

**Research Article****IMPACT OF TEACHERS TURNOVER ON STUDENTS ACADEMIC PERFORMANCE IN RWANDAN PRIVATE SECONDARY SCHOOLS; A CASE STUDY OF SELECTED SCHOOLS IN GATSIBO DISTRICT, RWANDA*****Mbonabucya Aloys**

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Abstract

This study entitled “Impact of teachers retention on academic performance in Rwandan public secondary school” four objectives of finding out the factors impeding teachers retention, to find out how poor teachers’ retention affects students’ academic performance, to examine the influential factors of teachers retention and to determine how teacher retention impacts students’ academic performance, was done in four secondary schools operating in Gatsibo District that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama (COBANGA) and Gabiro High School. The study employed Documentation, questionnaires and interviewing people in order to get real information on the field. In this work, the research designs are used, and the researcher randomly questioned 60 respondents as the sample size, where targeted population was 850 as total target population from the above mentioned schools. Both primary and secondary data sources were used to collect data. Primary data were obtained by questioning and interviewing respondent, then secondary data were obtained through documentation. Collected data were analyzed by using frequencies and percentages. The researcher found that teachers retention is very important to ensure students’ academic performance as stated by respondents. Findings based on objectives were collected through questioning and interviewing respondents on the field. By conclusion, the research found the causes of teachers turnover, the factors of teacher retention and the effects of retaining teachers on students’ academic performance; teacher’ retention is only possible through building their professional capacities and providing both intrinsic and extrinsic motivation. Suggestions and recommendations were provided for the further research.

Keywords: Teacher’s retention, Teacher’ turnover, Job satisfaction, Motivation, School, performance

INTRODUCTION

Teacher turnover is greater in the education sector than in any other (Liu and Meyer, 2005). According to Ingersoll and Smith (2003), between 40% and 50% of all beginning staff leave the profession after five years. There is a teacher shortage for the increase student population due to high teacher turnover. Many studies in the West have found proof of teacher shortages in schools across the globe, including the United States (Edgar and Pair, 2005; Ingersoll, 2003; Liu and Meyer, 2005), the Netherlands (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korth (Choi and Tang, 2009). Many scholars in other countries, like Australia, have made similar statements. Nearly half a million teachers in the The Us leave each year (Boyd *et al.*, 2011; Alliance for Excellent Education, 2008). Having an effective teacher can dramatically alter students’ educational and economic outcomes. Yet, we know that there are substantial differences in the quality of public school teachers, and there is increasing evidence that in some urban areas less effective teachers are often concentrated in lower-performing schools serving disadvantaged students. Policymakers and researchers recognize these issues and have sought policies to provide all children with effective teachers. The selective retention of effective teachers has been one of the most-discussed strategies that may contribute to this goal. In theory, districts could dismiss ineffective teachers, hire more effective teachers, and redouble efforts to retain effective teachers in these schools. Most teachers know that attrition has been a problem in the profession for years, but the issue of teacher turnover has recently piqued much broader public interest.

2018 has been described as “the school year teachers reached their breaking point,” leading to nationwide protests against low pay and poor working conditions. As one music educator in Indiana explained,

“When you cut off and starve public education, make it difficult for teachers to do their job and make it a demoralizing, de-professionalized career, you start to see teachers at state capitols.”

These conditions also cause many teachers to quit entirely, leading to high rates of turnover in schools. This “revolving door” of teachers is not just inconvenient for schools- teacher turnover harms student achievement, discourages educators, and is expensive for districts. To maximize student performance and minimize teacher protests, we have to develop long-term solutions to help schools retain effective teachers. While the recession exacerbated many of the financial pressures on teachers, it didn’t create the problems in the first place. If you have read our article on Teacher Stress, you already know some of the most important sources of teacher turnover. Less than a third of teachers who stop teaching are retiring, and “of those who leave teaching voluntarily, most teachers list some type of dissatisfaction as very important or extremely important in their decision to leave the profession.” Lack of administrative support is one of the most frequently cited reasons why teachers quit, and one study found that teachers who perceived their administrators as unsupportive were more than twice as likely to leave compared to more well-supported teachers. According to reports from the University Council for Educational Administration and the Learning Policy Institute, other factors that contribute to teacher dissatisfaction and turnover include. (Brouwer, 2015)

Many scholars conducted research into the elements that affect permanent and temporary teaching staff turnover in the United States (DeAngelis and Presley, 2007; Johnson, Berg, and Donaldson, 2005). According to (Boyd *et al.*, 2011), a teacher retention research can be conducted by investigating the relationship between teacher turnover and instructors' individual characteristics, student body characteristics, and school factors. On the other hand, there are two parts to the research on teacher attrition and turnover. One point of view focuses on teacher demographics, individual characteristics, and salary (Boer, Bobbitt, Cook, Whitener, and Weber, 1997; Shen, 1997; Steinbruck, 1998). The study's part two focuses on the characteristics, governance, and working conditions of schools (Liu, 2007) (Liu and Meyer, 2005). Ingersoll and Smith (2003), the United States (Edgar and Pair, 2005; Ingersoll, 2003; Liu and Meyer, 2005), the Netherlands (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, Brouwer, and Korthagen, 2008), and Hong Kong (Tischler, and Korth (Choi and Tang, 2009). The abovementioned characteristics should be carefully examined in order to prevent teacher turnover. Because these factors contribute to teacher work satisfaction, which leads to improved performance and teacher retention over time. It's also critical to encourage teachers to do their best work. Teachers who are emotionally and motivated work better, according to Mary (2010). Allowances, compensation, and recognition, among other motives, have a good impact on their satisfaction, which leads to effective performance. As a result, this study will focus on the important factors that influence teacher job satisfaction, performance, and turnover intentions by look at the western literature.

Statement of the problem

Too many teachers are quitting the profession to pursue other interests. Not only in this country, but also around the world, in countries like Australia, Canada, Ireland, New Zealand, South Africa, and the United Kingdom, teacher retention is a major issue (Swanson and Mason, 2018; DE Villiers, 2017). More competent instructors are more likely to transfer out of lower performing schools, leaving the least competent teachers to teach one of most vulnerable students, as according Sidney E. McLaurin, Willis Smith, and Amanda Smillie (November 2009). Within their first three years, over a quarter of new public-school teachers leave the profession (U.S. Department of Education, 2007). Teachers with superior academic backgrounds are more likely to leave teaching, as measured by tests and the competitiveness of their undergraduate school (Boyd, Lankford, Loeb and Wyckoff, 2005). Therefore, the researcher worked on this project to find out the causes of teachers turnover in Rwandan secondary schools, finding out how poor teachers' retention affects students' academic performance, to examine the factors of teachers retention in Rwandan secondary schools, and to determine how teachers' retention impacts students' academic performance, because concerns about educators' turnover and attrition are reported widely as a global phenomenon (Santiago, 2010), and as reported by (Voke, 2002), the constant turnover of teachers has negative impacts on student learning. There is negative perception on teaching profession. This has been evidenced by observing the complaints of teachers. Many teachers are not well motivated to reach the extent of satisfaction. There are indicators that show de-motivation of teachers. Some of them include low output and productivity, frustration and unrest in the workforce, deviant and violent behaviour of workers at or

outside the workplace, frequent confrontations with supervisors and managers, non-cooperation, strike, abuse and violent demonstration. All these lead to an increasing rate of absenteeism among workers and excessive turnover (Halдар, 2010). Moreover teachers' contribution is neither recognized nor rewarded. Teachers feel that they are not important and that their work is not valued by the society. On one way or another failure to solve this problem is an expense to the country itself. This is because the long run of teachers' turnover has resulted to an increase of expenditure in teachers' orientation and training, hiring part time teachers, loss of production in time interval or chain between old and new teachers and decline of school performance.

Study objectives

General objective

The purpose of this study was to find out the effects of teachersturnover on students' academic performance in Rwandan private secondary schools.

Specific objectives

This study was guided by the following objectives:

- To find out the factors impeding teachers turnover in Rwandan private secondary schools
- Finding out how poor teachers' turnover affects students' academic performance
- To examine the factors of teachersturnover in Rwandan secondary schools
- To determine how teachers' turnover impacts students' academic performance

Research questions

Based on the objectives of this study, the paper aims to answer the following question:

- Find out the factors impeding teachers' turnover in Rwandan secondary schools
- How do teachers' turnover affects students' academic performance?
- Examine the influential factors of teachers turnover in Rwandan secondary schools
- Determine how teachers' turnover impacts students' academic performance in Rwandan secondary schools

LITERATURE REVIEW

Definitions of key terms

School: According to Longman dictionary of contemporary English for advanced learners (2012), it is a place where a particular subject is taught. According (Johnson, 2006), a school is a place or building used for instruction, learning and education. An example of school is UCLA - University of California at Los Angeles. School means to train, educate, teach or discipline someone or something. According <https://www.bing.com/search>, a student is a person following a course of study as school in a college, University, etc. In learning He / She is an engaged person, especially enrolled in an institution like secondary or higher education; then, any person who studies, investigates, or who examines

thoughtfully. According to Longman dictionary of contemporary English for advanced learners (2012), a student is someone who is studying at a university, school, etc. According to Pizarro (1985), performance is “the product given by the students and it is usually expressed through school grades” (p. 34). Fifteen years ago, Pizarro (1985) referred to academic performance as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training. According to Eze et al. 2016, students’ academic performance is the outcome of students’ effort in examinations. Students’ academic performance is determined by a number of factors (Eze et al. 2016). Academic performance is measured by the average marks of the previous semesters and the total average marks. According to <https://www.bing.com/search> Teacher retention refers to the proportion of teachers in one year who are still teaching in the same school the following year, or the ability to reduce teacher mobility and provide more stable learning conditions in schools. Turnover refers to a worker’s decision to leave his/her teaching position for another teaching position in different workplace. Teacher turnover, defined as “change in teachers from one year to the next in a particular school setting” (Sorenson and Ladd, 2018), has been a persistent problem often described as a revolving door in the teaching profession (Ingersoll, 2003). Job satisfaction is a term defined by the eventual outcome of a teacher’s career decision. Job satisfaction and job dissatisfaction have been used in research to holistically assess the cumulative factors that affect a teacher’s decision to leave or stay. There are many factors which lead to job satisfaction or job dissatisfaction, and the studies vary in their elaboration on the components of the terms. Statistically, in studies which use this term, job dissatisfaction leads to turnover and attrition, and job satisfaction generally leads to retention (Bacharach and Buamberger, 1990). According to <https://www.bing.com/search> Job satisfaction is a measure of workers' contentedness with their job, whether they like the job or individual aspects or facets of jobs, such as nature of work or supervision. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components.

$$n = \frac{N(cv^2)}{cv^2 + (N - 1)e^2}$$

RESEARCH METHODOLOGY

Research design

According to GRINNELL (1990), research design is the entire process of the study, the problem formulation through dissemination of findings. A research design is a master plan specifying the methods and procedures for collecting and analyzing the required information. According to BRIDGET (2005) defines research design as a careful set of plans developed by a researcher that provides criteria and specifications for the study or research. According to GUPTA (1999) a research design is a careful systematic study or investigation in some field of knowledge, undertaken to establish some facts or principle. It is also an entire process of study the problem formulation through dissemination of findings. In my case, this research was descriptive and analytical study conducted in four private secondary schools operating in Gatsibo district.

Study Population

Target population in statistics is the specific population about which information is desired. According to Ngechu (2004), a population is a well-defined or set of people, services, elements and events, group of things or households that are being investigated. This definition ensures that population of interest is homogeneous and have the same characteristics. And by population the researcher means complete census of the sampling frames. The population of this research are four private secondary schools that are: ESIM Kiramuruzi, ES Nyakayaga, College Baptiste de Ngarama (COBANGA) and Gabiro High School, operating in Gatsibo District, Eastern Province of Rwanda. The above mentioned schools have Ordinary and advanced levels, they have 850 students in advanced level (that are used by the research to find research information because they are experienced with the information related to the research topic because of many years they have at school instead of O’ Level students), and this schools have administrative staffs of 24 personnel and 75 teachers, where the total number of A’ Level students, teachers and administrative staffs are 949 persons.

Sampling Design

Sample Size

Gatsibo district has four private secondary schools, having 949 populations that are A’ Level students, teachers and school administrators. According to Best and Kahn (1993) a sample can be defined as a group or subset of the total populations selected for observation and analysis. Cohen, Manion and Morrison (2000), points out that the knowledge gained from the sample representative of the total population under the study.

Sample Size Determination

This study employed a model developed by Nyanamba (2000) that was suitable use in my study and to determine the sample size of respondents who will participate in the primary data collection as reflected below;

Where n = Sample size, N = Target population, Cv = coefficient of variation taken as 0.5 and e = total tolerance at desired level taken as 0.05 or 95% confidence level.

With $N = 949$ that is 850 Students and 9 Teachers and schools head teachers.

$$N = (949 * 0.25) / 0.25 + (948 * 0.0025) = 91$$

Therefore 91 individuals will participate in this study

Proportionally,

$$91 * 850 / 949 = 82 \text{ Students}$$

$$91 * 99 / 949 = 9 \text{ Teachers and school administrators}$$

So, using the formulae above, where the target population was 949 persons, that sampled population was 91 persons including 9 teachers and school leaders, and 82 students.

Sampling Techniques

Through stratified random sampling process 22 individuals were selected in each the three schools, and 25 individuals

were selected in one school. To avoid biasness when choosing respondents to be involved in a focus group discussion, pieces of paper labeled Yes or No were put in a box and after thorough shaking, a number of individuals were allowed to pick a piece of paper from the box. Those who picked papers written yes were involved in a focus group discussion.

Data Collection

Primary data

Most of the data required to answer and validate the research questions were collected from primary sources. To generate the required data from the primary sources, different methodological approaches such as in-depth interviews and field observations were employed. I first contacted the school administrators to provide information needed to answer the questions related to the research topic before developing a survey questionnaire. The visits of the study area are made to better adapt the questionnaire to the reality and achieve our goals. An interview with students, teachers and school administrators was used to gather information to my study. The questions were accompanied by explanations if necessary. The questionnaire was written in English.

Questionnaires

Respondents filled the questionnaires, information required was about finding out the factors impeding teachers retention, to find out how poor teachers' retention affects students' academic performance, to examine the influential factors of teachers retention and the to determine how teacher retention impacts students' academic performance, the sampled respondents were interviewed.

Observation

Observations about the factors impeding teachers retention, students' academic performance, the influential factors of teachers retention and how teacher retention impacts students' academic performance, all sampled students, teachers and school administrators were to understand the existing real situation and the overall situation of the teachers, attrition. Thus, in this study an attempt was made to carefully observe every situation and understand them fully.

Secondary data

Secondary data was collected to analyze the impacts of teachers' retention on student' academic performance in Rwandan public secondary schools. The secondary sources of information included internet source, government annual reports, official abstracts, and researches undertaken in the area.

Data processing and Presentation

The data collected was processed and analyzed using SPSS. This involved data coding, editing and tabulation especially quantitative data. The purpose of all these was to make the information clear and understandable for other people. Qualitative analysis techniques were used. The Qualitative analysis techniques were complemented with some statistics that was mainly obtained from the secondary data that was obtained through documentary.

Data Analysis

Analysis of data provides sense for the data collected during the field work. The research strategies employed in this study combine both qualitative methods. The advantage of simultaneously employing qualitative methods is getting increasing recognition among researchers. This is because it enables to benefit from the insights that the two methods provided when used in combination.

Qualitative analysis

Most of answers asked to the students, teachers and school administrators were qualitative. But this method the researcher obtained the information that relates to the appreciation and feelings respondents gave me answers relating to their experience, to the way teachers retention impacts students' academic performance in Rwanda Private secondary schools.

Quantitative analysis

The method is based on the measurement of quantity or amount. I used this method to measure the phenomena that can be expressed in quantity. I used also the mathematical and statistical symbols to summarize the information. By this method I was able to analyze various variables to get searched for information.

Ethics considerations

An accumulation of values and principles that address questions of what is good or bad in human affairs. Ethics searches for reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or vicious conduct or good or evil rules. Ethical considerations can be addressed at individual and at societal levels. The way that individuals are affected by the conduct of others merits ethical consideration. The effects on a person of being informed that his father died of Huntington's disease (and that, therefore, there is a fifty percent chance that he has inherited the genetic mutation) can be personally and profoundly harmful. The risk of harm to that person becomes an essential ethical consideration in deciding what information to disclose and how to disclose it. That risk will need to be balanced against the ethical interests in respecting the autonomy of the person affected, and their choice about whether to know or not.

STUDY FINDINGS

Teachers' retention is considered as a policy that helps to students' academic performance in Rwandan public secondary schools. Teachers who are dissatisfied with their job and poorly motivated are likely to leave the field and students are not likely to perform. The research found that there are a several number of factors that impede teachers' retention as presented in the chart 4.7, where lack of motivation impede at 8.80%, School administration factors at 12.08%, students characteristics at 8.79%, lack of facilities at 7.69%, environment and climate factors 3.29%, job insecurity at 4.40%, low salaries at 15.38%, search for other jobs at 28.57% and teachers characteristics at 11%; so as shown by respondents, the teachers' retention is dominantly impeded by the search for other jobs. As shown in the chart 4.8 showing that poor teachers retention provoke poor students'

performance, 95.60% of respondents agreed that poor teachers retention provoke poor students' performance and 4.40% showed that there is no negative impact. According to data from respondents, the researcher found that there is negative impact of poor teachers retention on students' performance. For better students' academic performance, the researcher found that there is a need of given factors influencing teachers to stay in a teaching profession as per chart 4.10 of the influential factors of teachers retention, where 8.79% of respondents said that teachers motivation influence teachers' retention, Job security by 4.40%, school administration influence by 12.08%, increased salaries by 15.38%, good students behaviours by 8.79%, sense of mission and hard work by 20.87%, job satisfaction by 7.69%, mentorship and induction by 11% and 11% of respondents said the teachers' retention to be influenced by staff relations.

The researcher found that when teachers retention is high, students performance is improved, but when teachers retention is low, there is low performance of students as presented in the chart 4.8 that present the teachers retention and success rate situation in four private schools in Gatsibo district in 2018 and 2019 where the mentioned four private secondary schools in Gatsibo districts had 71 teachers, but 21 of them leaved their schools of working in the beginning of the year 2018; those schools had 150 students in S6, when they attended national exams, 132 out of 150 succeeded, where the success rate was at 88% While in 2019, 12 teachers out of 75 leaved the schools of teaching before the end of the year, then 158 out of 162 S6 students who passed national exams succeeded at the rate of 97.53%. It is found that in 2018 where teachers retention was low, the students performance was low, and in 2019 where teachers retention was high, students performance in national exams was high. So, the researcher found that students 'performance is there if the talented teachers are motivated and retained which is teachers' retention is took into consideration. Therefore, the clear relationship between teacher retention and students' academic performance is too significant.

Conclusion

Finally, we observe that the result from our research found out that teachers who are dissatisfied with their job and poorly motivated are likely to leave the field and students are not likely to perform well. The students 'performance is there if the talented teachers are motivated and retained which is teachers' retention is took into consideration. Therefore, the clear relationship between teacher retention and students' academic performance is too significant.

Recommendation

In general, these recommendations are addressed to the government of Rwanda, Policy makers, research institution, local leaders in charge of education, schools leaders, teachers and students.

To The Government

There should be the policy of increasing salaries to make teachers being satisfied with their job, provide the trainings and mentorship to the new teachers, schools head teachers should be well trained on how to manage human resource in a supportive and productive way, and there should be put in place a policy that facilitate school administrators to punish

indiscipline students, and parents should be asked to contribute some amount of money for the provision of teachers motives.

To the school head teachers

- To ensure that your teachers have the best working conditions possible, promote a positive school culture where both teachers and students feel safe, trusted, and respected
- To promote an environment of trust, give teachers more control over the way in which their classrooms are managed.
- Establish respect among teachers and students by implementing team-building activities at least once a month and offering opportunities for group decision-making
- Lastly provide teachers motivation.

To the teachers

Have Sens of mission and hard work

To the students

Being disciplined by respecting your teachers and school leaders and hard work

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