



FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**AN INVESTIGATION INTO THE EFFECTIVENESS OF TEACHER TURNOVER IN
THE SUBJECT OF GEOGRAPHY: A CASE STUDY OF KUTAMA DAY HIGH
SCHOOL.**

BY

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DECLARATION

I certify that this research project is the product of my own work and is submitted to the Bachelor of Education Degree program. It has not been submitted in part or in full to any university and /or any publication

Student signature..... Date...../...../.....

I , having supervised and read the research project, am satisfied that this is the original work of the author whose name is being presented above. I confirm that the work has been completed satisfactorily for presentation and in the examination.

Supervisor's Name

Supervisor's signature Date/...../.....

Chairperson's Name

Chairperson's signature..... Date/...../.....

Programme coordinator's Name.....

Programme coordinator's signature..... Date/...../.....

DEDICATION PAGE

This dissertation is dedicated to my late Grandmother Sosana Gochera, thank you for the encouragement, life lessons and above all for the tough love you gave me. To Tanatswa and Jemimah my two babies, you guys inspired me so much during the three year Degree program. You were given to me by the Almighty for a purpose: to show me and tell me that with GOD all things are possible.

ABSTRACT

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CHAPTER 1

THE RESEARCH PROBLEM

1.0 INTRODUCTION

This chapter specifically looks at the background to the study, the statement of the problem and the significance of the study. It also highlights the research questions and, lastly, the chapter focuses on the delimitations and limitations of the study.

1.1 BACKGROUND TO THE STUDY

Children are our future leaders and their success in their studies is fundamental to this effect. This success can only be attained if sufficient resources such as textbooks, laboratory equipment, and teaching staff are available to them. However the most important of these resources is human resources. Maicibi (2003) supports this by saying that when the right quantity and quality of the human resources is brought together, it can manipulate other resources towards attaining the organizational goals and objectives.

Zimbabwean schools have experienced a high turnover of Geography teachers in the last decade which affected pupils either positively or negatively. This high turnover is a problem which has emerged mainly due to the economic hardships that the country faced which resulted in teachers looking for greener pastures either in schools that offer better incentives than the previous schools or in the private sector. As such Kutama Day High School has not been spared by this turnover. This school is in Zvimba District of Mashonaland West Province and is found in the rural area of Kutama with a population of 750 pupils and 3 Geography teachers.

Turnover can be defined as the ratio of workers who leave to the average numbers employed by an organization during the course of the year. Labour turnover is a measure of the rate of change of an organization's workforce. Thus in this research teacher turnover was viewed as the rate at which Geography teachers leave, permanently or temporarily, Kutama Day High School in

comparison to the average number of teachers employed during a given period which in this research is five years.

Herzberg's motivation - hygiene theory of job satisfaction guides this study as it helps in determining the rate at which turnover takes place in an organisation. Herzberg says that every worker has motivational and hygiene needs. According to this theory teachers remain at a particular school as long as they are able to satisfy their needs and have job satisfaction. The job satisfaction in turn will mean that there is consistency in the classroom as turnover will be at a minimum. However when the teachers' income can longer meet their needs and motivation has ceased they tend to look for employment that offers new and better challenges where motivation is felt again. In this case pupils will be affected as turnover will become high due to the transfers.

When looking at the relationship between turnover and pupils' learning it is the students that suffer most especially those found in the rural areas since teachers will be looking for better schools in urban areas where they are consistently in touch with the world.

The expectancy theory also guided this study as it also helps to determine teacher turnover. The theory assumes that the strength of the tendency to act in a particular way is dependent on the strength of an expectation that the act will be followed by a given outcome and the satisfaction of the outcome to the worker who in this case is the teacher. It is argued that teachers are likely to continue working at their present jobs if they are aware that their performance is measured, evaluated and rewarded with outcomes such as incentives, promotion, recognition and pay rise. If these positive expectations are not met it leads to teacher disengagement, reduced effort, demotivation and finally resignation or transferring from that particular job.

Thus pupils are affected as they constantly change teachers who use different teaching methodology. The effects can either be positive or negative.

1.2 STATEMENT OF THE PROBLEM

High teacher turnover affects the students, the society and the nation at large. Pupils who are affected by such a turnover tend to be disturbed in their learning. In fact, teacher turnover on the Geography subject reduces pupils' chances of completing the syllabi in time for the public

examinations. The future of the pupils is affected in a negative way; therefore it is an issue that needs addressing. The study therefore considers and examines the effects of teacher turnover in the Geography subject at Kutama Day High School.

1.3 SIGNIFICANCE OF THE STUDY

By engaging into this research the researcher is hoping to find possible effects of teacher turnover in Geography on pupils' learning. The researcher also hopes to find solutions that may assist learners, parents, teachers and schools. The study seeks to fill the void by exploring the nature and effect of teacher turnover in Geography at Kutama Day High School.

1.4 RESEARCH QUESTIONS

1.4.1 Major Question

Does teacher turnover in the subject of Geography have an effect on pupils' performance at Kutama Day High School?

1.4.2 Sub-Questions

What factors contribute to teacher turnover in Geography at Kutama Day High School?

Apart from teacher turnover are there any other factors that affect pupils' performance in the subject of Geography at Kutama Day High School?

1.5 ASSUMPTIONS

The study is based on the following assumptions. The researcher assumes that she will work well with the respondents. Secondly, the researcher believes that respondents have more information considering the problem at hand. The researcher also assumes that findings of the study will assist teachers and pupils at Kutama Day High School to the changes that arise as a result of staff turnover.

1.6 DELIMITATIONS

The focus of the study is confined to Kutama Day High School. Teachers who have left the department of Geography were going to be part of the study. The learners were also going to be asked to complete questionnaires. The researcher assumed that the respondents represented the whole population.

1.7 LIMITATIONS

Time was a limiting factor for the researcher since she is a full time classroom practitioner. As such, the researcher will work under strain since the time will be divided into professional work commitments and research work. The researcher might not be able interview all teachers because some of the teachers transferred before the the research was carried out. Pupils may not cooperate when asked to complete the questionnaires.

1.8 SUMMARY

In this chapter, the researcher stated what motivated her to carry out the study, thus the chapter focused on the background to the study, the statement of the problem, significance of the study, limitations, delimitations and research questions. These aspects have been given in order to find out the effect of teacher turnover in pupils' learning in the subject of Geography at Kutama Day High School. The next chapter reviews related literature on the area under study

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The review of related literature was the main focus of this chapter. Major causes of teacher turnover were looked at. Related literature was reviewed in order to shed light on what other scholars and researchers have written on effects of teacher turnover on student's learning.

2.1 CONCEPT TURNOVER

Croasmun, Hampton and Heermann, (2002) describe turnover as the movement of employees out of the organization or any permanent departure beyond organization boundaries. This means that labour turnover can also be said to be a measure of the rate of change that occurs to an organisation's workforce. According to the website <http://search-live.com/results> (2008), employee turnover is defined as a ratio comparison of the number of employees a company must replace in a given period of time

For the purposes of this study, teacher turnover was determined by the transferring of a teacher to another department within the school, deserting the station or resignation of a teacher from the teaching profession. Employee turnover can be said to refer to the percentage of workers who leave an organization within a year. Measuring employee turnover can be of use when examining the reasons for turnover.

2.2 FACTORS CONTRIBUTING TO TEACHER TURNOVER

Ruhland (2001) developed a public school teacher retention/attrition model, which purported that teacher turnover is a “function of teachers' initial commitment to teaching, personal characteristics, educational preparation, quality of first teaching experience, social and professional integration into teaching and external influences”. This meant that, for example, a committed teacher can be identified by the years of experience that she or he has in the teaching profession; whereas personal characteristics are determined by the amount of patience that teacher has towards her work load and to the pupils that she will be teaching. The social and

professional integration into teaching and external influences has an important role to play in any teacher's life but this depends on the marketability of the teacher's professional qualifications and how connected the teacher is in order to get employed in another school or other sectors of industry.

Madondo, Gariwe and Jerie (2016: 7) support this by saying that,

"geographers can therefore be employed in the following areas: industry and commerce as environmental managers, in non-governmental organisations as environmentalists who are employed to as conservationists in educating people on how to conserve the environment, also employed as journalists, natural resource officers in the environmental management departments of the Ministry of Environment and Tourism, hydrologists, meteorologists, land and soil surveyors, map- making technicians, teachers at universities, technical colleges and secondary schools and economic planners, administrative officers."

This goes to show just how marketable geography teachers can be. However it is important to note that the marketability of Geography teachers depends on the professional qualifications that a teacher has.

Another example was that of the quality of first teaching experience which was determined by whether new teachers receive induction training or not and the people who socially interact with new teachers the first time they get into the school. One can be encouraged or discouraged about the choice of school and career at large that she or he has made by older established members of staff. The type of encouragement given by mentors is determined by the personal experience that the mentors would have had in the school. Greher & Tobin (2006) support this when they say that "..... preparation and mentoring support in the early years relate to teacher turnover".

Khatri, et al (2001) in Waititu (2010) postulated that three groups of factors influence employee turnover, namely: demographic, uncontrollable and controllable factors. Demographic factors include age, gender, education, tenure, in-come level, managerial and non-managerial positions. Uncontrollable factors are the perceived alternative employment opportunity and job-hopping. Controllable factors include pay, nature of work, supervision, organizational commitment, distributive justice and procedural justice.

The controllable factor of pay saw the resignation of teacher to join the private sector in 2013. This is maintained by Osunde & Omoruyi, (2005); Yusuf, (2010) who say that, “as a result of low salary, teachers easily leave teaching to another profession whenever an opportunity comes their way. In line with this Imazeki (2005) noted that a large number of teachers leave the field in order to accept higher paying jobs in other fields. This was because the amount of work load that the teacher had at the time of resigning did not deserve the salary that he was earning.

Therefore when money earned is compared to the demands of the national policy circular of 2006 which stipulates that pupils must be given an exercise once every week, a test every fortnight and a major test every month end, the work load becomes too much especially for the young teachers. Considering that the school has 750 pupils all learning geography with forms one to four classes having 50 - 59 pupils, all forms having four classes each, it would be difficult for a teacher who is not committed to teaching to spend more than five years teaching at a public school like Kutama Day High School. This is further explained by Billingsley, (2004); Boe, Cook, & Sunderland, (2008); Perrachione, et al., (2008) when they say that, “qualified teachers leave teaching because of increased workloads, long working hours and frustrations associated with trying to motivate apathetic students”.

Loeb, et al., (2005) further asserted that among other factors “class size” is a strong reason for causing teacher turnover because the teaching load is inconsistent with the teacher – pupil ratio. A Geography teacher is mandated to have thirty – six periods and this is what is mostly looked at when supervision is being carried out not the teacher-pupil ratio. The teacher-pupil ratio, according to DIRECTOR’S CIRCULAR MINUTE NO 6 OF 2010 Section 1.7 stipulates that form 1 to 2 teacher-pupil ratio should be 1: 33, for form 3 to 4 it must be 1:30 whilst advanced level must have 1:20. If the class size exceeds these numbers then teachers become disheartened especially when there are no incentives to cushion the extra load of work given to them. In most rural schools class sizes tend to exceed 50 pupils which results in teachers having two classes in one class.

Various factors determine the teachers' levels of commitment to their jobs. These factors, as said by Celep (2003), include their beliefs and acceptance of the school organization’s goals and

values, the willingness to exert effort on behalf of the school and a strong desire to keep up membership in the organization. Lower levels of commitment to the school organization affect both the effectiveness of the school and causes teachers to be less successful or to leave the profession. The level of commitment is largely determined by the leadership school style. According to Liza et al., (2008) the leadership style of a school has effect on teacher's decision of either to remain in teaching or not. Fati, (2010) supported this by saying that, bad leadership style of a school principal can discourage teachers from the profession. Ingersoll (2011 even went further to say that the public may negatively interpret this "revolving door" as an indication of teachers' lack of commitment. As such most of the teachers who have been affected by these factors have spent less than five years in the teaching profession and are mostly from schools found in the rural areas or high density areas.

In Zimbabwe, most schools especially in rural areas have lost experienced highly qualified teachers, only to be replaced by inexperienced under qualified university graduates or temporary teachers thereby compromising the quality of instruction that pupils receive (Tshabalala and Ncube, 2014). In agreement to this Okunrotifa (2008) noted that apart from the inadequate academic background of the pupils and the limited resources for Geography teaching, the quality of teaching offered in our schools is also a major problem because teacher turnover exposes pupils to inexperienced teachers who stand in for the teachers that would have left the school. This is supported by Tshabalala and Ncube, (2014) who said thatmost schools especially in rural areas have lost experienced highly qualified teachers, only to receive late replacements by inexperienced under qualified university graduates or temporary teachers thereby compromising the quality of instruction that pupils receive. Exposure to inexperienced teachers mean pupils will not complete the affected syllabi in time leading to them failing to interpret questions during the public examinations.

Therefore, as studies have shown, qualified teachers leave teaching because (they) lack (of) administrative support, (Billingsley, 2004; Boe, Cook, & Sunderland, 2008; Perrachione, et al., 2008). This meant that young and new teachers were the most affected by the leadership style of any school thereby making them to feel abandoned and unwanted. Johnson, et.al. (2005) in Tshabalala and Ncube, (2014) asserted that schools were able to retain teachers by offering them

both intrinsic and extrinsic rewards and by meeting teachers' standard for acceptable working conditions. Ladd (2011:37) drew attention of school leadership and collegiality "central" to any consideration of working conditions for teachers. Ladd (2011) went on to say that the relationship between these elements is hierarchical because the quality of school leadership largely defined as the principal's effectiveness, determines the levels of teamwork and trust among teachers.

The above factors can be summarized into one factor which is job satisfaction. As eluded earlier in chapter one, job satisfaction can be a result of intrinsic or extrinsic motivation. Most teachers that we have today need to be extrinsically motivated for them to say they are satisfied with teaching as a career.

Rewarding teachers' efforts is one way of increasing their job satisfaction and this can be done by way of increasing challenges, responsibilities, encouraging them to study further so that they become more marketable for career growth. This was supported by Ingersoll (2001) who said that teacher turnover can be understood by examining the school organizational characteristics and conditions. Ingersoll (2011) went on to say that improvement in organizational conditions such as salaries, increased support from the school administration, reduction of student discipline problems and enhanced teacher input in decision-making would all contribute to lower rates of teacher turnover. This is because as indicated by Cooper and Alvarado (2006) school leaders have direct and indirect control over organizational characteristics, like school culture, teacher autonomy, leadership and support, all of which are commonly reported factors influencing teacher turnover.

In general the personnel in any given school have been affected every time the school experienced teacher turnover from any subject. This is supported by Ingersoll (2001:2) who said that staffing problems are created when employees leave the organisation and have to be replaced, especially since teacher turnover is highest among new teachers mostly within the first five years. Duffrin (2009) supported this by maintaining that, working conditions as the major reason especially among teachers leaving within the first five years.

Vacuum has been difficult to close because of the combination of subjects taught by the previous teacher. This is because the school administration would be trying to cover the vacuum created as it waits for the replacement teacher to arrive. Thus as Mgadla (2003) puts it, turnover disrupts the quality of school cohesion and performance. This is because filling a vacuum means that internal arrangements are done so that pupils learn thereby affecting load allocation for teachers who will take over the load created by the vacuum. Timetable adjustments also have to be done in order to avoid clashes as teachers have their workloads increased because of teacher turnover.

TNTP (2012), purports that the biggest cost of teacher turnover is the student achievement. Cooper and Alvarado, (2006) in Tshabalala and Ncube, (2014), contended with this statement when they said that the reason that students do not have equal access to teachers is not because there is a shortage of quality teachers; but rather, schools fail to retain their best teachers. Tshabalala and Ncube, (2014) said that the sudden (leaving) ofteachers brought about work overload for those teachers who remained since they had to teach those classes whose teachers had left in addition to their own workload. Tshabalala and Ncube, (2014) went on to say that, “this situation has a potential to create conflicts between teachers and the administration team as some may refuse to take extra loads.”

Student morale for both Ordinary and Advanced pupils can also be drastically reduced when the replacement of a teacher takes too long and this resulted in pupils developing a negative attitude towards Geography as a subject. Philips and Schweisfurt (2007) contended with this by saying that, replacing high quality teachers with weaker teachers results in missed student learning opportunities, which pose an adverse human capital cost to the nation. Teacher turnover in any subject results in increased absenteeism among pupils, their inability to submit work in time, inability to interpret examination questions by pupils as they would not have had enough practice in answering such questions. The main reason for these deficiencies was due to inadequate subject content. Alimi and Balogun (2010) contended with this when they said that there was a positive relationship between teachers' attributes and student's academic performance in Geography.

When looking at Geography as an integral subject that has relationships with other subjects taught in the schools, Akintade (2011) emphasizes that Geography is as well relevant for both the students who are likely to continue to tertiary and those who will not proceed. This is because it equips students with a body of knowledge to make them functional and socially relevant in the fast changing world. Geography as Akintade (2011) went on to say was that it is a distinct and dynamic science and or social science discipline that deals with the study of man and his environment and therefore helps young people to appreciate the value of their environment and its vast natural resources. This was strongly supported by Abegunde (1988) in Rilwani, Akahomen & Akahomen (2014) when he said that as a subject, the relevance of geography relates to its versatile field of application to the solution of problems of spatial planning and environmental resources management.

Dainton (1998) in Akintade (2011) opined that the major factor responsible for the inability of students to offer geography rises from poor teacher-pupil relationship as the attractiveness and relevance of the subject were not being properly presented in the early stage of secondary education. This usually occurs when pupils constantly change teachers which results in the disturbance of the pupils' learning rhythm. Rilwani, Akahomen & Akahomen (2014) opined this when they said that secondary school students' attrition in geography has been traced to inadequate teachers and inept teaching of the subject. This is supported by Guin (2012) when he said that, "the most telling impact of high rate teacher turn-over is on learner performance which is evidenced by; incomplete syllabi coverage, poor test scores, grade retention and eventually pupils drop out because they consider the subjects difficult.

2.5 SUMMARY

This chapter focused on the review of related literature. It also defined major terms used in the study. The researcher went in to identify the major effects of teacher turnover on pupils' learning. The study linked the problem with previous researchers who also did the same study and it was then related to the place of study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains guides and justifies the research methodologies and choices that are going to be used. The chapter deals with the following major issues; research design, population and sample, research instruments, data collection procedures, data analysis plan and finally summary.

3.1 Research Design

A research design is a conceptual structure within which a research is conducted; therefore the descriptive survey method is going to be adopted for this case study. Colgan (2011) says the descriptive survey design looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher sees. Chiromo (2009) supports when he says that descriptive design is a research method which observes and describes what is on the surface. The research design used the methodological triangulation which included interview, questionnaire and document analysis. A case study design was selected for this study so as to have an in depth description of the phenomenon under investigation.

3.2 Population and sample

Geography teachers were selected because they are directly concerned with the academic performance of students in Geography as a subject and they know why fellow teachers leave the profession, whereas students were be selected as they are directly exposed to the effects of teacher turnover.

Chiromo (2009:16) defines population as, “people, events and objects that can provide the researcher with answers to a problem”. This is supported by O’ Leary (2010), who defines population as “the total membership of a defined class of people, objects or events”. The researcher focused on Geography teachers who have taught and left the Geography department at Kutama Day High School over a period of five years from 2011 to 2015. It is during this period that teacher attrition and retention occurred in the Geography department.

According to O'Leary, (2010), a sample captures all the various elements / characteristics of the population. Chiromo (2009:16) purports this when he defines a sample as a sub-set of a population.

Purposive sampling will be used to select respondents especially Geography teachers because they will be able to provide relevant information to the research study in order to avoid wasting resources such as time and money. It is also used to handpick students that have been affected by teacher turnover in the past five years. The questionnaires, interviews and document analysis are methods that will be used in the research study.

3.3 INSTRUMENTATION

The instruments which will be used for collecting data will be the questionnaire, interview and document analysis.

3.3.1 Questionnaire

A questionnaire is a set of questions which are given to the respondents of the research in order to get data which is useful to the study being carried out. They come in various forms from factual to opinion based, from tick boxes to free text responses. The researcher mixed tick boxes and opinion based type of questions so as to collect enough information from the pupils. A questionnaire can also be said to be a set of cautiously constructed questions designed to provide logical information to a particular subject. A self-administered questionnaire was used to collect data from students. To enhance the levels of precision, purposive sampling was used to identify the students that were affected by teacher turnover in the subject of Geography over the five year period under study.

Advantages of questionnaires

A questionnaire is considered effective by McMillan and Schumacher (2001), if the researcher knows that the respondents will be in position to answer the questionnaire. They are time conscious as they enabled the researcher to conduct her research in a short space of time and also managed to collect data for the research without wasting much time. A questionnaire, according

to Barkie (2013), increases reliability because of its greater impersonality. This means that a questionnaire enables the respondents to freely express their views in writing and secretly since there were limited chances of identifying pupils as the questionnaires promote anonymity. As observed by Cohen and Manion (2012), a questionnaire has the ability to reach many respondents who live at widely dispersed addresses and preserves anonymity which encourages greater honesty.

Disadvantages of questionnaires

Anderson (2011) queries the questionnaire when he says that, its major weakness is that it may invite people to lie and answer questions vaguely. This is because questionnaires lack validity as it is difficult to measure the truth behind pupils' answers. The questionnaire generally has a low response rate and is inflexible in that it does not allow ideas or comments to be explored in-depth and many questions may remain unanswered (Anderson 2011).

3.3.2 Interview

This is a method of collecting data by asking questions verbally. According to Chiromo (2009), "interviews are particularly useful for getting the story behind a participant's experiences". A structured Interview was used to gather data from the teachers.

Advantages of interviews

The researcher had enough time to directly hear from all the seven teachers as they expressed themselves and she was able to get first hand data. They help to increase the knowledge of the interviewee and interviewer as they investigate the causes behind the problem.

Disadvantages of interviews

Interviews are time consuming because the researcher has to talk to one responded at a time. Asking the same questions makes the interview monotonous.

3.3.3 Piloting the Research Instruments

Prior to administering the questionnaire and interview guide, the researcher had to pre-test them through a random sample of five pupils and two teachers of Kutama Day High School. This was to establish the effectiveness and validity of the questionnaire and interview guide. Pilot data was analyzed and results were used to modify and improve the questionnaire and interview guide before the instruments were issued out to the whole sample population. The researcher then sought for the parents' consent in order for the pupils' to fill in the questionnaires.

3.3.5 Validity of Instruments

According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inference, which are based on the researcher's results. Validity can therefore be said to be the extent to which the results obtained from analysing the data, can actually represent the trend under study. Piloting of the instruments helps to improve face validity whilst content validity is improved through expert judgment. The researcher sought the assistance of experts to improve on content validity.

3.3.6 Reliability of instruments

Mugenda and Mugenda (1999) say that reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials. For this particular study, the researcher ascertained the reliability of instruments through pre-testing the questionnaire and interview guide. The researcher achieved this by giving questionnaires to the same groups of respondents twice thereby doing pre – testing and re-testing. The results for both tests were the same meaning that the questionnaire and interview guides were reliable.

3.4 DATA COLLECTION PROCEDURES

The permission to conduct the interviews and handout questionnaires was granted after the researcher sought for permission from the Ministry of Primary and Secondary Education. This was after the researcher had produced a written letter requesting permission with research instruments and another letter which was obtained from the Midlands State University (MSU) attached to it. The letter from the MSU confirmed that the researcher was being carried out for academic purposes. Seven teachers were selected and all were once teachers in the Geography

department at Kutama Day High School. Data collected from the teachers was through interviews and for confidential purposes they were coded as; Geography Teachers 1-7 (**GT1, GT2, GT3, GT4, GT5, GT6, GT7**). The questionnaire was also used to collect data from pupils whose number was eighty in total. Document analysis was done in order to analyse the statistics of pupils enrolled in the Geography department, those who have dropped out and the pass rates for both O and A level over the five year period under study.

According to Chiromo (2009), a researcher must be aware of the ethical principles that govern their operations so that they do not indulge in unethical practices unknowingly. This means that the researcher has to inform the respondents in advance before collecting the data. Assuring respondents that privacy, protection and confidentiality will be considered enables the researcher to get as precise data as possible.

3.5 DATA ANALYSIS PLAN

Information obtained from questionnaires, interviews and document analysis was analyzed using descriptive statistics. The researcher used a quantitative research design using descriptive statistics such as frequencies, graphs, pie charts and mean percentages to describe the data collected. Content analysis was used by the researcher to analyze qualitative data. The formulas used for calculating teacher turn over and association between teacher turnover and pupils' performance in Geography are as follows:

Formula 1

Teacher turnover was calculated using the formula below:

Teacher turnover =

$$\frac{\text{Number of staff leaving the Geography department per year}}{\text{Average numbers employed during a year in the Geography department}} \times 100$$

Average numbers employed during a year in the Geography department

Formula 2

The association between teacher turnover and pupils' performance in the subject of Geography was tested using Pearson product moment correlation.

The formula is

$$r = \frac{N\sqrt{\sum XY - \sum X \sum Y}}{\sqrt{[\sum X^2 - (\sum X)^2] [\sum Y^2 - (\sum Y)^2]}}$$

Where:

\sum = sum of

X = scores of one test

Y = scores of another test

3.6 Summary

This chapter outlined the research Methodology of the study by covering the research design, population and sample, sampling technique and data collection procedure. The advantages and disadvantages of each instrument were given and justifying the adoption of the most suitable instrument to information on the effects of teacher turnover on pupils' performance in the subject of Geography at Kutama Day High School.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This study examined the effects of teacher turnover on pupils' performance in the Geography department at Kutama Day High School. Data collected was sourced from 7 teachers and pupils chosen at random using questionnaires, interviews and document analysis techniques. Analysis of data was done using percentages and. Data was grouped in-line with the research objectives and questions. The data collected sought to answer the following research questions:

- i. Does teacher turnover in the subject of Geography have an effect on pupils' performance at Kutama Day High School?
- ii. What factors contribute to teacher turnover in Geography at Kutama Day High School?
- iii. Apart from teacher turnover are there any other factors that affect pupils' performance in the subject of Geography at Kutama Day High School?

4.1 Presentation and Analysis of findings

There are three parts in this section. The first section deals with demographic information of the respondents. This includes gender, age, marital status, teacher's experience, academic and professional qualifications. The second section is based on the factors that influence teacher turnover in the Geography department. The third section focuses on other factors that might have an influence on pupils' performance in the subject of Geography.

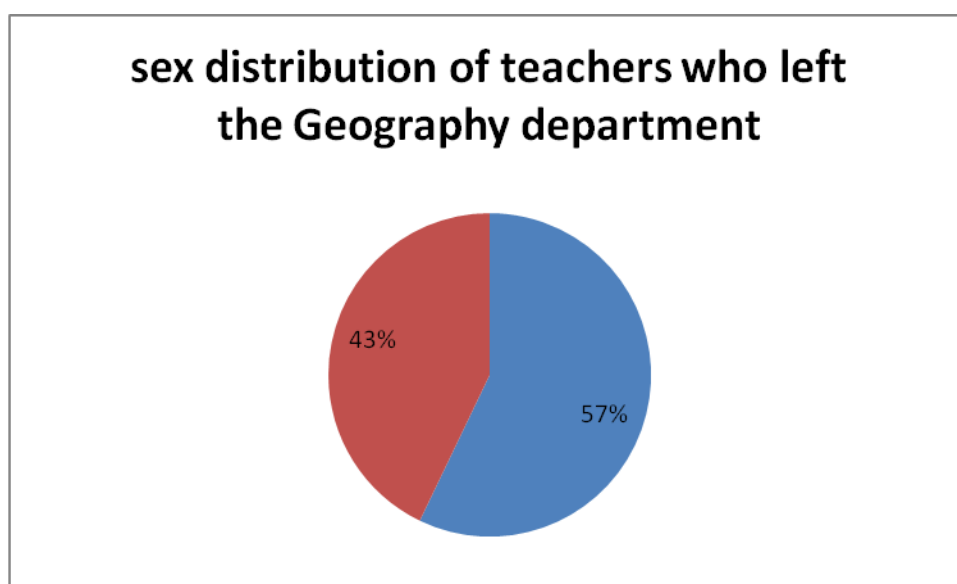
4.1.1.0. Demographic Information

Teachers were requested to make available information regarding their sex, age, marital status, teacher's experience, academic and professional qualifications. This information was crucial

because it was used to determine whether these variables had any influence on teacher turnover in the Geography department.

4.1.1.1. The sex distribution of the teachers sampled in the study is as displayed in the pie chart below

Fig 4.1 presents the summary of the number of teachers studied by their sex.



Source: Researcher 2016

Fig 4.1 shows the sex distribution of the teachers who left the geography department at Kutama Day High School. 43% represents female teachers while 57% represents male teachers.

4.1.1.2 Age of respondent upon leaving the geography department

Table 4.1 Age distribution

Age of respondent	Frequency	Percentage
25 - 29	4	57.14

30 - 34	3	42.86
Total	7	100

Source: Researcher 2016

Table 4.1 above shows the age distribution of teachers who have left the Kutama Day High School Geography department. Research findings indicate that 57.14% of the teachers are aged between 25 – 29 years, 42.86% fall in the age group 30 – 34.

4.1.1.3 Marital status of respondents upon leaving the Geography department

Table 4.2 Marital status

Marital status	Frequency	Percentage
Single	2	28.57
Married	4	57.14
Separated	1	14.29
Total	7	100

Source: Researcher 2016

Table 4.2 above shows the marital status of the teachers who have left the Kutama Day High School geography department. Research findings indicate that two teachers were single whilst four were married and one was separated from spouse.

4.1.1.4 Teaching experience in the Geography department

Table 4.3 teaching experience

Number of years teaching geography at the station	Frequency	Percentage
Less than one year	1	14.29
1 – 2	3	42.86
3 – 4	2	28.57
5 - 7	1	14.29
Total	7	100

Source: Researcher 2016

Table 4.3 shows the teaching experience of teachers. Of the seven teachers that left the Geography department one had worked for less than one year at the station, three had taught for two years in the Geography department, two teachers had worked for four years and one teacher had worked for seven years as a Geography teacher at the station.

4.1.1.5 Academic qualifications upon leaving the geography department

Table 4.4 Teacher qualifications

Academic qualifications	Frequency	Percentage
Diploma	-	-
Degree	7	100
Total	7	100

Source: Researcher 2016

From table 4.4 above shows teacher qualifications upon leaving the Geography department. All seven teachers that have left the Geography department in the past five years were degreed teachers.

4.1.1.6. Teacher trends by trained by sex who left the geography department in the past five years.

Table 4.5 Teacher trends

Year	Trained teachers		Total
	Male	Female	
2015	-	-	0
2014	1	1	2
2013	1	1	2
2012	-	1	1
2011	1	1	2

Source: Researcher 2016

Table 4.5 above shows the trend of teachers that have taught Geography at Kutama Day High School over the five year period understudy. From 2011 two teachers left the Geography department whilst in 2012 only one teacher exited the department. In 2013 and 2014 two teachers exited the department per year and in 2015 the number reduced to zero teachers exiting the Geography department.

4.1.1.7 Teacher turnover rate in the Geography department at Kutama Day High School in the past five years

Teacher turnover=

Number of leaving the Geography department per year. X 100

Average numbers employed during a year in the Geography department

The Geography department at Kutama Day High School has three teachers.

Table 4.6 Teacher turnover rates for O'level Geography department at Kutama Day High School

Year	Trained teachers who left the O'level Geography	Teacher turnover rate	Percentage
2015	0	0	0
2014	2	$2/3 \times 100$	66.7
2013	2	$2/3 \times 100$	66.7
2012	1	$1/3 \times 100$	33.3
2011	2	$2/3 \times 100$	66.7

Source: Researcher 2016

Teacher turnover rates at Kutama Day High School for O'level Geography during the period 2011 to 2015 are shown in table 4.6 above. In 2011 the turnover rate for the O'level Geography department at Kutama Day High School was 66.7% whilst that of 2012 was 33.3%. The two years that followed had the same turnover rate of 66.6%. In 2015 the turnover rate was 0%.

Table 4.7 Teacher turnover rates for A'level Geography at Kutama Day High School

Year	Trained teachers who left the O'level Geography	Teacher turnover rate	Percentage
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2015	0	0	0
2014	1	$\frac{1}{3} \times 100$	33.3
2013	1	$\frac{1}{3} \times 100$	33.3
2012	0	0	0
2011	1	$\frac{1}{3} \times 100$	33.3

Source: Researcher 2016

Teacher turnover rates at Kutama Day High School for A'level Geography during the period 2011 to 2015 is shown in Table 4.7 above. In 2011 the turnover rate for the A'level Geography at Kutama Day High School was 33.3% whilst that of 2012 was 0%. The two years that followed had the same turnover rate of 33.3%. In 2015 the turnover rate was 0%.

4.1.2.1 Classes affected by teacher turnover on the Geography department in the past five years

Table 4.8 classes affected by teacher turnover

Year	Class(es)	Number of teachers who taught the class
2015	-	-
2014	3 A, B, C, D & U 6 2 A, B, C, D & 4 A, B, C, D	2
2013	1 A, B, C, D & 3 A, B, C, D 2 A, B, C, D & L 6	2
2012	2 A, B, C, D & 4 A, B, C, D	1

2011	2 A, B, C, D & U 6 1 A, B, C, D & 3 A, B, C, D	2
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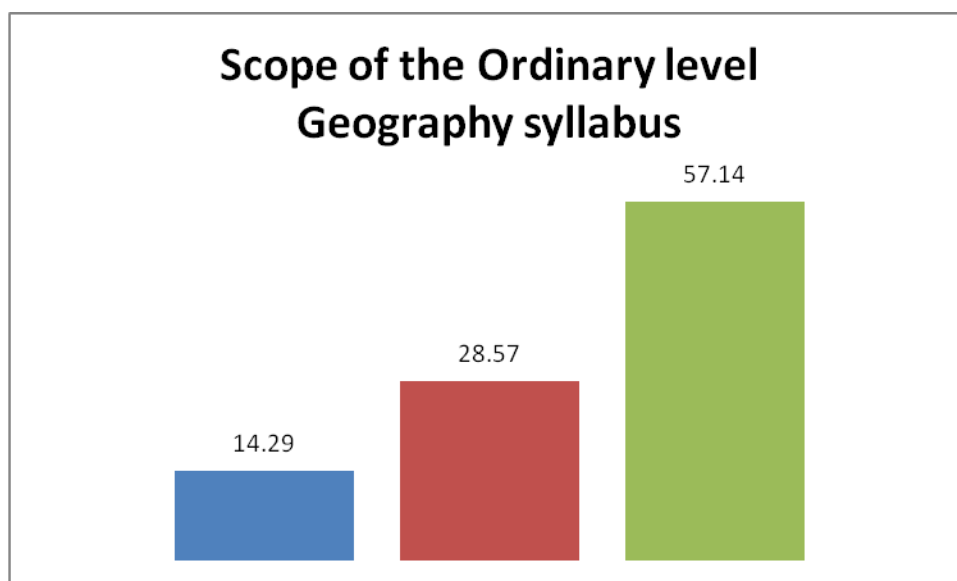
Source: Researcher 2016

Table 4.7 shows classes that were affected by turnover at Kutama Day High School over a period of five years. In 2011 all form two and Upper six pupils were affected by teacher turnover as they left by two teachers. The form two and Lower six pupils were again affected in 2012 as two teachers left the two streams. Eight classes were affected by teacher turnover in 2013 whilst five classes were affected during the year that followed, that is 2014. In 2015 there were no Geography classes affected by teacher turnover at Kutama Day High School.

4.1.2.2 Factors that influence teacher turn over in the Geography department at Kutama Day High School

4.4.1 Scope of the Syllabus

Fig 4.2 Content to be covered by teachers before the Ordinary level Geography public examinations



Source: Researcher 2016

Fig 4.2 above shows the reactions made by Geography teachers towards the syllabus content that they have to teach before the pupils sit for their public examinations. One teacher (14.29%) was satisfied with the syllabus, whilst two teachers (28.57%) were of the opinion that it must be reduced. Four teachers said that the Geography syllabus was too wide to be taught in a period of two years.

4.1.2.3 Scope of the syllabus in detail

Box 4.1 below shows interview responses, on the scope of the syllabus, made by teachers who left the Geography department at Kutama Day High School

GT1 *"there is too much content to be covered when teaching Geography especially at Ordinary level. Look at Question One of physical Geography it covers many topics, i.e. the Earth, Vulcanicity, weathering and rivers."*

GT2 *"Too much work to be covered and so little time. Then there are exercises to be given. In the end one is forced to concentrate on documentation at the expense of pupils' understanding"*

because I have to adhere to policy requirements."

GT3 *"For a teacher to be able to give an exercise, one has to give enough content that will enable a learner to answer questions set covered by the Bloom's Taxonomy. Thus a teacher has to give as much content as possible."*

GT4 *"The amount of notes and diagrams to be drawn are too much, let alone the number of topics to be taught within the two-year period. This can show that the two years set for Ordinary level Geography is too little which leads to topic specialisation."*

GT5 *"Content to be covered for Ordinary level Geography is enough considering that pupils will be writing their notes answers in point form. However pupils will face challenges at Advanced level Geography where explanations will have to be given in detail."*

GT6 *"The Geography syllabus has to be reduced for it to fit a two year course because the current content is just too much."*

GT7 *"Content must be reduced it is just long and there is too much to be covered."*

Source: Researcher 2016

4.4.2 School enrolment

Table 4.9 Enrollment trends for the past 5 years

Year	Male	Female	Total
2015	434	370	804
2014	418	350	768
2013	427	338	765
2012	408	318	726

2011	348	352	700
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Source: Kutama Day High School records

School enrollment increased by approximately 100 pupils in the period under study. This has affected Geography teachers negatively as the teacher-pupil ratio increased. The Geography department of Kutama Day High School has three teachers at any given time and looking at the school enrolment over the past five years it would mean that the classes taught was large.

4.1.2.3 Working conditions at Kutama Day High School

Table 4.10 conditions at the school

Factors	Contented		Undecided		discontented	
	F	%	F	%	F	%
Administrative support	2	28.57	1	14.29	4	57.14
Pupils' performance	1	14.29	0	0	6	85.71
Pupils' discipline	0	0	0	0	7	100
Supervision style	3	42.86	1	14.29	3	42.86
Support of workmates	4	57.14	0	0	3	42.86

Source: Researcher 2016

Table 4.10 shows teachers' reactions to working conditions at Kutama Day High School as an organization. On administrative support, two teachers (28.57%) were contented; one teacher (14.2%) was undecided whilst four teachers (57.14%) were discontented with support from that they got from the Kutama Day High School administration. Most teachers at Kutama Day High School were not happy with the pupils' performance as indicated by the research findings; only one teacher (14.2%) was contented whereas six teachers (57.14%) were discontented. All seven teachers (100%) were discontented with the pupils' discipline at Kutama Day High School. The supervision style used by Kutama Day High School resulted in three teachers (42.86%) being undecided and the remaining three teachers (42.86%) being discontented. Research findings on support of workmates showed that four teachers (57.14%) were contented whilst three teachers (42.86%) were discontented.

4.1.2.4 Job satisfaction

Table 4.11 shows the amount of satisfaction from teaching Geography

Factors	Contented		Undecided/on the fence		Highly discontented	
	F	%	F	%	F	%
Teaching Workload	3	42.86	0	0	4	57.14
Participation in decision making	2	28.57	1	14.29	4	57.14
Teaching as a career	3	42.86	0	0	4	57.14

Source: Researcher 2016

Table 4.11 shows the amount of satisfaction derived from teaching Geography at Kutama Day High School. Three teachers (42.86%) were contented with the Geography teaching load whilst four teachers (57.14%) were discontented. On participating in decision making at Kutama Day High School two teachers (28.57%) were discontented; one teacher (14.2%) was undecided and four teachers (57.14%) were discontented. Teachers who considered teaching as a career were two (28.57%) whilst five teachers (71.43%) were discontented.

4.1.2.4 Job satisfaction in detail

Box 4.2 below shows interview responses, on job satisfaction, made by teachers who left the Geography department at Kutama Day High School

Gt1 *“Being a family person, teaching is the best career that I have because it accords me time with my family. When it comes to participating in decision making I think its my teaching experience that is respected so they would engage me. My teaching experience has made me get used to the large classes found in large rural schools, so its not much of a burden”*

GT2 *“it brings me joy to teach and yes I do consider teaching as a career. The Geography workload seems too much because Geography teachers at Kutama Day High School have limited resources to aid them in teaching and it tends to result in the lesson being teacher centred. For example if the school had an overhead projector it would lessen the amount of work that a teacher has to do in so many ways and also enable the teacher to meet deadlines in terms of documentation that has to be done.”*

GT3 *“Working as a teacher was a total embarrassment to me especially when I saw my college mates working in private companies. The qualifications that I have were just too much for a teaching career. The workload was unbearable and as such I never had any satisfaction from teaching pupils.”*

GT4 *“My first teaching experience was not so good and I think it was unfortunate that the only station that I got to work at was Kutama Day High School. The first induction that I received was*

from bitter members who were at loggerheads with the then administration. I was discouraged for choosing teaching as a career worse still for coming to teaching at Kutama Day High School. I rarely had a chance to participate in decision making because of the negative attitude that I had developed towards the administration.”

GT5 *“Teaching was stepping stone for me to better employment, so when I looked at the workload that I had and the number of pupils that I had to teach two classes in one. As a young and new teacher I was not involved that much in decision making, when giving suggestions most them were not taken into consideration and because of this I end up feeling out of place.”*

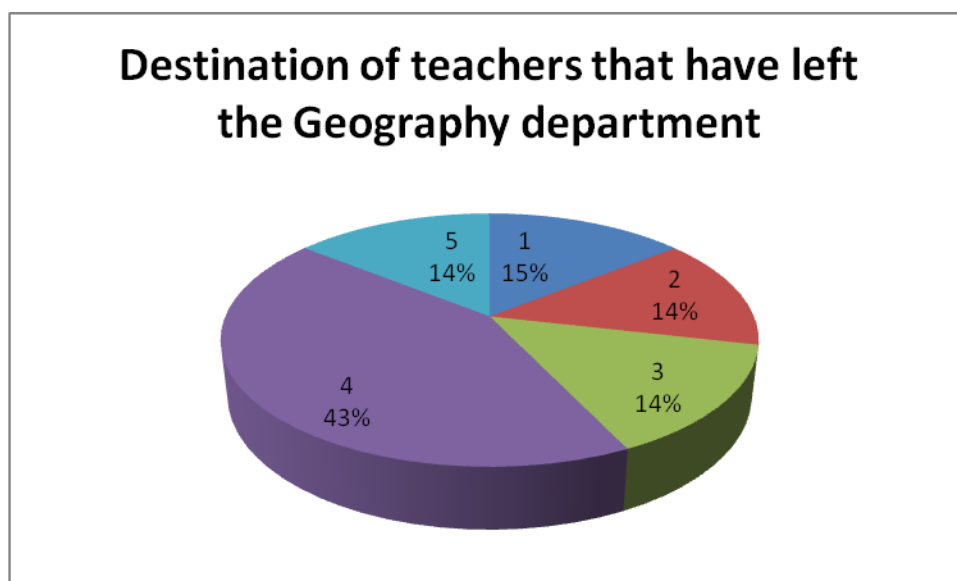
GT6 *“When I finished my first degree I could not find employment in the private sector, so I decided to while up time in the teaching field as I searched for a better job. The workload was just too much, however, I was lucky in a way because I was selected to be in the school sports committee and this enabled me to be in decision making.”*

GT7 *“Do I consider teaching as a career? Definitely, because I have enjoyed it from the time that I joined the service. Teaching gives me time to be with my children, I get to have three holidays per year which is enough time for my personal projects. The workload is okay for me because I was employed to work so I first to work. I don’t have to worry about being included in the decision makings because my core because my core business that I am employed to do is teaching”*

Source: Researcher 2016

4.1.2.5 Destination for teachers exiting the Geography department at Kutama Day High School

Fig 4.3 destination of exiting teachers



Source: Researcher 2016

Fig 4.3 above shows the path taken by the teachers that have left the Geography department after they left. N_o 1 represents the teacher (15%) who left the school because he had to attend to family responsibilities. N_o 2 represents the teacher (14%) who transferred to the English department. N_o 3 represents the teacher (14%) who did a ministerial transfer to the Ministry of Agriculture. N_o 4 represents teachers (43%) who left teaching for the private sector. N_o 5 represents a teacher (15%) who transferred to another school.

4.1.2.8 Chosen destinations in detail

Box 4.3 below shows interview responses, on the chosen destinations, made by teachers who have left the Geography department at Kutama Day High School

G1T family responsibilities *“being a family man, I saw it fit to go and stay with my family. It was also easier for me to transfer because I was the only one person who was going to be affected by the move, and that is me, unlike transferring my wife and three children who are all going to school. So in order to cut the costs I moved closer to family.”*

GT2 transfer to the English department *“I left the department after I had attained my first*

degree. When I enrolled at the University of Zimbabwe Geography was not being offered because the department had been temporarily closed so I then opted to do a Bachelor in Education English.”

GT3 Ministerial transfer to the ministry of Agriculture *“Since I had a non teaching degree I always had hope that one day I would get a job that suited my professional qualifications. When the opportunity presented itself I embraced it with open arms. In order to reduce chances of becoming redundant I saw it better to transfer to another ministry than to continue being frustrated by being a teacher. The amount of paperwork is just too much. Working in the Ministry of Agriculture ensures that I gain relevant working experience.”*

GT4 Private sector *“I am setting up my own business in car sales. This is a line that really interests me and besides I get to travel a lot. Deadlines I have to meet and they are strainous but the fruits are worth it when compared to a salary earned by a teacher.”*

GT5 Private sector *“I have been saving money for the small business that I am starting. Being an entrepreneur has its ups and downs but I’m willing to face the challenges, they are much more exciting as I have something new to look out for everyday. I have to admit that teaching was a stepping stone for me.*

GT6 Private sector *“My aim was to work abroad, however the grass is not so green when you get to the other side. I have since returned and I’m considering to be engaged in part-time jobs and maybe office work mainly with the non-governmental organisations.”*

GT7 Transfer to another school *“ Change of environment was the reason for my transfer. I am now closer to the capital city and my move has been worth it. Being a Geographer my move opened various opportunities for me as I have managed to open a consultancy firm in mining.”*

Source: Researcher 2016

4.1.3.0 Effect of teacher turnover on pupils' performance on Ordinary and Advanced level Geography at Kutama Day High School

4.1.3.1 O'Level Geography pass rates for the past five years

Table 4.12 O'Level Geography pass rates at Kutama Day High School for the five years

Year	Male	Female	Overall
2015	32.61	21.51	26.8
2014	42.9	27.5	36
2013	13.5	16.5	15
2012	37	22.2	29.6
2011	31.5	16.7	25.6

Source: Kutama Day High School records

Table 4.11 above shows the O'Level Geography pass rates at Kutama Day High School. In 2011 the overall pass rate was 25.6% with boys recording more passes 31.5% than girls who had 16.7%. During the following year the pass rate increased to 29.6% . The boys still attained a higher score of 37% than girls who attained 22.2%. However, the pass rate decreased to 15% in 2013 , with boys and girls decreasing to 16.5% and 13.5% respectively. The pass rate rose to 36% in 2014 with boys attaining a higher pass percentage of 42.9% while girls had a pass percentage of 27.5%. For the year 2015 the pass rate was 26.8%. The male pass rate was 32.61% whilst for girls it was 21.51%.

4.1.3.2 Correlation between teacher turnover and pupil's performance in Ordinary level Geography at Kutama Day High School

Table 4.13 A test for correlation between O'Level Geography pass rates and teacher turnover at Kutama Day High School for the period 2011 to 2015

Let X represent teacher turnover and Y represent pass rate

Year	X	Y	XY	X ²	Y ²
2015	0	26.8	0	0	718.24
2014	66.7	36	2401.2	4448.89	1296
2013	66.7	15	1000.5	4448.89	225
2012	33.3	29.6	985.68	1108.89	876.16
2011	66.7	25.5	1700.85	4448.89	650.25
Σ	233.4	132.9	6088.23	14455.6	3765.65

The correlation coefficient between teacher turnover and pupils' performance in O'Level Geography is -0.12681 Source: Researcher 2016

Student pass rate in Geography at Kutama Day High School was slightly negatively affected by teachers who left the Geography department. The pass rate decreased but not significantly as represented by the correlation coefficient of -0.13. This is indicated by the scatter graph in fig 4.4

4.1.3.3 Scatter graph for the O' Level correlation between teacher turnover and pupil's performance

Fig 4.4 Scatter graph showing the correlation between teacher turnover and O' Level Geography pass rate at Kutama Day High School

4.1.3.4 A- Level Geography pass rates for the past five years

Table 4.14 shows A'Level Geography pass rate at Kutama Day High School

Year	Male	Female	Overall
2015	50	25	43.8
2014	7.1	10	8.3

2013	27.8	43.8	35.3
2012	55.6	69	61.5
2011			90

Kutama Day High School records

Table 4.13 shows pass rates for the past five years. In 2011 the overall pass rate was 90%. In 2012 Geography pass rate was 61.5% with male students attaining 55.6% and the female pupils 69%. 2013 had a pass rate of 35.3% with female pupils having a 43.8% whilst the male students had 27.8%. For 2014 the overall pass rate for Geography declined greatly to 8.3%: with male students attaining 7.1% whilst the female pupils attained 10%. There was an improvement in the Geography pass rate which was recorded as 43.8% with the female pupils recording 25% and the male attained 50%.

4.1.3.5 Correlation between teacher turnover and pupil's performance in Advanced level Geography at Kutama Day High School

Table 4.15 A test for correlation between A' Level Geography pass rates and teacher turnover at Kutama Day High School for the period 2011 to 2015

Let X represent teacher turnover and Y represent pass rate

Year	X	Y	XY	X ²	Y ²
2015	0	43.8	0	0	1918.44
2014	33.3	8.3	276.39	1108.89	68.89
2013	33.3	35.3	1175.49	1108.89	1246.09
2012	0	61.5	0	0	3782.25
2011	33.3	90	2997	1108.89	8100
Σ	99.9	238.9	4448.88	3326.67	15115.67

The correlation coefficient between teacher turnover and pupils' performance in A' Level Geography is -0.14615 Source: Researcher 2016

Teacher turnover in the Geography department of Kutama Day High School resulted in a slight decrease in the pass rate of students as represented by the coefficient of -0.15 and this is indicated by the scatter graph in fig 4.5

4.1.3.6 Scatter graph for the O' Level correlation between teacher turnover and pupil's performance

Fig 4.5 Scatter graph showing the correlation between teacher turnover and O' Level Geography pass rate at Kutama Day High School

4.1.3.1 Other factors affecting pupils' performance in the subject of Geography

Table 4.16 Drop out trends for the past five years

Year	Male	Female	Total
2015	8	13	21
2014	13	7	20
2013	11	13	24
2012	11	25	36
2011	6	7	13

Source: Kutama Day High School records

Table 4.15 above shows drop outs at Kutama Day High School have been experienced every year under study.

4.1.4.2 Drop out in detail

Box 4.4 below shows interview responses, on the school drop outs at Kutama Day High School over the past five years

GT1 .*“Most of the pupils that come to this school only do so for the purposes of growing (vakauya kuzokura) and as a result of this most pupils don’t take their schoolwork seriously which leads to them dropping out. It is important to realise that most of the drop outs are below average performers when it comes their schoolwork.”*

GT2 *“Drop outs do not constitute much towards the Geography pass rate because the number of pupils dropping out is less when compared to the number of those registering. But rather it’s the less serious pupils who think that passing Geography is a stroll in the park. This is because they do not want to work.”*

Source: Researcher 2016

4.1.4.3 Availability of resources in the school

Box 4.5 below shows interview responses, on the resources availability in the Geography department Kutama Day High School

GT2 *“The Geography workload seems to be too much because Geography teachers at Kutama Day High School have very limited resources to aid them in teaching. In this technological era a school does not have a projector. This is a very important tool because some of the Geographical concepts need to be simulated for learners to understand.”*

GT3 *“Telling pupils that magma is a hot porridge like fluid is difficult to describe and it would take long for a topic to be completed than showing pupils a film on volcanic eruption whereby all incidents are covered i.e. from before the actual eruption to the aftermath. Thus watching a*

film enables me as a teacher to cover a topic in one session and the pupils are most likely to vividly remember what they would have watched than mere description given by the teacher.”

GT4 *“the School does not have a Weather Station let- alone a projector. Pupils on the other hand do not have a reading culture so the teacher ends spoon feeding the learners and finds topics that s/he specialises in.”*

GT5 *“When I was teaching at Kutama Day High School pupils were given textbooks to use and that was in 2012 January. But when the year came to an end a lot of those textbooks had been lost. Replacing them was difficult because most of the O’ Level pupils, especially those who had lost the textbooks, had either registered in neighbouring schools to write their O’ Level examinations or did not come to collect their O’ Level results in the following years.”*

Source: Researcher 2016

4.1.4.4 Pupils registering in neighbouring schools to write their O’ Level examinations

Box 4.6 below shows interview responses, on pupils registering to write their O’ Level examinations in neighbouring schools instead of registering at Kutama Day High School

GT3 *“ I think the problem lies with the parents or guardians of the pupils who procrastinate to pay school fees. The school fees at Kutama Day High School is not that much but when let to accumulate it becomes a thorn in the flesh. Thus parents resort to registering their children in neighbouring schools as they avoid paying the debt. If the learner passes the pass is not recognised when the results analysis are being done as s/he would have registered as a private candidate.”*

GT5 *“Most of the pupils that have not fully paid up their school fees tend to register for their O’ Level examinations in neighbouring schools in order to avoid paying the debt they owe to Kutama Day High School. This has resulted in the lowering of the school pass rate.”*

GT7 *“When parents resort to registering their children in other schools it disrupts school*

development. The parents will be doing this in order to avoid buying textbooks lost by their children or paying outstanding amounts. But when one looks at the whole situation from the school's side it means that textbooks are not recovered and development in the school is derailed, i.e. how can a projector be purchased or a weather station be put in place when the school does not have money. This would mean that the school cannot improve its passrate for the years to come due to financial constraints."

4.1.4.5 Results attained at Grade Seven

Box 4.7 below shows interview responses, on the results attained at Grade Seven in relation to the pupils' performance in Geography

GT2 "Pupils with units that are above twenty are considered to be below average and as a teacher I need to go an extra mile. I need to go many extra miles for those pupils to attain a 'C' grade at O' Level motivation and encouragement will be a daily dosage that I will have to give those pupils because most if not all would have told themselves that they are dull due to the labels put on them. These are the majority of students that come to learn at Kutama Day High School."

GT2 "In a stream of a hundred pupils if I identify twenty of them as being average performers then I can say that I am working for a twenty percent passrate. The greater part of the pupils who come to enrol at Kutama Day High School are considered as 'chuff' in other schools because of the poor units that they would have attained at Grade Seven."

GT4 "Kutama Day High School is surrounded by boarding schools, i.e. Moleli, Msengezi and Kutama College, which take upto ten units and these are considered as the cream if they enrol at Kutama Day High School. Those pupils who have eleven to thirty-six units are the ones that come to Kutama Day High School. So for a teacher to say that s/he has managed to make twenty-six percent of the pupils who sat for a Geography examination to pass she/he would have really worked hard."

GT6 "We cannot put the blame on the Grade seven results but rather I think we should take into

consideration the fact that these pupils had at least a year of their primary education affected by the economic crumble of 2006 to 2008 when teachers unceremoniously left their work stations to look for greener pastures at the expense of learners who were left unattended to. This resulted in pupils proceeding to the next level of their education without having fully grasped the various concepts that they were supposed to learn.”

Source: Researcher 2016

4.1.4.6 Maturity of learners

Box 4.8 shows interview responses, on the maturity of learners at Kutama Day High School

GT2 *“As trained teachers we get to analyse the behaviour of our learners in order to identify their areas of need so that we can assist them. Some of these pupils lack guidance from home so we have to chip in to counsel and give moral support and advice well.”*

GT6 *“Most of the here have big bodies but still think like primary school kids, they get to mature after they have sat for their first O’ Level public exams. Thus psychological immaturity of most pupils at Kutama Day High School has an effect on pupils’ performance at O’ Level. The pupils tend to fail their first examination sitting with grade D or E with the majority producing grade U at ordinary level and Geography is not spared from this dilemma. It becomes the duty of Geography teachers to encourage such pupils to repeat geography and other failed subjects.”*

GT7 *“repeating has becoming a trend for most of the O’ Level learners however when given another chance most pupils tend to perform better in geography and they proceed to advanced level. The reason behind pupils’ passing their second sitting has been found to be that of maturing mentally and not ‘following the crowd’ as they would have become aware of the importance of learning.”*

Source: Researcher 2016

4.1.5 Data from the pupils' questionnaire on the effects of teacher turnover on pupils' performance in Geography at Kutama Day High School

Data received from the pupils' questionnaire was not sufficient as most of them did not fill in the questionnaires. The teacher was not able to give learners the questionnaires because most of the parents refused to give their consent. This accounted for 40 of the pupils (50%). For those whose parents had given the researcher their consent, 20 pupils (25%) refused to fill in the questionnaires. The pupils said it was too personal especially for the section C which asked them on the number of times that they have repeated Ordinary Level. The other 25% of the pupils had either spoilt their questionnaires or had nothing written on them. The researcher should have used a focused group instead of questionnaires.

As a result of the above plight the researcher had to use information obtained from the teachers for the study

4.2 DISCUSSION

Sex distribution of teachers sampled

Information from the study revealed that male teachers (57%) have left the Geography department at Kutama Day High School more than their female counterparts who constitute 43%.

Age of respondents

Findings reveal that four teachers (57.14%) were aged between 25-29 years and three teachers (42.86%) were in the age group of 30-34.

Marital status

From the research findings on marital status of the respondents who left the Geography department at Kutama Day High School, it shows that two teachers (28.57%) were single, four teachers (57.14%) were married whilst one teacher (14.29%) was separated from spouse. All single Geography teachers did not have family responsibilities which enabled them to make decisions despite the risks associated with the moves made. The married teachers, it was

discovered, had to weigh the costs and benefits before making a move as moving affected their whole families.

Teaching experience

On teaching experience the findings show that (28.57%) had taught Geography at Kutama Day High School for less than a year, whilst three teachers (42.86%) had taught Geography between one and two years at the same station. Two teachers (28.57%) had spent between three or four years teaching Geography at Kutama Day High School and the remaining had attained between 5-7 years of teaching experience.

Academic qualification

The study exposed that all teachers who left the Geography department at Kutama Day High School during the period under study had Degrees as their highest academic qualification.

Teacher trends by trained by sex who left the Geography department

Apart from 2015 which had a teacher turnover rate of zero the Kutama Day High School Geography department had two teachers, both male and female, leaving the Geography department in 2011, 2013 and 2014 whilst in 2012 a male teacher left the department.

Scope of the syllabus

From the research findings it shows that teachers had various views on the scope of the syllabus. GT2 sees the syllabus content as enough and lowering will actually reduce the Geography standards. However GT6 and GT7 were of the opinion that the syllabus content must be reduced as there was too much content to cover. GT1, GT3, GT4 and GT5 were in agreement that the Ordinary Level Geography syllabus was too wide to be covered in two years.

Working conditions and Job satisfaction

Findings also show that the leadership style tended to be poor, stifled initiative and innovativeness of young teachers of young teachers and this did not motivate teachers to stay for longer at Kutama Day High School. According to research findings GT4 received induction from

disgruntled members of staff before the official induction by the administrators. Ideas from new teachers, for example GT5, were not readily adopted. However some of the teachers were able to give an input, for example GT6, was a member of the sports committee thereby involved in decision making.

Information from the survey revealed that most of the teachers (57.14%) who left the Geography department of Kutama Day High School during the period under study did not view teaching as a career but rather a stepping stone to their chosen professions. Whilst only 42.86% of the teachers involved in the research were satisfied with teaching as a career.

The study also revealed that the general school climate was of great concern as all respondents indicated that there was little or no discipline among the pupils of Kutama Day High School.

Correlation between teacher turnover and pupils' performance in Geography

The study also indicated that high rates of teacher turnover in the Geography department of Kutama Day High School were not the sole contributor towards poor results of pupils at public examinations but rather there are other factors to consider.

OTHER FACTORS

Results attained at Grade Seven

Research findings also revealed that dealing with students who had weak fundamentals for a subject area like Geography, perturbed teachers, particularly the upcoming young ones who do not have experience of such pupils. The teacher noted that teaching Geography begins from primary school where learners are taught Environmental studies. This is supported by Tshabalala and Ncube, (2014) who say that concepts in this subject should be well grounded from the very formative cognitive stages of children so that at secondary schools these are developed rather than started.

Findings also showed that most of the pupils enrolled at Kutama Day High School are considered as average to below-average performers. This is because of the Grade Seven results that they would have attained which range from 15 units to 36 units.

Availability of resources

The research findings showed that Geography department of Kutama Day High School did not have adequate resources to use during their lessons. The school does not have a weather station, a projector and most of the Geography textbooks were lost by pupils in 2012.

Pupils registering in neighbouring schools to write their O' Level examinations

The study also revealed that some the parents with children who owed Kutama Day High School school fees, any other school material such as textbooks preferred to register them for Ordinary Level examinations in other schools so as to avoid paying the debt.

Inadequate acquisition of primary education fundamentals

Findings also revealed that the group of pupils under the 2011 to 2015 were affected by the economic crumble of 2006 to 2008 when teachers unceremoniously left the teaching profession for greener pastures. Most of these pupils went to school to spend most of their time outside the classroom. This was because they did not have teachers who would attend to them and as a result were made to proceed to secondary education without having fully acquired the fundamentals of primary education.

Maturity of learners

The study also revealed that repeating has becoming a trend for Ordinary Level pupils because they need to repeat at least once for them to attain five O' Levels including Maths, English and Geography so that they can proceed to Advanced Level.

4.3 Summary

This chapter outlined data presentation, analysis and discussion of the study by putting on paper the results obtained from research. Data presented was presented using pie charts, graphs, tables and analysis of these data presentation formats was also done. Boxes were used to show responses made by respondents during the interviews. This was done so that research questions on the effects of teacher turnover on pupils' performance in the subject of Geography at Kutama Day High School could be answered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study determined whether teacher turnover in the Geography department affected pupils' performance at Kutama Day High School. The study was conducted through descriptive design method using seven teachers from Kutama Day High School. Data collection was done in the months of June and July 2016 by means of questionnaires, interview guides and

document analysis techniques. Percentages and frequencies were used to analyse the data collected.

5.1 Summary

The study had three main purposes. The first was to find out if teacher turnover in the subject of Geography had an effect on pupils' performance at Kutama Day High School. The second purpose was to look for possible factors that contributed towards teacher turnover in Geography at Kutama Day High School. The third purpose of the research was to find out if there were other factors that affected pupils' performance in the subject of Geography at Kutama Day High School. These research questions were answered in the first four chapters of the dissertation.

In chapter one, the researcher stated what motivated her to carry out the study, thus the chapter focused on the background to the study, the statement of the problem, significance of the study, limitations, delimitations and research questions. These aspects have been given in order to find out the effect of teacher turnover in pupils' learning in the subject of Geography at Kutama Day High School.

Chapter two focused on the review of the related literature. It also defined major terms used in the study. The researcher went on to identify the major effects of teacher turnover on pupils' learning. The study linked the problem with previous researchers who also did the same study and it was then related to the place of study.

The researcher proceeded to chapter three where she outlined the research methodology of the study by covering the research design, population and sample, sampling technique and data collection procedure. The advantages and disadvantages of each instrument were given and justifying the adoption of the most suitable instrument to information on the effects of teacher turnover on pupils' performance in the subject of Geography at Kutama Day High School.

In chapter four the researcher outlined data presentation, analysis and discussion of the study by putting on paper the results obtained from research. Research findings were presented using pie

charts, graphs, tables and analysis of these data presentation formats was also done. Boxes were used to show responses made by respondents during the interviews. This was done so that research questions on the effects of teacher turnover on pupils' performance in the subject of Geography at Kutama Day High School could be answered.

5.2 Conclusions

The research findings enabled the researcher to formulate the following conclusions

- The male Geography teachers have left Kutama Day High School more than their female counterparts.
- Most of the Geography teachers that have left Kutama Day High School were below the age of thirty.
- Most Geography teachers that have left Kutama Day High School were single and as a result did not have family responsibilities.
- Both theoretical and empirical data in this study congregate on the fact that Kutama Day High School is losing Geography teachers almost on a yearly basis during the period under study.
- Most of the Geography teachers did not view teaching as a profession but rather as a stepping stone to their chosen careers. This was because of the high educational qualifications that they would have attained.
- Male teachers left the Geography department almost every year except for 2015 whilst female teachers left the geography department in 2011, 2013 and 2014.
- The scope of the syllabus resulted in some of the Geography teachers leaving Kutama Day High School due to work overloads. This was worsened by the large class sizes, high number of teaching periods and too many exercise books for marking.
- School leadership style and school climate tends to suffocate initiative and innovativeness of the new teachers.

- **High teacher turnover in Geography was one of the contributory factors to poor results of pupils at public examinations in the said subject.**
- Coping with students who had weak foundations in their Primary school education frustrated Geography teachers, especially the young and inexperienced.
- Most of the pupils enrolled at Kutama Day High School are considered as average to below average performers. The criterion is a result of the Grade Seven results that are used to enrol in secondary school. Most of the Kutama Day High School pupils would have attained units which range from 15 to 36 units.
- The Geography department of Kutama Day High School does not have adequate resources that can be used in the teaching and learning of Geography.
- Parents with children who owe Kutama Day High School school fees and/ or assets preferred to register them for Ordinary Level in other schools, this was because they would be avoiding payment of the outstanding fees they owe to the school or replacing the school textbooks lost by their children.
- Most of the Ordinary Level students at Kutama Day High School need to repeat at least once for them to attain five O' Levels including Mathematics, English and Geography so that they can proceed to Advanced level.

5.3 Recommendations

Having carried out the research study, findings obtained enabled the researcher to come up with the following recommendations:

- The Head of Kutama Day High School could request for married teachers as these tend to be more stable in terms of transferring from Kutama Day High School.
- The head of Geography department of Kutama Day High School has to ensure that form one and two pupils are taught by the more experienced teachers. This will help pupils to have good Geography foundation.

- Resources have to be made available by the Kutama Day High School administration so that Geography teachers do not feel burdened by their workloads.
- The head of Geography department of Kutama Day High School should request, through the school administration, for student teachers from teacher colleges such as Belvedere Technical Teachers' College, Mutare Teachers' College and Hillside Teachers' College. The requested Geography student teachers will do their teaching practice at Kutama Day High School at the same time lessening the teaching loads for the qualified teachers. Teacher-pupil ratios will be lessened as well once student teachers are requested.
- New teachers should be engaged in decision making because their involvement will make them to feel that they are part of the organisation. New teachers have ideas that can be implemented and cause them to become more engaged in the Kutama Day High School activities.
- Induction must be done every time a new teacher joins the school by the Kutama Day High School administration. The induction helps to prepare the new teachers for the job at hand. Induction also helps to prevent negative mentoring that new teachers can be subjected to if they do not receive an "official welcome" into the organisation.
- The Kutama Day High School administration can rotate responsibilities among all teachers including the new teachers. They are the new blood that has joined the organisation and the ropes of running various departments should be handed to them so that they gain experience. If teachers rotate responsibilities it will help to promote unity of purpose, every teacher gains experience of handling a responsibility within the school as an organisation and it reduces disengagement among new teachers thereby reducing turnover.
- The Kutama Day High School administration can engage debt collectors who will collect school fees and assets mowed to the school by pupils. In this way textbooks kept at home can be brought back to school since most parents might not have money to pay for the lost textbooks.
- The Ministry of Primary and Secondary Education has to find a way of preventing pupils from being allowed to register to write public examinations in a new school. Pupils will

have to prove that they have been cleared by their previous schools or would have produced evidence showing that they have sat for a public examination

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12. What caused you to move to Kutama Day High School?

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13. Did you intend to move, if so why?

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Part B

14. What are some of the employer related factors that have contributed to teacher turnover in the Geography department at your school?

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15. (i) Can teachers be responsible for their turnover in the Geography department at your school?

Yes..... No.....

(ii). If so, state some of these teacher related factors.

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16. State at least three reasons that may have contributed to teacher turnover in the Geography department at Kutama Day High School?

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17. Does teacher turnover in the Geography department affect students' academic performance in the Geography subject at Kutama Day High School?

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18. Is the teacher-pupil ratio considered when teachers are being given their workload?

Yes No

(b) Why is this so?

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19. Apart from teacher turnover are there any other reasons that can affect students' academic performance at Kutama Day High Schools?

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5. Generally, how many times do pupils sit for an O'level examination?

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6. What could have caused them to fail during their first sitting?

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7. Do all pupils enrolled in Advanced level Geography over the past five subjects all have five Ordinary level subjects including English language?

Yes

No.....

8. Could this explain their failure to answer Advanced level Geography public examinations to the examiners' satisfaction in the last five years?

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Part C

9. What are some of the employer related factors that have contributed to teacher turnover in the Geography department at your school?

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