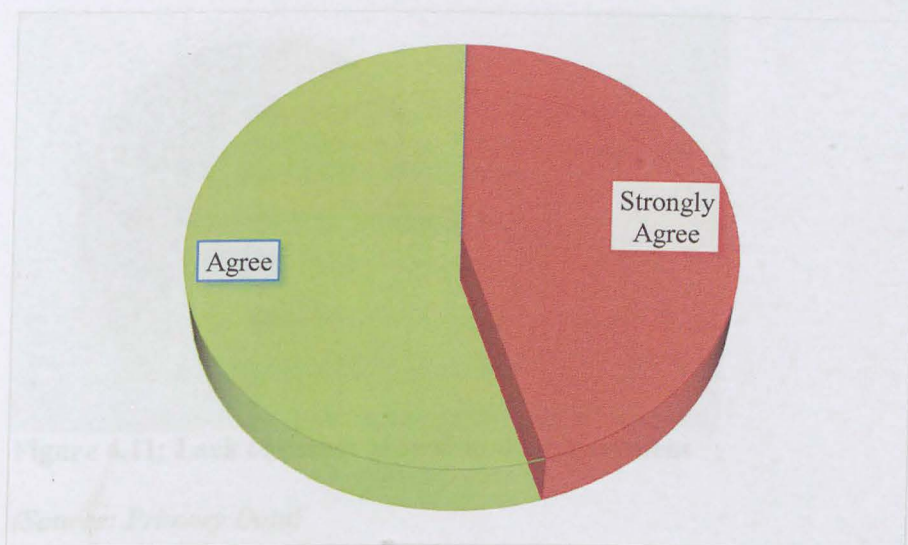


Figure 4.10: Workload

(Source: Primary Data)

Most of the participants (54.8%) agreed that the teachers work load is a critical contributor to teachers' turnover. The remaining 45.2% of the participants indicated they strongly agreed workloads can cause attrition in teaching. Teachers have a lot of work including marking and preparing for the following day's lessons, as well as the heavy workload that new teachers found to be time-consuming.

4.6.9 Professional growth and development opportunities

According to Mulkeen, (2010) a job opportunity that does not offer growth and developmental opportunities is often perceived to be unfair, and this further reduces the attractiveness of the profession. Teachers need more steps on their career ladders across their entire career path. When asked if lack of professional growth and development contributes to teacher turnover 40.5% of the participants agreed, 23.8% strongly agreed, 34% were neutral and 1.2% disagreed.

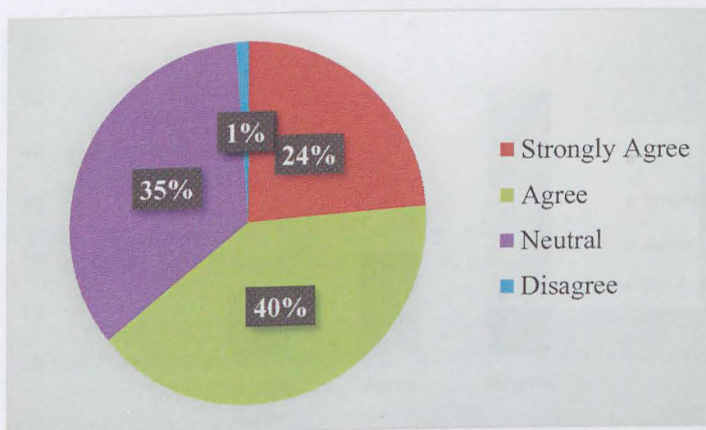


Figure 4.11: Lack of career growth and advancement

(Source: Primary Data)

Given that 40% of the participants agreed and 20% strongly agreed, the study therefore confirms the research findings by Darling-Hammond & McLaughlin (1995). Their research found that lack of variety and role differentiation, limited incentives for them to improve their practice and develop as professionals was a major contributor to teacher attrition.

4.6.10 Influence from family and friends

Proponents of the social and behavioral change processes, identified that the decision-making process involves approval from family, friends and the society at large. Professional decisions are often at times influenced by the people surrounding an individual. The study pursued the assertion and the diagram below summarizes the findings.

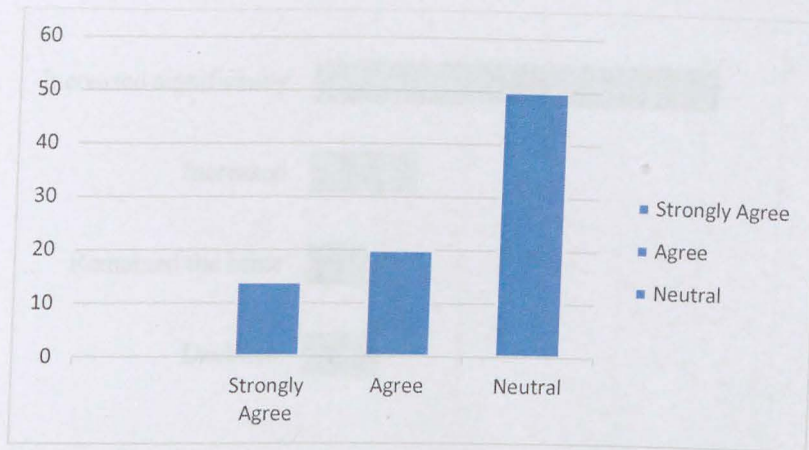


Figure 4.12: Family and friends Influence

(Source: Primary Data)

59.5% of the teachers that responded could neither agree nor disagree that families and friends have influence on one's professional career choice. 16.7% of the teachers strongly agreed there is influence whereas 23.8% agreed also to the influence. Should the other partner or family members not be interested in the profession and or the remuneration is not sufficient to cover the costs, teacher attrition is always inevitable.

4.7 Teachers' Turnover and Learners' Performance

4.7.1 Turnover Rates

The study explored the rate of turnover and how that impacted the performance of learners. Turnover rate was found to have significantly increased compared to the previous years. 61.9% of the respondents indicated turnover had increased significantly in the past three years and 16.7% concurred that it had increased. However, 9.5% pointed out the level has remained the same whereas 11.9% thought there was a decline.

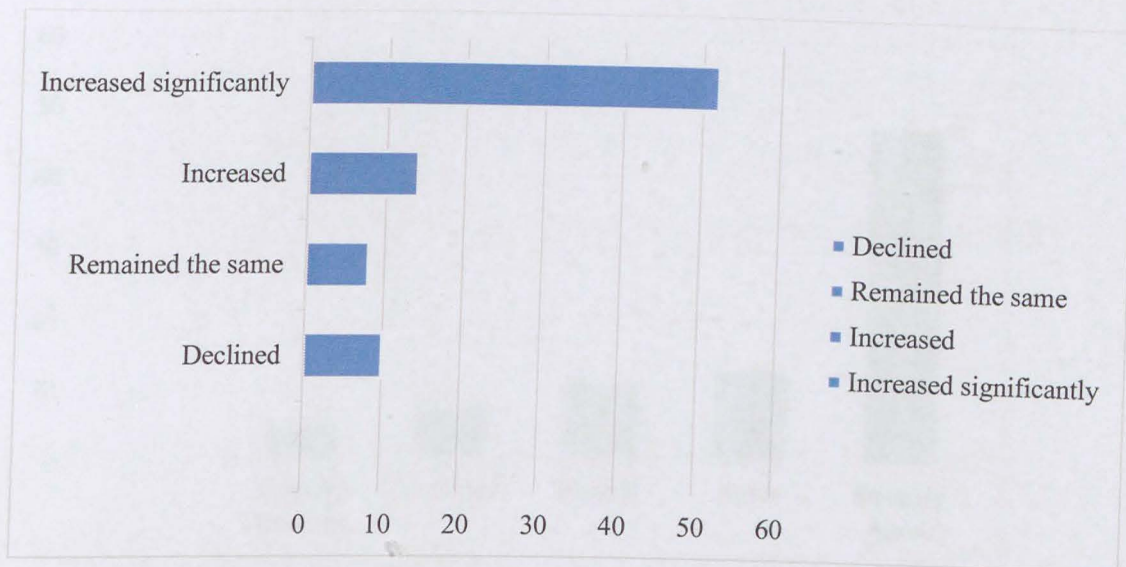


Figure 4.13: Teachers' Turnover Trend

(Source: Primary Data)

Analysis of data obtained from the interview guides indicated that the 11.9% who suggested a decline in teacher turnover believed the current economic shrink the country is facing had reduced opportunities and thus made people hold onto their professions. The mass enrolment and graduations from the University of Namibia, International University of Management, Namibia University of Science and Technology and other NQA registered institutions has put even more pressure on the job market.

4.7.2 Turnover Effects on Learners' Performance

Most of the participants (57.1%) strongly agreed there is a positive relationship between turnover rates and learners' performance. 15.5% agreed there is a mutually inclusive relationship, 13% were neutral. However, 8.3% of the participants disagreed and 6.0% strongly disagreed to the relationship between teacher turnover and learners' performance.

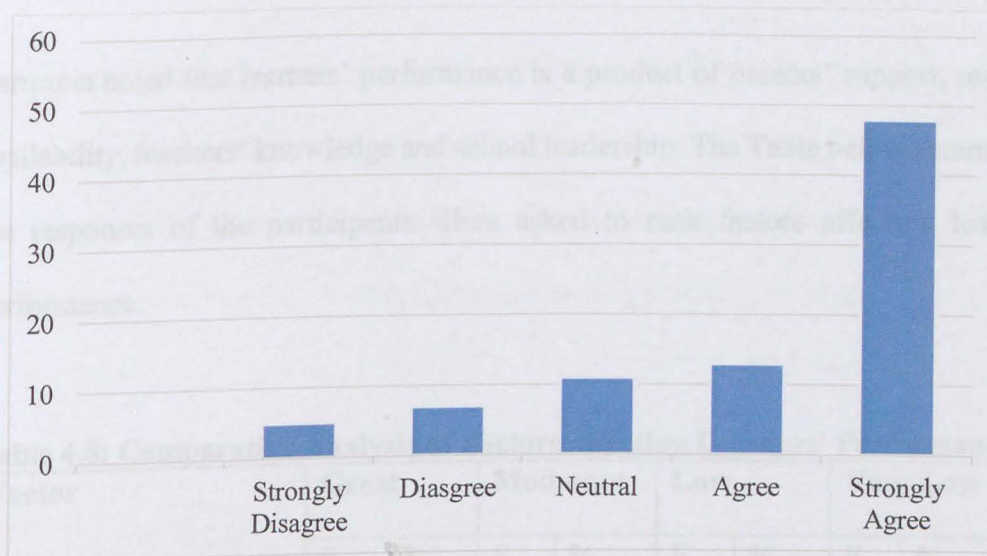


Figure 4.14: Relationship between turnover and learners' performance

(Source: Primary Data)

Cross examination of qualitative and quantitative data collected indicated that an increase in teachers' turnover reduces the probability of achieving an above average learners' performance and increases the probability of having average or worse performance. Therefore, turnover is inversely related to learners' performance, as predicted by Brown, Garino and Martin (2007). Since there were 8.3% that disagreed and 6.0% that strongly disagreed, it turns out turnover is not necessarily bad, it might even increase the probability of observing above average or best learners' performance.

4.7.3 Other Factors Affecting Learners Performance

The study noted that learners' performance is a product of various factors apart from teachers' turnover and therefore sought to evaluate the effects of other factors compared to teachers' turnover. Jeston (2013) in his research on teachers' turnover and its effects on government secondary school performance in Mbodzi District in

Tanzania noted that learners’ performance is a product of parents’ support, resource availability, teachers’ knowledge and school leadership. The Table below summarises the responses of the participants when asked to rank factors affecting learners’ performance.

Table 4.8: Comparative Analysis of Factors affecting Learners' Performance

Factor	Great		Moderate		Low		Very Low	
	F	%	F	%	F	%	F	%
Teachers Turnover	51	60.7	14	16.7	10	11.9	9	10.7
Parent Support	26	31.0	43	51.2	9	10.7	6	7.1
Resources Availability	35	41.7	30	35.7	13	15.5	6	7.1
Teachers Knowledge	30	35.7	36	42.9	12	14.3	6	7.1
School Leadership	52	61.9	24	28.6	5	6.0	3	3.6

Source: Primary Data

Based on the information presented in the table, the participants ranked highly school leadership (61.9%) in terms of learners’ performance slightly above teachers’ turnover. Resource availability was ranked third by 41.7% of the participants. Teachers’ knowledge and availability of resources had 35.7% and 31% of participants respectively. Most of the participants (51.2%) indicated moderate parental support was crucial for the learners’ performance to boast.

4.8 Summary

This chapter presented, discussed and interpreted the finding from the data collected from questionnaires and interview guides with regards to the effects of teachers’ turnover and learners’ performance. Based on the literature review and findings

presented in this study, the study analyzed the factors affecting teachers' turnover and its effects on learners' performance in Khomas Region secondary public schools. The next chapter highlights conclusions drawn from the data and makes recommendations for mitigating teachers' turnover and its effects on learners' performance.

The chapter presents a summary of findings from the analysis of both qualitative and quantitative data collected. The chapter also makes recommendations and identifies the limitations of the research and highlights areas for further studies.

2.0 Summary of Findings

The key findings from the study are summarized and presented as follows:

2.1 Factors affecting turnover

The study concluded that the issue of teachers' turnover is a real problem facing the teaching industry in the country particularly in the Khomas Region. The study found out that most of the teachers joined the profession because they are passionate about the job. Similarly, Amadiye (2016) discovered that the majority of teachers were identified as teaching profession whereas a few opted for the teaching profession due to lack of other jobs. However, a notable number of teachers indicated they joined the job not because of passion but because of the economic hardships. The study therefore concluded that lack of teaching passion slightly influences turnover because 60% of the participants indicated they were passionate about the teaching profession.

The study also discovered that the chief causes of turnover in the region were school management practices and the socio-economic environment. Compared to other factors affecting turnover rate, 88.1% of the participants indicated that school

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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5.2 Summary of Findings

The key findings from the study are summarised and presented as follows:

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The study also discovered that the chief causes of turnover in the region were school management practices and the socio-economic environment. Compared to other factors affecting turnover rate, 88.1% of the participants indicated that school

management practices were the major cause of turnover. Kimaro (2015), conducted a study on the factors affecting teachers' turnover in Tanzania, school management practices were concluded to be the major factor affecting teachers' turnover. The study noted that most of the people heading the schools do not have the requisite management skills necessary for them to administer schools and thus management chaos was the order of the day. Second ranked as a cause of turnover was the quality of life where the school was located (82%). Akinyi (2014) also concluded that most teachers relocate and or quit the teaching profession because of the areas they are deployed. Some of the public schools are built in areas with poor road network systems, high density suburbs that are prone to high social risks and poor health amenities.

However, there were other factors affecting teachers' turnover and these included political landscape, compensation level, learners' attitude, level of the community and parental support. Also the professional growth and development opportunities. The study concludes that though previous literature indicated them as major factors in teachers' turnover, the extent to which the factors affect turnover is slightly less compared to management practices and the socio-economic environment. Jeston (2013) found compensation level, learners' attitude, level of community and parental support to be the main factors affecting turnover in Tanzania. Therefore, the study concluded that factors affecting turnover vary from region to region and country to country.

5.2.2 Prevalence of Turnover in Public Schools

The study revealed that the level of job dissatisfaction (61.7%) has continually declined in the past three years. The decline has been associated with a continuous increase in the level of turnover. The participants indicated (60.9%) that turnover has significantly increased in the past 3 years mainly because of the factors discussed above. The study noted that most of the turnover was internal turnover, with teachers leaving because they are dissatisfied by the management practices within public schools. Brown, Garino and Martin (2007) noted that the proliferation of private colleges in Sub-Saharan Africa, with the good management, advanced technological and teaching infrastructure and competitive salary packages increases the probability of having average or worse turnover.

The significant increase in turnover was confirmed by Shihomeka (2016). It was noted each and every year, 20% of schools in the country have three (3) or fewer teachers due to turnover. Computed as a percentage of the total number of teachers across the 1604 public schools, the number shows that Namibia surpasses the global average of 12.8% together with countries like Canada, United States of America, United Kingdom and France.

5.2.3 The Impact of Turnover on Performance

The prevalence of teachers' turnover has an adverse impact on academic performance. Most of the participants indicated that compared to factors such as community and parental support, educational resources availability, teachers' knowledge and school leadership, teachers' turnover is the second most factor affecting learners' performance. Jeston (2013) researched on teachers' turnover and its effects on

government secondary school performance in Mbodzi District in Tanzania and noted that whenever learners lose a teacher and get a new one, there exists a learning curve that might affect the learning process because of possibly teaching styles and teacher's knowledge. Pistoe and Machaisa (2017) concurred that teachers' turnover affects learners' performance especially in public schools because of the time government takes to fill the positions. Learning time is lost whilst the government uses bureaucratic and procedural recruiting processes.

5.2.4 The Magnitude of the Effects

Most of the participants (57.1%) strongly agreed there is a positive association between turnover rates and learners' performance. The study concluded that the rate of turnover is increasing significantly whilst at the same time an analysis of the grade 10 and 12 examination pass rates showed an increase at a declining rate.

5.3 Recommendation

Based on the conclusions made above, this section recommends courses of action necessary to adopt in mitigating turnover and minimising the impact on learners' performance. The section will cover first the recommendation for lowering turnover and lastly the recommendation for minimising the magnitude of the impact on learners' performance.

5.3.1 Turnover

5.3.1.1 Management Practices

Findings point to school management and leadership as being a large contributor to teachers leaving the profession. At school level, school principals should undergo

management training for them to develop skills and competencies necessary for management of the school resources, teachers and learners. More so, it should be made a prerequisite that for anyone to assume the principal role, they should have a qualification in management. School Management Committees (SMC) should also be established with competent management skills to provide oversight management to ensure corporate governance and business ethics are adhered to and the working conditions of the school are improved and adopt non-monetary methods of retaining teachers. The schools need to establish policies that give more autonomy to the school teacher to allow them more planning and delivering of the curriculum and provide support when required.

5.3.1.2 Management of the Socio-economic environment

Recent emergence of Public Private Partnerships (PPP) has given opportunities for development to the government and local communities. Teachers are exiting their professions because of the places they have been deployed which have poor social and economic conditions. The study recommends schools through the approval by the government to enter into bilateral arrangements with private companies to ensure construction of standard housing, provision of basic needs i.e. clean drinking water, electricity, communication and road network systems and medical services.

The previously suggested School Management Committees (SMC) can be involved in mobilising resources for school capital projects and operational purposes and the welfare of the teachers. The use of SMCs to engage in income generating projects targeted at improving the welfare of the teachers, creates a social contract between the

teachers and the community. Schools need to be creative in retaining teachers for the benefit of their communities.

5.3.1.3 Government Policy

At national level, government has the task of formulating teacher retention policies for the whole education system. The study informs the policy makers to consider programmes such as:

- **Government Cadetship Programme**

This system revolves around government funding wholly or partly the education of the teachers which comes with a condition to work for the government at any school deployed for an agreed period of time.

- **Group Housing Schemes**

The government should also consider tying in teachers by creating group housing schemes. It is believed to create a sense of belonging among the teachers (Gage and Dunn, 2009).

- **Allowances**

As highlighted earlier, socio-economic conditions in some geographic locations of the schools chiefly causes teachers to quit. Extension of allowances for people working in poor socio-economic conditions have been found to minimise teacher attrition (Pitsoe and Machaisa, 2012)

5.3.2 Other Recommendations

- **Provision of Career Progression Opportunities**

The teaching industry is tainted with lack of progression opportunities. According to Rampur (2009), employees' turnover can be drastically reduced through the provision of avenues for career progression by the government. Promotion offers opportunities for growth and is also one of Herzberg's motivators which can be used to enhance retention (Dockel, 2003). The promotions (Head of Department, Deputy Head, Head of Social and Academic clubs) should also be associated with a financial package.

- **Provision of Training and Developmental Opportunity for Teachers**

Akinyomio (2016) noted that training and development represents another strategy for reducing employees' turnover in any organisation. Government could also offer fully funded or partly funded advancement training through formal education, workshops and conferences. Availing such opportunities motivates teachers to stay in the profession because of the educational benefit.

5.3.3 Reducing the Impact of Turnover on Learners' Performance

The study established that government takes long to replace teachers and this has a negative impact on the learning momentum especially for those preparing their final grade 10 and 12 examinations. Therefore, recommendations are made for creation of a multi-grade learning system, reserve teachers' paradigm and teacher-internship programs.

5.3.3.1 Multi-Grade Educational System

Most schools in the country have adopted a mono-grade educational system. However, should there be a shortage of teachers due to turnover, a multi-grade teaching system should be adopted. According to Joubert (2010), multi-grade teaching, synonymously known as multi-level teaching refers to the teaching of children of different grade levels at the same time in the same setting. Schools can adopt multi-grade teaching systems to maintain the learning momentum and ultimately the performance of the learners. Multi-grade teaching systems have been found to work especially in primary education and they are considered a pedagogic approach that increases access to education and retention, while improving quality education. The method is helpful in addressing teacher shortages.

5.3.3.2 Reserve Teachers' Paradigm

Fox (2012) proposed creating a pool of reserve teachers in order to deal with delays by government in replacing teachers. The model involves taking stock and registering of all retired teachers and qualified but not yet deployed teachers staying in an area. The teachers are profiled according to the subjects they can teach. Should a need for an urgent fill up come, the teacher from the local community is appointed to step in until a permanent teacher is deployed by the government. Literature on where the model has been adopted is scarce, however it a recommendable idea.

5.3.3.3 Internship Programs

Internship programs have been used mostly in the private industry, where students studying a particular program are integrated into an organisation to have on the job training for a minimal salary. The government can also adopt the system in the public

sector, where students studying teaching courses are integrated in the system to fill up temporary existing teaching positions. The method has been adopted in Sub-Saharan Africa countries where the best performing students are taken back by their schools to offer assistance whilst they are waiting for other opportunities (Gomba, 2016).

5.4 Limitations of the Study

The research was limited to Khomas Region schools only meaning there is a narrow possibility of the results being conclusive at a national or regional level. There is room for expanding the sample for decisive results to be generated for policy making purposes.

5.5 Areas for Future Research

Additional research is needed to further investigate the potential relationship and effect of other variables that affect learners' performance. More so the results in the study were mainly in the form of frequencies and thematic data therefore another study, involving the regression analysis should be considered to test the level of association between teachers' turnover and learners' performance.

5.6 Conclusions

This chapter discussed and presented the major findings from the study. The main findings indicate the existence of a strong relationship between teachers' turnover and learners' performance. Key factors exacerbating teachers' attrition in the Khomas Region includes: ill-disciplined learners, heavy workload of teachers, poor school leadership practices, too much administrative work and lack of professional development and prevailing socio-economic conditions. Main recommendations

proposed include training, teacher retention programmes (allowance, cadetship programmes, group financing and housing schemes), and also improvement of the education systems through adopting various teaching methods.

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ANNEXURE 1: LETTER OF INTRODUCTION

Dear Respondent,

I am a Master's in Business Administration (Management Strategy) student registered at the Namibia Business School at the University of Namibia. I am currently carrying out a research on the following topic:

“AN ASSESSMENT ON THE EFFECTS OF SCHOOL TEACHERS' TURNOVER ON LEARNERS' PERFORMANCE IN PUBLIC SCHOOLS IN WINDHOEK”

Since you are directly involved in the subject of the study, your completion of the attached questionnaire is important. All responses will be treated confidential and reported only in terms of the entire population. Thank you in advance for your anticipated cooperation.

Yours faithfully,

Liina Kadhikwa

I have read the above information regarding this research study on gender diversity, and consent to participate in this study.

Name of Participant.....

Signature

Date.....

ANNEXURE 2: QUESTIONNAIRE

AN ASSESSMENT ON THE EFFECTS OF SCHOOL TEACHERS' TURNOVER ON LEARNERS' PERFORMANCE IN PUBLIC SCHOOLS IN WINDHOEK"

Please feel free and respond to all questions. Responses will be treated confidentially and for the purposes of this study only. The questions below are designed to gather information about your organisation.

PART 1: DEMOGRAPHIC INFORMATION

The information in this section will be used for statistical purposes only.

Please mark a cross (X) in the applicable box.

1	Employment Status	1	Permanent	
		2	Fixed Term Contract	
		3	Part-Time Contract	
		4	Any other (Please specify)	

2	Gender	1	Female	
		2	Male	

3	Age	1	18 – 30		3	41 – 50	
		2	31 – 40		4	51 - and more	
4	Length of service	1	Less than 1 year		4	11-20 years	
		2	1-5 years		5	21-30 years	

		3	6-10 years		6	31 +	
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5	Qualification	1	Diploma	
		2	Bachelor Degree	
		3	Honours Degree	
		4	Master's Degree	
		5	Doctorate	

PART 2: TEACHING EXPERIENCE

5. Have you always wanted to be a teacher?

Yes ☐

No ☐

6. What motivated you to be a teacher?

- A. Perception of the teaching profession
- B. Passion about teaching (Job Characteristics)
- C. Influence from the family and friends
- D. Socio-economic reasons.

7. Are you still motivated to be a teacher?

.....

.....

8. Have you transferred before?

Yes ☐

No ☐

9. What are the reason why you transferred or you could transfer from one school to another?

- A. School Attributes
- B. Environmental Attributes
- C. Personal Preferences

PART 2: JOB SATISFACTION AND CHALLENGES

10. Given your experience as a teacher, would you still make the same career choice again? ☐

Yes

☐

No

11. How is your level of job satisfaction as compared to the last three years?

- A. Declined significantly
- B. Declined
- C. Remained the same
- D. Increased
- E. Increased significantly

12. Is there a high rate of teachers' turnover at your school?

Yes

☐

No

☐

13. Indicate whether or not the following factors contribute to the level of teachers' turnover?

Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Environmental Factors					

Quality of life (communication, electricity, transport systems)					
Availability of opportunities					
Availability of social amenities					
Political landscape					
Work Related Factors					
Compensation systems at the school					
Management Practices					
Learners' attitudes					
Level of community and parental support					
Workload					
Government Support					
Personal Preferences					
Professional growth and development					
Influence from family and friends					

PART 3: TEACHERS' TURNOVER AND LEARNERS' PERFORMANCE

14. Given your tenure, is the level of teachers' turnover compared to the last three years?

- A. Declined significantly
- B. Declined
- C. Remained the same
- D. Increased
- E. Increased significantly

15. Does teachers' turnover affect the performance of your learners?

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

16. Rate the following factors on a scale of 1-4, on level of affecting learners' performance. (1 = Great, 2 = Moderate, 3 = Low 4 = Very Low)

- A. Teachers' Turnover ☐
- B. Parents Support ☐
- C. Lack of Resources ☐
- D. Teachers' Knowledge ☐
- E. School Leadership ☐

PART 4: MITIGATING TEACHERS' TURNOVER

17. Should you be in a position of power list any five methods you would use to combat teachers' turnover?

.....

.....

.....

.....

.....

This interview will be conducted for the research purposes only. The purpose of this study is to find out reasons why secondary school teachers are leaving the teaching profession. The interview will be conducted in a confidential way, in a conducive environment. The information gathered will be treated with utmost confidentiality and anonymity.

Component	Questions	Responses
Biographic information	1. Tell me about the subjects you teach?	
	2. How old are you?	
	3. When did you graduate from college/university?	
	4. What are your qualifications?	
	5. How long have you been teaching?	
Teaching Experience	6. Have you always wanted to be a teacher?	
	7. What motivated you to be a teacher?	
	8. Are you still motivated to be a teacher?	
	9. What is your average teacher salary?	
	10. Have been teaching only in Watwank?	

ANNEXURE 2: INTERVIEW GUIDE

AN ASSESSMENT OF THE EFFECTS OF SCHOOL TEACHERS' TURNOVER ON LEARNERS' PERFORMANCE IN PUBLIC SCHOOLS IN WINDHOEK"

This interview will be conducted for the research purposes only. The purpose of this study is to find out reasons why secondary school teachers are leaving the teaching profession. The interview will be conducted in an informal way, in a conducive environment. The information gathered will be treated with utmost confidentiality and anonymity

Component	Questions	Responses
Biographic information	1. Tell me about the subjects you teach? 2. How old are you? 3. When did you graduate from college/university? 4. What are your qualifications? 5. How long have you been teaching?	
Teaching Experience	6. Have you always wanted to be a teacher? 7. What motivated you to be a teacher 8. Are you still motivated to be a teacher? 9. What is your average teacher-learner ratio? 10. Have been teaching only in Windhoek?	

Challenges/ Satisfaction Job	11. How many schools have you taught in Windhoek? 12. Have you contemplated leaving the teaching profession before? 13. Are you satisfied with job at the moment? 14. Do you think teacher turnover is high at your school? 15. If yes in number 12, why are they leaving the school or teaching profession? 16. If no in number 12, what is your school doing right to retain teachers? 17. Which subjects do you think have high teacher turnover? 18. What are the challenges teachers are facing in Khomas Region? 19. Are the school stakeholders supportive to school initiatives? 20. Does the school provide opportunities for teachers' personal and professional development? 21. Is the remuneration package competitive to retain the teachers? 22. Is the attitude of the learners good to retain teachers?	
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Preventative Measures	23. What methods have been put in place by the government to ensure teachers do not leave? 24. What measure have been put in place by the school to ensure teachers do not leave? 25. What measures have been put in place by the community to ensure teachers do not leave?	
Performance	26. How are your learners performing? 27. Have your learners received any awards or recognition before? 28. Do you think if you leave the teaching profession your learners will be affected? 29. Are there any records of learners who performed dismally after their teacher had left the school? 30. In your opinion, is teacher replacement a challenge in the country? 31. What are your final words with regards to teacher turnover and learners' performance at your school?	

End



The Rev. Dr. Greenfield Mwakipesile

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CONTACT

PO Box 40529,
Ausspannplatz,

Windhoek,

Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

16 February 2019

**RE: LANGUAGE, COPYEDITING AND PROOFREADING OF LIINA KADHIKWA's THESIS
FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA
BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA**

This certificate serves to confirm that I

copyedited and proofread **LIINA**

**KADHIKWA's Thesis for the MASTER OF BUSINESS
ADMINISTRATION DEGREE entitled: AN ASSESSMENT
OF THE EFFECTS OF SCHOOL TEACHERS' TURNOVER ON
LEARNERS' PERFORMANCE IN PUBLIC SCHOOLS IN
WINDHOEK**

I declare that I professionally copyedited and
proofread the thesis and removed mistakes and
errors in spelling, grammar, and punctuation. In
some cases, I improved sentence construction
without changing the content provided by the
student. I also removed some typographical
errors from the thesis and formatted the thesis so

that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many

Postgraduate Diploma, Masters' Thesis,

Dissertations and Doctoral

Dissertations for students studying with

universities in Namibia, Zimbabwe, eSwatini,

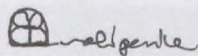
South Africa and abroad. I have also copy-edited

company documents for companies in the region

and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,



The Rev. Dr. Greenfield Mwakipesile



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