TEACHERS' TURNOVER RATE AND ACADEMIC PERFORMANCE IN MUGUSU SUB COUNTY, KABAROLE DISTRICT, WESTERN UGANDA.

BY

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE AWARD OF BACHELOR DEGREEOF EDUCATION WITH ARTS KAMPALA INTERNATIONAL UNIVERSITY .

FEBRUARY 2018

DECLARATION.

I KEMIREMBE EUNICE declare that to the best of my knowledge this report is my original work and has never been submitted to any institution of higher learning for the award of any academic document.

KEMIREMBE EUNICE

Sign.....

Date.....26th march, 2018.

DEDICATION

I dedicate this piece of work to my beloved parents who assisted me financially, morally and spiritually, brothers, sisters, friends and KIU community at large who also assisted me in my work.

APPROVAL.

This piece of work has been under my supervision and it is ready to be submitted to the external examiners.

REPORT SUPERVISOR.

MADAM SHIDAH SUZAN.

Signature.....Date...20th/03/18.....

ACKNOWLEDGEMENT.

In the first place, 1 would like to thank the almighty father for the gift of life He has given me up to this time and also for the guidance and protection throughout my three year course at Kampala International University. -

I also thank God for the gift of my beloved parents Mr and Mrs AMPAIRE who have nurtured and instilled in me social spiritual behavior which helped me reach this level. I would also like to thank my parents still for having cared and supported me in all ways. May God bless them abundantly?

Special thanks to my supervisor Madam SHIDAH SUZAN for sparing her precious time to give me constructive ideas and clear professional guidance on this report. May God bless her?

I would also like to appreciate the endless effort put by my fellow students to see to it that my report is accomplished successfully.

Also to my friends and family, brothers and sisters who supported me in different ways throughout my life may God bless you.

Finally but equally important, I would like to thank the whole administration of Kampala International University most especially the college of education open and distance learning for the good education environment and support given to me where necessary. It has been a pleasure being part of this community.

"Thank you all and may the almighty father bless you abundantly."

ABSTRACT

The study of this report about teachers' turnover rate in academic performance in mugusu sub county kabarole district western Uganda. It was directed by three objectives and these include.

To investigate the relationship between teachers turnover rate and academic performance

To determine the levels of academic performance To examine the causes of teachers' turnover rate

The study was carried out using simple random sampling to select a

population. A simple size of 240 respondents was selected from the

total population of 500.

The respondents were selected basing on the offices they hold and understanding of the topic under investigation. That is to say those that has ideas on teacher's turnover rate and academic performance.

The findings for the low academic performance of learners was mainly on teachers turnover rate though their other factors that affect the academic performance of learners negatively like poverty, social and economic status age ,parents, medium of instructions in schools, tuition trend, daily study hour and accommodation etc

Among the recommendations given are family motivation(by parents and other relatives)

LIST OF ACRONYMS

UNICEF: United Nations International Children's Emergency Fund

UNESCO: United Nation Educational, Scientific and Cultural Organization

UPE: Universal primary education

UCE: Uganda certificate of education

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter presents the background of study, the stamen of the problem, objectives of study that is to say the general objective and specific objectives of the study, research questions, scope of the study, and significance of the study and the operational definitions of the key terms

1.1 Background

1.1.1 Historical background.

Academic performance since years behind was affected mostly by turnover rates of teachers which made learners to lack enough trained teachers. The less salaries of teachers, poor conditions of work, could not give chance to teachers to perform their best. In early years of 1990s, teachers were the least earners among other professions and still are the same case today.

According to Bacon (19 14-21) taught that performance literature as the ultimate act of humility, in his defining stamen of performance theory," our centre of interactions between leaders and text which enriches, extends, Clarifies and alters the inferior and even the exterior lives of students". This shows the importance of performance.in everything be even academic.

Academic performance is also so important in achieving learner's success in life that is, according to Richard schechner and anthropologist Victor Turner, performance studies as academic field has multiple origin narratives on the theatrical and anthropological front.

1.1.2 Theoretical background

For academic performance to be attained, Walberg's theory of educational productivity should be acquired. It is one of the few empirically tested theories of school learning. Wang and Walberg (2004) demonstrated the importance of demise of motivational orientations; self regulated learning strategies and social interpersonal abilities in facilitating academic

performance. Zins el.al reported based on the large scale implementation of social emotional learning, abilities. Students who are motivated and who set goals highly perform in schools.

This was found out that students, who are motivated, guided and given clear instructions in life by their teachers, makes them determined and able to perform academically.

For better education or academic performance is highly influenced by teachers though motivation, collections, identifying learners with different weaknesses and abilities, instilling discipline among others is teachers work and thus teachers turnover rates have partly affected learners advantages on teachers.

1.1.3 Conceptual background

Teachers' turnover rate as the main cause of academic performance. According to the study, turnover rate of teachers has been influenced by many factors such as low salaries, poor accommodation, working of long hours, lack of respect and other unfavorable conditions. Though teachers' salaries were increased, but still teachers remained dissatisfied. Teacher's salaries were increase in 2014 and 2016 by the government to boost their morale and stopping of strikes and absentees of teachers so as to focus on teaching of learners to ensure good academic performance.

The committee running the education sector budget, made sure that the lowest paid primary school teacher low getting / receiving a net pay of sh279 145 up from the old salary 227240 representing an increment of about sh 50,000.

Related to that also on 20th, June, 2016, teachers' salaries were again increased by 50%. However the increment was phased over five years as 10%inFY2Ol2/2013, 15% in FY2013/2014, and 25% in FY2014/2015 to match the 50% salary increment agreed upon. But though still teachers were unsatisfied since they had advocated for a 100% increment. This meant that teacher's turnover rates didn't reduce which affected and still affects learner's academic performance

1.1.4 Contextual background

Performance refers to the extent to which students, teachers or institution has achieved in their short or long term educational goals. Poor performance is commonly in rural areas were teachers

turnover rates are high, presence of irresponsible parents, poverty, lack of motivation, lack of scholastic materials like books, pens, pencils and other resources like chairs, text books, laboratories, library among others. The government has made several innervations to enhance good performance of learners and especially the academic performance. It has come up with different educational programmes so as to improve the academic performance of learners. That is to say the education review committees in 1987 resulted into the 1991 government white paper on education which outlined major education reform programme for the next 25 years.

Additional to that, children are supposed to enjoy the basic rights such as rights to education, social inclusion and recreation that need to be recognized in policies, programmes and legal frame works. So as to improve the academic performance of learners.

UNICEF (2007) prioritizing children's needs pertaining to their survival and development is also a prerequisite to long term national development and better academic performance.

This was all done to limit factors that would hinder the academic performance of learners such as absentees of teachers, teaching of. less hours and less content among others, in doing so , it will improve the children's success in life thus children have views and opinions that need to be taken into account in national planning and policies. If children play an active role in decisions affecting them, they will learn the skill to become active members of the society and thus productive citizens who are self confident, self reliant ant self enterprising rather than national resources.

UNESCO (2003).

1.2 Statement of a problem

Despite the government's commendable efforts toward the improvement of academic performance, delivery of educational services to citizens, there has been a continuous poor academic performance of learners especially in rural areas where there was increased rates of absentees of teachers, little content covered and few hours taught among others. This is due to the poor conditions of teachers who end up absconding so as to get better paying jobs else were than in the education sector which has continued affecting the academic performance of learners. According to the 20th education and sports annual review report, teachers attrition rate currently

stand at 4% rate in secondary school and a number of teachers resign while others are dismissed after absconding which worsens the academic performance of students.

That is why the researcher was motivated to carry out the research so as to investigate the relationship between teacher's turnover rate and academic performance in mugusu sub county, kabarole district in western Uganda

1.3 Objectives of the Study.

1.3.1 General objective.

The general objective of the study was to determine the relationship between teacher's turnover rate and academic performance in Mugusu sub county, kabarole district, western Uganda.

1.3.2 Specific objectives

- To investigate the relationship between teachers turnover rate and academic performance.
- To determine the levels of academic performance.
- To examine the cause of teachers turnover rate

1.4 Research Questions

What is the relationship between teacher's turnover rate and academic performance?

What is the level of academic performance?

What are the causes of teacher's turnover rate?

1.5 Hypothesis

There is a positive relationship between teachers' turnover rate and academic performance in Mugusu sub county, kabarole district, western Uganda

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was carried out in Mugusu sub- county, Kabarole district, western Uganda.

1.6.2 Time Scope

The study was considered a period of three years that is from 2015-2018

1.6. 3 Content Scope

The study investigated the relationship between teacher's turnover rate and academic performance. In Mugusu sub-county, Kabarole district, western Uganda and the possible measures were put across to improve the academic performance and possible means to reduce teacher's turnover rates.

1.7Significances of the Study

The research helped education planners to improve the academic performance of learners in mugusu Sub County. It is important to note the relevance of offering the right to education with good academic performance.

The research also directed the education planners to improve the teachers' salaries and conditions .This reduced on the acts of absentees of teachers, teaching of fewer hours, and giving of less content so as to improve the social well being of teacher and academic performance of learners

1.8 Operational definition of terms

Academic performance. Refers to the extent to which the student, teacher or institution has achieved in their short or long term educational goals. That is to say the existence of awards such as high school certificate and bachelor's degrees represents academic achievement.

Turnover. This is the act of replacing an employee with a new employee. **Turnover rate**. Refers to the percentage of employees in workforce that lead during a certain period of time.

Teacher. Is a person who teaches especially in a school.

Student. A person who is studying at any place especially a school or a university. Or Is a person studying in order to enter a particular profession.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter is about the relationship between teacher's turnover rates, levels of academic performance and cause of increased teacher's turnover rates. The relationship between teacher's turnover rates and academic performance in secondary schools vary from one country to another and are highly affected by their social, economic, political, historical and cultural way of life. This chapter shows also indicate that the study was taken from Mugusu Sub County in kabarole district western Uganda. In collected information which shows that, teachers' salaries were somehow increase in some years back but still left teachers unsatisfied and with this , it didn't stop or reduce teachers turnover rate which continued to affect the academic performance of learners.

Evidence is that, in 2014 and 2016 by the government to boost their morale and stopping of strikes and absentees of teachers so as to focus on teaching of learners to ensure good academic performance.

The committee running the education sector budget, made sure that the lowest paid primary school teacher low getting / receiving a net pay of sh279 145 up from the old salary 227240 representing an increment of about sh 50,000.

Related to that also on 20th, June, 2016, teachers' salaries were again increased by 50%. However the increment was phased over five years as 10% in FY 2012/2013, 15% in FY2013/2014, and 25% in FY20 14/2015 to match the

50% salary increment agreed upon. But though still teachers were unsatisfied since they had advocated for a 100% increment. Due to the increased challenges among teachers, this has made learners to keep getting new teachers, with different teaching methods which confuse them and additional to that some of the teachers would not be trained which has contributed to poor performance of learners caused by mainly of turnover rates of teachers.

The poor performance of learners especially in developing countries has not only been caused by absentee of teachers, over changing of teachers but also other factors like lack of school fees, lack of scholastic materials, irresponsible parents, poverty, poor attitude toward education among others. This has been according to the investigations carried especially in rural areas.

2.1 Teachers' turnover rate and academic performance

Teachers turnovers rate harm students performance. The act of keeping changing teachers and even loosing the professional and experienced teachers weakens the academic performance of learners. On addition to that, the increased absentees, teaching of less hours and less content also weakens student's academic performance. This is also as a result of teachers facing poor conditions of work, low salaries among others.

According to the vision reporter, Francis Kagolo, about 10,000 teachers quit government aided schools each year mainly due to poor pay. A report by the ministry of education and sports has revealed.

Presenting the report of the annual sector review workshop. Dr Nasa Lukwango, permanent secretary ministry of education said "the growing attrition rate compromises the quality of education.

Over 6,900 of the total number from primary schools while 3,060 quit secondary schools opting for greener pasture in private schools and over lucrative businesses

Related to that also on 20th, June, 2016, teachers' salaries were again increased by 50%. However the increment was phased over five years as 10%inFY2Ol2/2013, 15%inFY2Ol3/2014,and 25% in FY20 14/2015 to match the 5Q% salary increment agreed upon. But though still teachers were unsatisfied since they had advocated for a 100% increment. Due to the increased challenges among teachers, this has made learners to keep getting new teachers, with different teaching methods which confuse them and additional to that some of the teachers would not be trained which has contributed to poor performance of learners caused by mainly of turnover rates of teachers.

The poor performance of learners especially in developing countries has not only been caused by absentee of teachers, over changing of teachers but also other factors like lack of school fees,

lack of scholastic materials, irresponsible parents, poverty, poor attitude toward education among others. This has been according to the investigations carried especially in rural areas

The teacher's attrition rate currently stands at four percent in secondary schools. According to the 20th education and sports annual review report. A big number of teachers resign while others are dismissed after absconding.

Besides the report also shows disparities of teachers across Uganda in which in some districts a teacher handle class over 100 pupils with this it affects learner's academic performance since one teacher cannot reach every learner and discovers their weaknesses. In addition to that, Nsubuga said that schools in other areas / districts also are at 70:1 pupil's teacher ratio. This has made them to be in actual need of teachers who also are not willing to come up because of the poor conditions of work. E.g. low salaries, poor housing conditions among others.

According to the report, each teacher in the government aided primary school spends at least two days to a week away from school which continues to worsen the academic performance of learners. Due to all these, a year's education sector review conference was called (Hold Africana Kampala) under the theme: "teacher recruitment professional, mobility, motivation, and pay roll management". The report called for increased funding to the sector to raise teachers' salaries and implementation schemes of services for career progress and motivation. This was all done to improve the academic performance of learners which was alarming in many parts of Uganda.

According to Bacon (1914-21) taught that performance literature as the ultimate act of humility, in his defining stamen of performance theory," our centre of interactions between leaders and text which enriches, extends, 01clarities and alters the interior and even the exterior lives of students". This shows the importance of performance in everything be even academic.

Academic performance is also so important in achieving learner's success in life that is, according to Richard Schechter had anthropologist Victor Turner, performance studies as academic field has multiple origin narratives on the theatrical and anthropological front.

2.2 The level of academic performance

Regarding the student I have grown to realize that the students at all level are quite observant. They notice high turnovers. This causes students to question the leadership of the school. As this

happens more frequently, students lose trust in the new teachers because they suspect the teachers will leave before or at the end of the school year.

Overheard students regard their respective school administration with mocking frivolity because they do not feel their school is functioning in coherent manner.

The more schools conditions students and teachers grdw cynical, the more we will realize that higher older values such as honor and conviction' talent and virtue, beauty and salvation of the soul will be viewed as less importance ever worthless. As a result of this, a reduction of concrete goals to the mediating aspects of a more mechanized educational system. What they see is absurd combination of value, standardized tests over more holistic methods of evaluating learning.

The academic performance of learners especially in rural areas is low since most fail to perform better because of the other factors apart from the teacher's turnover rate. Poverty also reduce the academic performance of learners since others cannot afford scholastic materials like books, pens, pencils and even school fees that makes them keep being absent most times.

The government has come up to improve the academic performance of learners especially the one in rural areas that is to say building classes , the system of UPE which has existed since 1997 as there was great popular support for free education. Despite its promising boosts in enrollment, issues with funding and organization have continued to plague the UPE. In 1999, there were six million pupils receiving primary education. When the new policy of UPE was executed, schools experienced a massive influx of pupils and a demand for learning materials, teachers, and infrastructure became a challenge to the education system. (Ngaka 172). This resulted into poor quality education, low pupil achievement, untrained teachers and improper classroom settings.

According to **CIA** world fact book 2004, more than 80% of its population in rural and 35% leave below poverty line **(Ngaka 172)** .existence of poverty has made many pupils fail to attain scholastic materials, school fees which hinders on their education performance and this is also as a result of irresponsible parents who take less attention of the academic performance of their children plus the social life which hinders more of the academic performance of learners. Still on the existence of poverty, teachers lack teaching materials for

example chalk, duster, among others which demoralize them the more adding on the poor conditions of leaving and low salaries which leads to the absconding of the work by the professional teachers thus also contributing heavily to the poor performance of learners in rural area unlike those I the urban schools.

2.3 Causes of teachers turnover rate

Using SASS, it is found that teachers turnover rate was in range of 13.2 -15.0% during the year 1988-1995. In 2001, 2004 the turnover rate was 17% So teacher's turnover rate kept increasing because of many reasons/factors.

Ingersoll extrapolated and then later confirmed that 40 and 50% of teachers leave classroom within first five years (that includes the nine and a half percent that leave before the end of their first year). He went on and discovered that the turnover rate in teaching is about four percent higher than other professions. Approximately 15.7% of the teachers leave their posts every year and forty percent of the teachers pursue undergraduate degree in teaching never even enter the classroom at all. With teacher effectiveness a top priority of the education reform movement, the question remains; why are all these teachers leaving or not even entering the classroom in the first place?

In my interviews with teachers, the most factors are the pay factor. Teachers in primary get sh279145 "Which frustrate them because what is expected of great teachers and the amount they are paid is shameless" says Hayley a former teacher from North West. He urged at length that when you love something, you should do it regardless of pay but when you take into consideration the time, the effort, the emotion to all and what teachers are asked actually do everything. It is painfully obvious that teaching is not a sustainable job.

Higher pay does not necessarily lead to a better retention rate, though "studies suggest that teachers are more interested in working at schools were the conditions of the work are good rather than in getting paid more" Smith the Vanderbilt professor said. He pointed to a study by the Ben wood foundation that offered teachers in Chattanooga large bonuses to go to teach in lower performing schools. The study found out that few teachers were willing to move for this kind of offer. In fact according to smith, to be recognized to other bonuses to teachers in those secondary schools.

Other teachers especially the young ones are also leaving the classroom for seemingly nebulous reasons both teachers in private and public schools around the country. Many of them wanted "personal reasons" ranging from individual stress level of work, life balance struggles and also the respect factor. It's the factor of respect that some teachers leave. Teachers in schools do not call the shots. They have little say. They are told what to do. Its disempowered line of work.

With the expectation of retirement, studies suggest that there are only a handful of overhanging factors that push teachers out of door family of personal reasons, other career opportunities, salary, and administrative support and overall job dissatisfaction. These are largely the same issues that arose in my interviews. Some are wholly unhappy or drained and leave to another work.

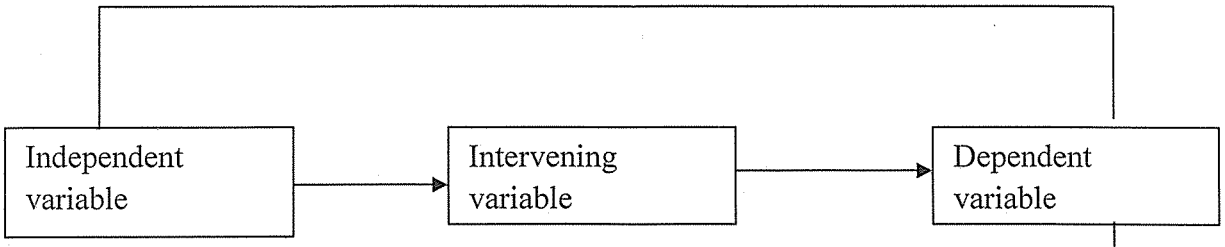
According to the study by the national charter school research project, suggests lack of job security is a factor in teacher's decision to leave public charters. Now ever this was not a concern of any charter teacher I spoke with. Most teachers sounded simply frustrated, overworked and underpaid. Sentiments that are certainly echoed in the research.

The teacher turnover problem had flipside of course. If 40 to 50 percent of the teachers leave the classroom within the first five years in their career, that means that 50 to 60 percent of teachers stay. Who are they, where are they teaching and what is keeping them?

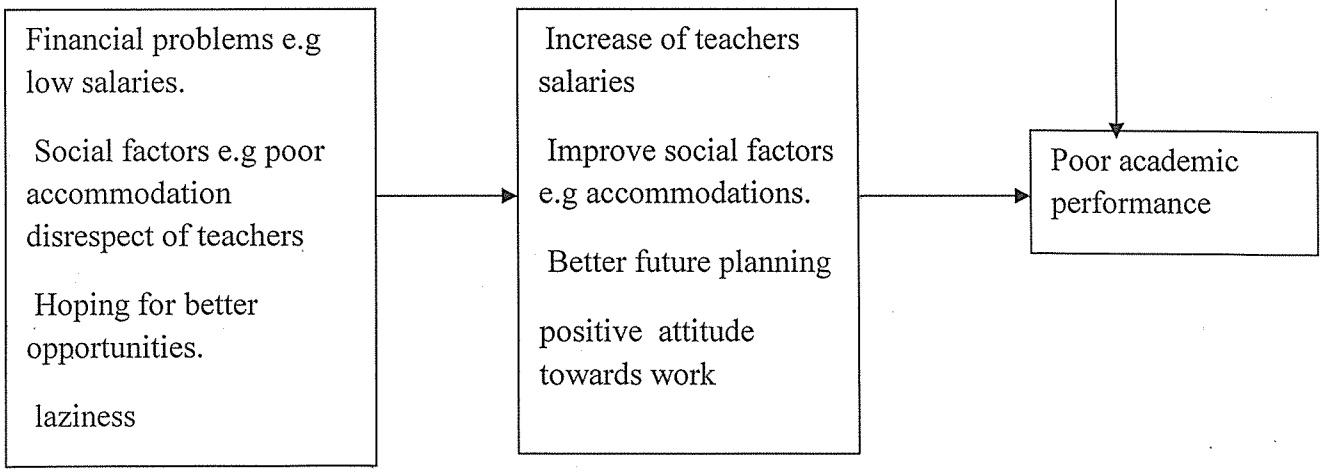
The overwhelming desire to help students is a common threat among all the teachers I spoke with but. They all care for the students deeply but even this couldn't teachers in classroom. The emotional toll, the low pay was just too much.

2.4 Conceptual frame work .

This section aim at interacting key variable and the independent variable .



Causes of teachers turnover rates **strategies**



2.5 Other Causes of Poor Performance Apart of Teachers Turnover Rate

Irresponsible parents. irresponsible parents who refuse to address their children's needs such as giving them scholastic materials like books, pens etc and the failure to motivate their children on educational issues has also contributed to poor performance of learners.

Poor attitude towards education. Many people have failed to understand the value of education and this is commonly found in rural areas were education is seen to be useless since some of the people finish studies and lack want to do. So this makes many people to see education as wastage of resources. According to considine and zappata (2002) noticed that parents income status affects positively or negatively the students test score in examination

Poverty. Many students perform poorly because they lack scholastic materials and most times are ever at home due to school fees problems which reduce their days of concentration and learning thus leading to poor performance in their academics.

Environment. An environment full of uneducated people discourages some students from going to school which affects the academic performance. This is because some students instead of going to school remain around doing other things like playing gains like cards, draft ending up absenting themselves which reduce the academic performance.

Bad peer groups. Bad groups influence some students by diverting their minds and great attention to education and other things like going for night clubs, playing funny games like cards, poor table, draft among others instead of doing homework and revising which reduce their academic performance.

According to Minnesota" the higher education performance is depending upon the academic performance of students and staffolani and bratti (200) observed that the measurement of students previous outcome are that important indicators of students future achievements, this refers that as the higher previous appearance, better the student's academic performance in future endeavors. Their findings identify students effort, previous schooling, parents educational background, family income, self motivation of students, age of students, learning preferences and entry qualification of students as important factors that have effect on students academic performance in different settings.

The utility of these studies lie in the need to undertake corrective measures that improve the academic performance of students

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter includes the research design area of study and population , sample size, sampling selection technique , instrument of data collection , questionnaires, interviews, data collection , procedures , quality control , data processing , presenting and analysis procedure and finally on this is the limitation of the study

3.1 Research design .

The study was descript cross sectional survey and carried out using both qualitative and quantitative data collection method in order to get a good picture of both number and data .

The qualitative one include interview and the quantitative was questionnaire. These designs were used because they facilitated easy accessibility to the relevant data required giving answers in short time.

3.2 Area of study and population

The study was carried out in Mugusu sub county kabarole district in western Uganda .The targeted population was 500 people and from two schools that is Kaboyo secondary school and St. Peters secondary school.

3.3 Sample size

A sample size is a representative of the population and it was selected using

Simple random sampling. A simple size of 224 respondents was selected from the total population of 500.

3.4 Sampling selection technique

Purposive sampling technique and random sampling were used in selecting the sampling size that took part in the study. The respondents were selected basing on the offices they hold aid understanding of the topic under investigation that is to say; those that have ideas on the teachers turnover rate and academic performance.

3.5 Instrument of Data Collection.

The researcher used the following in the study of collecting data

3.5.1 Questionnaire.

The questions were extracted from student's pupils and with this the respondents, gave their own views with no fear since it had some secrecy thus it was preferred by the researcher. The questionnaires helped the researcher to get information in the shortest time.

3.5.2 Interviews.

Interviews were carried out with the teacher's guide focus group discussions with some of the student leaders. The interview questions were comprised of both structured and non structured questions which required the teachers of Kaboyo secondary school and St. Peters secondary school to answer.

The researcher used interviews because it encouraged interaction between the respondents and the researcher.

3.6 Data Collection Procedure.

Using SPSS, he finds a teachers turnover rate in range of 13.2-15.0 during the years 1988-1995. In 2001, 2004, the turnover rate was 17% so teachers turnover rate kept on increasing and were caused by many factors.

The researcher got the introductory letter from Kampala international university, college of education, open and distance learning, took it to kaboyo secondary school and St peter secondary school thought permission from the school administration the researcher was allowed to conduct the research from these schools.

Questions were distributed to students and interview questions to the teachers so as to investigate on the causes of teacher's turnover rates and academic performance of learners. The data was collected, sorted and categorized after which the conclusions and recommendations were drawn/ made.

3.7 Quality Control.

3.7.1 Validity of instruments.

Validity refers to the extent to which a method of data collection presents what ft is supposed to do. (Bell 1997). To establish the validity of the instruments, instruments were pre-tested by administering the questionnaires to five teachers and thirteen students though they were not to be included in the study. This was intended to correct any error that would be identified before the main study.

The questionnaires validity were determined by getting the relevant items according to the experts divided by the total number of items. That is

Content validity index=CVI=K/N

Where; k= total number of items rated as yes, No, or use true or false.

N= total number of items in the questionnaire.

If the content validity index is 0.7 and above, jt means that the instruments used is valid. (Amin 2005)

3.7.2 Reliability of instrument

Reliability refers to the degree to which the instrument consistently measures whatever it is measuring (Amin 2005). The questionnaire and the structured interview were improved and adjusted according to the recommendations provided by the supervisor.

3.8 Data processing, presenting and analysis procedure.

3.8.1 Data processing.

The data was entered and coded using EP, data software and processed and

processed using statistical software (STATA) but the was tabulated before it was processed.

3.8.2 Data presentation

The data was summarized and put in tables from which conclusions were made

3.8.3 Data analysis.

Data analysis was done using both quantitative and qualitative approaches. Emphasis was put quantitative approach where data would be analyzed using STATA Statistical package as well as other methods like the Pearson rank correlation was used to determine the relationship between teachers turnover rates and academic performance

During the study, the researcher encountered a variety of problems such as poor weather conditions, remoteness of the schools, which delayed the research process, more still; some respondents were biased towards the topic and denied revealing the true information, finally financial problems. All these affected the field study.

CHAPTER FOUR .

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS.

4.0 Introduction.

This chapter was all about analysis of the questions that were presented to the respondents so as to collect data from them. The information collected is on teacher's turnover rate and academic performance in Mugusu sub county , kabarole district western Uganda . The results are presented inform of tables and frequency counts and percentages.

Table 1 demographic profile of respondents

Gender	**Frequency**	**percentages**
males	108	48.21
female	116	61.79
Total	224	100.00
Age group		
10-19	75	33.48
20 -29	60	26-79
30-39	35	15-63
40-49	30	13.39
Above 50 years	24	10.71
Total	224	100.00
Level of education		
University	65	29.02
A'Level	50	22.32
O'Level	70	31.25
Primary	24	10.71
Never went to school	15	6.70
Total	224	100.00
Marital status		

single	115	51.34
Married	65	29 .02
Devoured	30	13.39
Widowed	14	6.25
Total	224	100.00
Occupation		
Peasant / famer	46	20.54
Business	35	15.63
Or ears	75	33.48
Total	234	100.00

Filed survey 2015 .

Table 1 shows the demographic characteristics of the respondents who participated in the study. Most of the respondents were female 116(51.79%) while males were 108 (48.21%), basing on the sample of 224 respondents implying that female can easily be accessed.

Considering age , the respondents were grouped as 10-19, 20-29, 30-39, 40-49 and 50 of those above 50 years of age with 75 (33.48%), 60(26.79%),35(15-63%), 30(13.39%) and 24 (10.71%) as their frequencies and percentages respectively .

Statistics on education indicate that most of the respondents were and had finished O' level with total of 70(31.25), A' level 50(22.32), respondents 65(29.02) were respondents who had finished campus, 24(10.710respondents had finished primary and 15(6.70) respondents had never went to school with the issue of marital status, 115(51.34) respondents were single, 65 (29.02) were married, 30(13.39) were divorced and 14 (6.250respondents were widowed.

Last but not least, on respondents occupation 46(20.54%) were peasants /farmers, 35(15.63) respondents were business people / 68(30.36) were professional and 75(33.48) were the others.

Table 2 shows factors that lead to poor academic performance.

Factors	Response	Frequency	percentage
Teacher' turnover rate	agree	154	68.75
	Disagree	70	31.25
	Total	224	100.00
Irresponsible parent	agree	160	71.43
	Disagree	64	28.57
	Total	224	100.00
Environment	Agree	150	66.96
	Disagree	74	33.04
	Total	224	100.00

Field survey

The above information shows respondents views in relation to poor academic performance in Mugusu sub county from the two schools Kaboyo s.s and st. peter's s.s in Mugusu sub county,154(68.75%)a great that poor academic performance is mostly caused by increased teacher's turnover rates while 70 (31.25%) of the respondents , disagreed and insisted that it is due to irresponsible parents and environment considering the factor of irresponsible parents .

The majority supported it with (71.43%) that is 160 out 224. respondents and urged that increased poor academic performance as a result of teacher's turnover rates and environment.

Respondents went ahead with the views about the relationship between academic performance and the environment (66.91%) 50 respondent supported that poor academic performance is mainly caused by the influence of the environment whereas (33.04%) 74 respondents disagreed with it saying that teacher's turnover rates and irresponsible parents are the main factors that lower the academic performance.

Table 3 shows Factors that lead to high teacher's turnover.

Factor	Frequency	percentage
Low salaries	70	31.25
Poor accommodation	60	26.79
Limited freedom	30	13.39
Over working of teachers	64	28.57
Total	224	100.00

Field survey

The above information in table 3 above shows some of the factors that has contributed to the high teachers turnover rates in Mugusu sub county Kabarole district, western Uganda .

According to the respondents views on the high teacher's turnover, 70(31.25%) of the respondents argued that there the low salaries that increase teachers' low turnover rate (26.79%) 60 urged that is poor accommodation , (30(13.39)were of the view that teachers turnover rates are high because of limited freedom while (28.57%)64 supported the view of over working of teachers .)

Table 4 shows relationship between teacher's turnover and academic performance

Response	Frequency	Percentage
Absent of trader	69	30.80
Little content	52	23.21
Unfavorable teaching	61	13.39
little guidance queen to children	42	18.75
Total		100.00

Field survey.

The information table above shows the relationship between teacher's turnover rates and academic performance it was discovered that increased teachers turnover rates low the academic performance.

According to the respondents views they urged that increased teachers turnover leads to increased absentee of teachers at 69(30.80) by teachers as a result of increased teachers turnover rates low the academic performance 61(27.23%) urged that is was the unfavorable teaching methods and lastly but not least 42(18.75%) was of the view that it was the little guidance given to children by the teachers as a result of increased teacher's turnover rates which led to how academic performance.

Table 5 shows ways of reducing teachers turnover rates .

Response	frequency	percentage
Salary increment	50	22.32
Getting trained teachers	70	31.25
Ensuring job security freedom to teacher	35	15.63
Total	224	

Field survey.

The table above shows respondents views towards the ways of reducing teacher's turnover rates. The respondents said that one of the main reason s to why the teacher's turnover rates are high it is mainly on the salary problem so that there is need for salary increment. so as to reduce the teachers turnover rates that was about 50(22.32%)respondents , 50(22.32%)respondents gave their views that to reduce teachers turnover rates, trained teachers should be got , while 70(31.25%)respondents supported the view o ensuring good accommodation to teachers where as others 35 (15.63%) of respondents supported the evil of job security and lastly supported the view of ensuring freedom of teachers .

Table 6 shows ways of improving the academic performance

Response	Frequency	Percentage
Recruiting trained teacher	80	35.71
Guidance to children on guidance issue use of favorable teaching methods	75 45	33.48 20.09
Displace of student	24	10.71

Table 6 above shows the suggested respondents views towards how to improve the academic performance, according to the research held 80(35.71%) suggested that there should be recruitment of trained teachers, 75(33.48%) said that there should be guidance to children or

academic issue 45(20.09%) respondents said there should be use of favorable teaching methods, 24(10.71%) suggested for discipline of students so as to improve the academic performance of learners.

CHAPTER FIVE .

DISCUSSION , CONCLUSION AND RECOMMENDATION .

5.0 Introduction.

This chapter presents the discussion of findings, conclusions and recommendations of the study.

5.1 Discussions of findings of the study.

5.1.1 Teachers turnover rates and academic performance.

The main outcomes of the study was the confirmation it provided about teachers turnover rates in form of quitting jobs before they are absconded, the existence of untrained teachers , this mostly was being caused by low salaries given to teachers , poor accommodation , limited freedom over working of teachers among others , as a result of this teachers end up giving learners little contact use of unfavorable teaching methods , absentee of teachers which in turn affect negatively the academic performance of learners.

Recruitment of trained teachers , issuing good accommodation , ensuring job security , freedom to teachers , salary increment among others were found as the probable solutions to increased teachers turnover rates so as the reduce it and improve academic performance of learners .

5.1.2 Academic performance.

Respondents agreed that due to increased teacher's turnover rates, this lead to absentee of teachers, use of unskilled teachers who end up using unfavorable teaching methods, giving of little content to learners and the little guidance given to children on their academic performance since teachers have no morale to do it because of the available harsh conditions of low salaries, poor accommodation among others .

5.1.3 Teachers turnover rates.

The findings of the study revealed that the increased teacher's turnover rates inform of quitting of teachers , use of trained among as a result of low salaries , poor accommodation , over working of teachers among others can be reduce by salary increment , provision of good accommodation , teaching of normal hours by the teachers e.t.c so as to reduce teachers turnover rates .

5.2 Conclusion .

The researcher discovered that the increased teacher's turnover rates in mugusu sub county, kabarole district, western Uganda with reference to education and academic performance is really a great worry. The researcher found out that the academic performance is still low which is a result of increased teacher's turnover rates and the blame is put mostly on the government and the parents who have failed to work towards the success of their children. the government and the parents need to work hard in hand to improve the academic performance of learners and this can be through increasing teachers' salaries ensuring good accommodation, paying of teachers for their extra hours taught , paying of PTA by seriously thus leading to improved academic performance .

The researcher therefore concluded that if the society is to have appositive mind on the academic performance of learners, they should work hard in hand with the government to curb the problem of increased teacher's turnover rates in Mugusu sub county Kabarole district, western Uganda.

5.3 Recommendations.

Due to the results from the findings the researcher is of the view that the following has to be done so as to improve the academic performance of learners;

(a) Stake holders in education filed should carryout seminars and workshop I schools and engage teachers. Learners and parents so as to create awareness about the importance of a good academic performance.

(b) Teacher's turnover rates should be reduced since it is also one of the factors that hinder academic performance and good teaching methods should be used among others.

There should be conducive learners , teachers environment , as a teacher is a councilor role model and apparent , this will make a learner to feel at home and this will increase and improve their academic performance .

5.5 Areas that need further research.

The study has indentified some areas that need thorough research and depth and research recommended the following areas.

Further research on the causes of teacher turnover rates need to be carried out so as to reduce it .

Further researcher on the ways how to improve the academic performance of the learners

Teacher's absenteeism in schools and students performance

Research about the low salaries of teachers on learning.

Research on the methods of teaching in relation to the academic performance of learners.

APPENDICEX A

November	1st week	Development of proposal
	2nd week	approval
	3rd week	Collection of data
December	1st $2nd week	Presentation , analysis of data collected
	3rd$4th week	Submission

APPENDEX B

PROPOSED BUDGET

Item	Amount
Transport	30,000/=
Printing / binding	70,000/=
Facilitation / meals	80,000/=
Stationary	50,000/=
Miscellaneous	25,000/=
Total	255000/=

APPENDIX C.

QUESTIONNAIRES FOR STUDENTS

Dear , respondents ,

I am student at KIU in my final year I am carrying out research study on the topic. Teachers turnover rate and academic performance in mugusu , sub county , kabarole district western Uganda .

The purpose of the study is to collect data on the topic, your response will be treated with confidentiality and the information obtained is strictly for education purposes.

Your kindly requested to fill the questionnaires.

(tick where applicable)

SECTION A .

Demographic Background.

1. Sex ☐
2. Age ☐
3. Marital status ☐
4. Education background ☐

SECTION B.

5. Are you a student? (a) Yes ☐ (b) No ☐

i. If yes, what is your interest in being at school?

.....

.....

ii. If no, why are you not at school?

.....

.....

6. What affects you in your studies?

.....

.....

7. What is your attitude towards school?

.....

.....

8. How do you find it being at school?

.....

.....

i. What makes it as stated above

.....

.....

9. Who contributes to your school fees payments.

.....

.....

10. What do your parents / guardian say about your performance .

.....

.....

11. Does your performance impress them or not

i. if yes , how ?

.....

.....

ii. If no , why ?

.....

.....

12. Do you have friends who are schooling

.....

.....

13. What factors can enable you to perform academically?

.....

.....

14. What are those factors that affect your academic performance

APPENDIX D QUESTIONNAIRE TO TEACHERS.

SECTION A

1) Gender

(a) Female ☐ (b) Male ☐

2) Age of respondent

10-19 ☐

20-29 ☐

30-39 ☐

40-49 ☐

50 and above ☐

3) Educational level.

University ☐

Teachers' college ☐

O' level ☐

A' level ☐

SECTION B

What way have you done to improve the academic performance of learner's?

.....

.....

Is the academic performance high or low in your class, if high what has helped learners to perform highly.

.....

.....

If low . what is bungining do write the academic performance of learners .

.....

.....

APPENDIX C FOR PARENTS

Introduction .

Section A

(1) Personal data.

a) Male ☐
b) Female ☐

(2) Marital status on the respondent.

a) Single ☐
b) Female ☐
c) Married ☐
d) Widowed ☐
e) Divorced ☐

(3) Educational level of the respondents

a) Primary ☐
b) Secondary ☐
c) University ☐
d) Never went to school ☐

(4) Occupation of the respondent

a) Farmer. ☐
b) Professionals ☐
c) Business man / woman ☐
d) Others ☐

SECTION B

(5) How many children do you have?

a) Boys ☐ Girls ☐

(6) Are they in school?

a) Yes ☐ b) No ☐

(i) if no , why are they not I school

(ii) What should the government do to help those who perform badly at school .

(7) What have you done best to support their education and to improve the academic performance

.....

.....

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