JOB SATISFACTION AND TEACHER TURNOVER IN PRIVATE SECONDARY SCHOOLS IN RWANDA:
A CASE STUDY OF THE CITY OF KIGALI

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MED/0057/12

A Research Project Submitted in Partial Fulfillment for the Award of a Masters of Education in Educational Leadership and Management of Mount Kenya University

NOVEMBER 2014
DECLARATION

This research project is my original work and has not been presented to any other institution. No part of this research should be reproduced without the author’s consent or that of Mount Kenya University.

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DEDICATION

This dissertation is dedicated to my husband Mark, and children Esther, Grace, Shema, Shalom and Sheila for all the moral and financial support during my study.
ACKNOWLEDGEMENT

I wish at this point to thank Dr. Alfred OTARA who has been very supportive supervisor. His continuous guidance and encouragement have been a great contribution to the successful accomplishment of this task. His patience, time and commitment that I have observed continued to be my source of inspiration. I would also want to take this opportunity to thank all the lecturers of the department of education of Mount Kenya University who saw me through this course for empowering me with knowledge and skills. My sincere gratitude goes to my family for the moral support throughout the process to bring this assignment to completion.
ABSTRACT

This research focused on how job satisfaction affects teacher turnover in private secondary schools in the City of Kigali. The study particularly sought to establish how different levels of job satisfaction affect teacher turnover in private secondary schools in Rwanda. Private secondary schools have higher teacher turnover than government schools when, intriguingly, the former tend to pay higher salaries. The study was based on qualitative research design where a cross-sectional survey was used because the population studied was large. This type of design is not only most effective but also should be less costly and time saving. Purposive sampling and simple random sampling was used to select the schools and respondents within the schools that comprised Head Teachers and Teachers. The population of this study was composed of 494 teachers 28 head teachers in private secondary schools of the City of Kigali. A sample of 210 teachers and 28 head teachers was used and data was collected through questionnaire and interview guides. It was analysed by descriptive statistical techniques using SPSS and presented in form of tables, frequencies and percentage distributions. The findings indicate that factors grouped as employer related factors, which include but not limited to salary, benefits and incentives, influence job satisfaction and thus teacher turnover. The study also revealed that the employee related factors like qualification of teachers have a great impact on teacher turnover. Other findings reveal that external factors like government policies on language of instruction also affect teacher turnover. Recommendations made to improve the problem of teacher turnover are mainly to head teachers and all stakeholders in education. The study recommended that all stakeholders especially directors and head teachers of private schools should consider putting in place policies and strategies that will attract and retain teachers to ensure better retention rates for the good of the whole education system in the City of Kigali and Rwanda as a whole. School directors can therefore pay their teachers well; provide them with economic incentives and any other privileges like medical facilitation. The recommendations hinge on the fact that teaching conditions of teachers need to be improved so that the teaching profession can be competitive on the work market. The work environment in private secondary schools in Rwanda should create the basic incentives for job satisfaction to be able to retain competent teachers.
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LIST OF ACRONYMS AND ABBREVIATIONS

9YBE: Nine Year Basic Education

É.N.S: École Normale Superieur

ISK: International School of Kigali

MDGs: Millennium Development Goals

MINEDUC: Ministry of Education

NUR: National University of Rwanda
DEFINITION OF KEY TERMS

Private schools: A private school is an educational institution whose operations are fully privately funded or aided.

Retention: Retention is defined as “the action of keeping something rather than losing it.” In this research, it refers to teachers who have stayed in their present teaching job for at least the last five years without interruption.

Turn-over: The aggregate of employee replacement in a given period of time in a particular school. According to Gerald (2002), turnover refers to the ratio of leavers to the average numbers employed during the course of the year; a measure of the rate of change of an organisation’s workforce. For the purpose of this study, teacher turnover is considered to be the number of teachers who leave a given school in a year compared with to the average number of teachers employed in that year.

Critical Mass: The minimum number of teachers required to sustain regular school operations

Quality Teachers: Marked by a concentrated merit in involvement, concern or commitment to their job.

Job Satisfaction: Contentment arising out of interplay of employee's positive and negative feelings toward his or her work.
CHAPTER ONE: INTRODUCTION

1.0. Introduction

This chapter comprises of the background of the study, the problem statement and the objectives of the study, research question, significance and scope of the study. It also includes the assumptions of the study, the limitations and delimitations of the study.

1.1 Background to the Study

A school is the requisite path that most children have to go through in order to live a life of opportunities and fulfilled dreams and teachers fit for the purpose are quintessential. When the law of demand and supply with respect to teachers kicks in and the former outweighs the latter, the future of the children within that sphere is heavily compromised.

While very few professions can boast of adequate supply of competent personnel, the teaching profession ranks high in mobility of thousands of dedicated and highly qualified teachers each year, putting those most vulnerable children and youth at a risk of failing to realise opportunities offered to them through quality education (Benner, 2000). Teacher recruitment and retention, closely connected with teacher efficacy are considered as prerequisites for quality of student learning and educational achievement. Teacher recruitment and retention are therefore critical factors affecting the delivery of quality educational services, others remaining constant.

A large body of research evidence has shown that approximately one-quarter of all beginning teachers leave teaching within four years (Benner, 2000; Rowan, Correnti & Miller, 2002; Bennel, 2008). In Chicago, a report on teacher turnover released on June 29th 2009 revealed that within five (5) years most schools lose about 50% of their teachers. What is the situation
in Rwanda? According to a policy document on teacher development from the ministry of Education in Rwanda, the ministry is “facing a challenge in producing a number of trained teachers who are motivated, committed and opting to stay in the profession” (Teacher Development and Management Policy in Rwanda, 2007) The exit of both new and experienced teachers is a great challenge for schools and school administrators as this usually bears negative consequences to the educational development of the individual children in particular and the country in general. Any systemic barriers to student achievement must be addressed in order to improve the educational processes and maximize educational outcomes in relation to the individual and the state. Any new initiative or professional development is interrupted before taking root as a result of the in and out of teachers. The consequence of that is that Head Teachers spend a lot of time on recruitment and hiring new teachers; a costly exercise on the student achievement. With the introduction of private school education, the demand for good teachers, after the government has posted the already few qualified teachers to state schools, remains a major challenge for private schools in Rwanda, more particularly those located in the City of Kigali where competition for highly skilled teachers is acute.

1.1.1 Case Study History

There are widespread concerns that school teachers in Rwanda lack adequate incentives. As quoted by Bennel and Ntagaramba (2008), the appraisal report of the Fast Track Initiative points out, ‘there is no system to support and motivate teachers in the classroom’ (FTI, 2007, p.10). The implementation of Vision 2020 and the MDG goals has led to over 98% net enrolment rate in primary (Ministry of Education, 2012) who have in turn moved to secondary school under Nine Year Basic Education (9YBE) and 12 years basic education programs. Progression of the pupils from primary to secondary, 9 year and 12 years, has put massive demand for qualified secondary school teachers. (Bennel, 2008) This apparent success has
led to high demand for qualified and skilled teachers, specifically in private secondary schools where it outstrips the supply.

The Government of Rwanda (GoR) has also created opportunities for private schools, from primary to universities in order to absorb the above entrants including adults who had never had a chance to study. In support of the universal education policy, the government of Rwanda has established Teacher Training Colleges. In the interim, before building up sufficient the critical mass, Rwanda has had to recruit teachers from within the East Africa region and beyond to bridge the gap. It is one thing training teachers and a battle retaining them.

At the beginning of each academic year, private school administrators are always involved in recruiting new teachers to replace those that have quit their posts, sometimes without notice. Such high turnover of teachers is likely to adversely affect students’ performance and credibility of the school. Private schools in general tend to pay higher salaries but still suffer a retention haemorrhage compared to their public schools counterparts (Bennel & Ntagaramba, 2008). The reason why teacher retention in private schools is still problematic, despite good salary pay, remains unclear. Of the secondary schools teachers interviewed, 25% in government schools in Rwanda said they would not expect to be in teaching profession for more than five years compared to 27% in government partially supported and 34% in private schools (Bennel & Ntagaramba, 2008).

The introduction of English Language as one of the taught languages and a medium of instruction in Rwandan schools has put pressure on the teaching supply system, for a country with no long tradition of English language. It remains to be demonstrated whether the demand for teachers with strong English background may be a factor for the high teacher flux in private secondary schools. The roll out of teachers from the Teacher Training institutes has not improved on the teacher retention in the said schools. Moreover, private secondary
schools especially in urban and peri-urban areas of Kigali continue to depend to foreign
teachers from English speaking countries in the region and beyond. Nearly one in five
secondary school teachers in Kigali City is an expatriate (Bennel & Ntagaramba, 2008). This
mismatch between the supply of teachers by the local teacher training colleges, complemented
by expatriate teachers on one hand and continuous in- and-out of good teachers creates
discontinuity and calls into question the quality of the local graduate teachers and/or the
underlying causes (Bennel & Ntagaramba, 2008). How is Rwanda’s effort of universal access
to quality education, which has stimulated private education, been successful in the face of
stiff competition for the few available qualified teachers? This study therefore sought to
investigate the factors that cause teachers not to find job satisfaction in the teaching
profession causing high turnover rates of teachers in private secondary schools within the City
of Kigali.

1.2 Problem Statement

The most important single resource in any organisation is people (Egan, 2002) and more
important, resourceful people. Teachers, therefore, have the biggest impact on performance of
students because their teaching methods are instrumental in helping them learn and one
approach is likely to produce different results from another (Western & Ganton, 1986). There
is a general outcry about teacher turnover especially in private secondary schools, with
teachers always in search of “greener pastures” (Adam & Naphcha, 2007). The weight of this
perception on the schools in Rwanda remains to be investigated A survey carried out in
schools by Bennel & Ntagaramba (2008), reveals that teacher turnover rates are quite high,
which is symptomatic of high levels of dissatisfaction with their current employment. The
proportion of teachers indicating that they would like to transfer school does vary quite a lot
between districts which reflects differences in living and working conditions across the
country. The teacher survey revealed it was higher in schools in the City of Kigali, with
Gasabo district having the highest at 40% (Bennel & Ntagarumba, 2008). High transfer rates seriously undermine the effective deployment and utilisation of teachers. In the event that the perception has credence, there is a need to establish the underlying factors for such teacher turnover. If this matter is not arrested immediately, there is a possibility of losing all potential teachers to other businesses or worse still failing to get teachers to fill the various vacuums left. Using Kigali City as a study area, this research attempted to establish the causes of this teacher turnover and hence suggest the likely remedies.

1.3. Objectives of the Study

1.3.1 General Objective

The general objective of this study was to establish the factors that influence job satisfaction or dissatisfaction and thus teacher turnover in private secondary schools in general, using Kigali City as a case study. These are factors responsible for the in-and-out of teachers from private secondary schools and mitigating measures in order to improve the student achievement in private schools within the scope of this study.

1.3.2 Specific Objective

i. To examine the level of job satisfaction in private secondary schools in the City of Kigali

ii. To assess the rate of teacher turnover in private secondary schools in the City of Kigali

iii. To determine the effect of job satisfaction on teacher turnover in private secondary schools in City of Kigali
1.4 Research Questions

i. What are the levels of job satisfaction in private secondary schools in the City of Kigali?

ii. What is the rate of teacher turnover in private secondary schools in the City of Kigali?

iii. How does job satisfaction influence teacher turnover in private secondary schools in the City of Kigali?

1.5 Significance of the study

Apart from the fact that the study answered the research questions on why teacher turnover is a problem in many schools, it is envisioned that the findings and the recommendations of the study will be useful to the human resource managers and administrators of private secondary schools in Kigali City and Rwanda as a whole. They will be guiding policies for reduction of the rates of teacher turnover. The outputs of this study will also help to ensure a stable and well motivated staff in private secondary schools. In a wider societal context, the findings of this study will add to the repository of knowledge in the field of education in Rwanda which will be useful as a reference for future researchers in related fields of study.

1.6 Limitations of the Study

This study being part of the fulfilment of my Masters course, it had to be finished within a certain time frame. The time was limited and so were the resources. The other limitation was that documented work about the state of private secondary schools in Rwanda was scanty, suggesting that a lot of data was gathered using primary sources. This was time consuming considering the limited time available. Coupled with this was the fact some Head Teachers
were reluctant to release information about the rate of turnover in their schools or did not even have very accurate records

1.7 Scope of the Study

This study investigated how job satisfaction affects teacher turnover. The scope was 28 randomly selected private secondary schools in Kigali City which have been in operation for at least five years, at least since 2008. The total number of teachers in the 28 schools was 484 giving a sample size of 210 teachers derived using Krejcie and Morgan (1970) formula. The selected schools were put into three categories according to the level of fees they charge: high, middle and low. The distribution of these schools was in the three districts that make up Kigali City, that is, Gasabo, Kicukiro and Nyarugenge.

1.8 Organization of the study

This research report is divided in five chapters. The first chapter covers the introduction on the study which is comprised of the background, problem statement, objective of the study, research questions, and significance of the study, limitations and scope of the study. The second chapter is about the reviewed literature related to the research topic. The third chapter concerns the research methodology. The fourth chapter concerns all the research findings and discussions and finally the fifth chapter is about summary of findings, conclusion and recommendations.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The literature review aims at examining writings by leading authors in order to examine a problem and solutions. The literature cited in this chapter particularly focuses on how job satisfaction affects teacher turnover. In this chapter theories that explain turnover have been explored, together with empirical reviews of other researchers about job satisfaction and teacher turnover.

2.1 Theoretical literature

Job satisfaction is used in this research to further indicate the level of teacher happiness. The importance of worker job satisfaction is a universal issue and not specific to the education sector (Cheng & Chan, 2002). Teacher and principal job satisfaction is derived from positive and/or negative relationships between principals and teachers as well as among administrators. Job satisfaction is the emotional response of an individual toward his or her job or place of work coming from his or her experience of the job. Luthans (2007) defines job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience” (p.141). Job satisfaction ultimately leads to job performance and organizational commitment, which ensures organizational success (Spector, 2003).

The first person to develop a theory that explains job satisfaction is Abraham Maslow in 1943. His theory is known as the Maslow theory of motivation or satisfaction. Maslow’s hierarchy of needs is “the most widely mentioned theory of motivation and satisfaction”
(Weihrich & Koontz, 1999, p. 468). Maslow divided basic human needs into five levels: physiological, safety, love and belongingness, esteem, and self-actualization (Robbins, 2001). Physiological needs are the basic needs of the organism and of life maintenance, such as food and shelter. Safety needs are the needs to avoid threats and fears; these are aimed at meeting people’s survival needs. Social needs are those of mutual agreement and affection, rooted in people’s intercommunication including kinship, friendship and solicitude. Esteem means the need for agreement, approval, care, and respect. If such needs are fulfilled, people will feel self-esteem, self-confidence, and self-respect; they will feel self-contempt and self-dejection if they cannot achieve these esteem needs. Self-actualization is the need to exert one’s capabilities and potential to reach the top state of creativity.

Individual needs are influenced both by the importance attached to various needs and the level to which an individual wants to fulfil these needs (Karimi, 2007). Researchers have noted that Maslow’s theory of hierarchy of needs was the first motivation theory that laid the foundation for the theories of job satisfaction. Maslow’s defining work was his development of the hierarchy of needs; he believed that human beings aspired to become self-actualized (Bennis, 1998). This theory serves as a good start from which researchers can explore the problems of job satisfaction in different work situations. Several theories have been suggested so far but almost all begin with a brief description of Maslow’s ideas.

In Herzberg’s motivation-hygiene theory of job satisfaction, Herzberg believes that every worker has two sets of needs (motivational and hygiene needs). He contends that employees, in this respect, teachers, will stay in there so long as their needs are satisfied and they are motivated. Failure to meet their needs would automatically call for departure hence teacher turnover. Capelli (2003) was on the other hand of the view that it is the market, external factors, rather the company that ultimately determines the movement of employees. Capelli believes that it may be difficult to counter the pool of the market and that the employer cannot
prevent the employees from attractive opportunities and aggressive recruiters and suggests that “the old goal of human resource management is to minimize overall employee turnover needs to be replaced by a new goal: to influence who leaves and when” (Capelli, 2003).

The Herzberg’s motivation-hygiene theory however assumes that all human beings have no loyalty to any organisation and that as soon as their needs are no longer satisfied; they seek other employment, which is not the case in the real world where finding employment is sometimes not very easy. Secondly, the theory concentrates on the individuals needs independent of those of the organisation or school and it does not put into consideration the fact that there may be times when the individual’s services are not worthy of better pay to satisfy his/her needs and that may be a better replacement would be a welcome change. In the context of this study, there is a need to establish whether the teachers will leave the schools as soon as their needs are not satisfied or not. Lack of job security is also given as one of the factors affecting teacher turnover. The phenomenon of lay-offs of large numbers of teachers in private secondary schools without clear reasons affects teachers’ interest in teaching, kills their morale and cause fear among them. Rebore (2004) noted that for fear of being dismissed at anytime, large numbers of teachers have resorted to doing business. Passion for work is a necessity for any successful and committed employee. Teaching is a calling just like other vocations. Many teachers however lack the passion to teach and consider teaching as a job not a career, which is why it is not unusual to hear the common saying ‘teaching is a sure deal until something better comes up’, suggesting that it is a step ladder.

Much as employers are largely to blame for increased labour turnover, sometimes they too have to succumb to external pressure for instance as Maund (1988) observed; stiff competition for scarce labour supply and varying wages and salaries in other schools may cause labour turnover. Staffing schools with science teachers is still a big challenge to many school administrators, so if wages and salaries do not meet the levels of the organisations in a
similar business, then individuals will find employment where the rates are competitive or rewards are better. Could this explain why science teachers tend to move from school to school? Related to this is the fact that other teachers leave to search for better or higher wages and better opportunities elsewhere as Rebore (2004) clarifies “in recent years however educational organisations have experienced a decrease in the number of applicants for mathematics and science teaching positions because of the higher wages and advancement opportunities available in private business and industry.

Public perception of teaching as a low esteem profession has been cited as another reason that could cause teacher turnover. Overall, teachers find a professional paradox; their community has great expectations from education but teachers are accorded low social status and held in low esteem (Jones, 2001). Many therefore leave teaching because of public pressure which regards them as the poorest, disrespect them and devalue the teaching profession. Teachers repeatedly battle public stereotypes that their jobs are easier than most other professions, all these reduce their commitment and morale to teach.

The expectancy theory as advocated by Vroom (1964) argues that employees, in this case, teachers, are likely to leave if their expectations are not met. This theory emphasizes failure to meet employee’s expectations leads to low commitment, frustration, low morale and eventual departure from their jobs. Sher (1983) proposes a theoretical framework grounded in societal model. This model proposed three C’s namely Characteristics, Conditions and Compensation (Fig.1) that influence the rate of teacher retention.
Sher proposed that Characteristics include background, training, pre-service, and personal experience of a teacher, suggesting that teacher characteristics influence the rate of retention and turnover. Conditions on the other hand, represent the job, specifically school conditions and place which refers to environmental surroundings, such as cultural venues, recreational opportunities, housing, family, and friends. He explained that Compensation included any financial component such as salary, rewards, benefits, incentives, and opportunity costs such as the ability to make a higher salary in an alternate field, suggesting that the compensation component of a teacher’s job influences attrition and retention.

Kirby and Grissmer (1993) supported this theory when they reported that teacher salary had a positive correlation to teacher retention. Theories related to characteristics, conditions and compensation provide the theoretical framework for the current research study and will be the basis for establishing whether teacher turnover is a function of above the above factors: characteristic or quality of the employee, external environment, within and around the school and employer terms and conditions (compensation).
2.2 Empirical Review

An employee’s level of job satisfaction has been shown to be a strong predictor of employee retention (Griffeth, Hom & Gaertner 2000), and, more specific to education, teacher job satisfaction has been linked to retention (Bobbitt, Faupel & Burns, 1991; Meek, 1998). Additionally, organizational commitment is a reliable predictor of employee turnover (Mathieu, 1991). The teachers’ job satisfaction has a significant influence on, and important implications for their effectiveness and their delivery of quality education. Shann (1998) maintains that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to school effectiveness. The teachers’ overall career satisfaction in general, and satisfaction with their jobs in particular, are pivotal to maintaining quality teaching, and to retaining motivated and quality individuals in the teaching profession (Turner, 2007). In a study by Chang, Kim and Tickle (2010) it was found that the teachers’ job satisfaction was the most significant predictor of their intent to remain in the profession. Weasmer and Woods (2004) also argue that teacher satisfaction reduces attrition, enhances collegiality between and among superiors, teachers, students and parents, improves job performance, and has an impact on student outcomes. Satisfied teachers are committed and motivated to do what is expected of them. According to Johnson (2007), motivated and satisfied teachers are the primary contributors to a positive academic environment, and therefore, this has a high premium, among others, for maintaining quality in the education system. Motivated teachers are more likely to motivate students to learn in the classroom, to warrant the implementation of educational reforms and progressive legislation, and will result in feelings of satisfaction and fulfilment (Conboy & De Jesus, 2001).

In a 2002 survey, teachers in California who were considering leaving the profession ranked “salary considerations” as the most important factor driving their decision (Tye and O’Brien, 2002). Gritz and Theobald (1996) in their study on factors for teacher turnover also
discovered that pay was the most important influence on the decision by experienced male and female teachers to remain or leave the profession. The same finding was reported in a survey carried out by Dolton and Klauw (1995) on teacher attrition in the United Kingdom (UK). Maicibi (2003) and Kayizza (1990) conducted studies on factors of job satisfaction among teachers in selected schools in Uganda and showed that poor pay ranked number one factor contributing to teacher turnover.

School management decisions that do not put into account the effects they may have on the members can cause friction and loss of group cohesion. Such decisions might include teachers leaving school altogether (Everand and Morris, 1985) as cited by Smith (1995). Teachers’ working conditions play an important role in a school’s ability to attract retain and motivate good teacher, hence a cause of teacher turnover. In relation to the above, Schwartz (1984) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit. Hanushek, Kain and Rivkin (1982) argue that while clearly important, teacher salaries are not all that matter.

According to Mwamwenda (in Badenhorst, George & Louw, 2008), a lack of teacher job satisfaction results in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exits from the profession, and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that a lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment and futility (Pinder, 2008). Thus, a lack of job satisfaction has serious implications for the teacher, as well as for the educational system in which he or she is employed.

Dealing with employees’ job satisfaction has important implications for the employees themselves and for their organisations. A satisfied teaching force leads to higher commitment
and productivity because of fewer disruptions, such as absenteeism, the departure of ‘good’ employees, and incidences of destructive behaviour (Robbins, in Green, 2000). The presence of satisfied teachers also translates into lower medical and life insurance costs. According to Arnold and other researchers (in Perrachione, Petersen & Rosser, 2008), personal satisfaction, along with professional responsibility, is an important indicator of a person’s psychological well-being, as well as a predictor of work performance and commitment. In a study by Hongying (2008), teacher job satisfaction was found to affect teaching, the effectiveness of school administration, and the quality of the school. Thus, job satisfaction affects the teachers’ work and psychological health.

In the teaching profession, the intrinsic factors play a significant role in motivating individuals to join the profession (Jyoti & Sharma, 2009). If we want people to be encouraged, satisfied, and motivated about their jobs, Herzberg, et al. (1959) claimed, the emphasis should be on factors associated with the nature of the work, or with outcomes directly derived from the work, such as opportunities for promotion, for personal growth, recognition, responsibility and achievement. Thus, satisfaction with the intrinsic aspects of the job is long-lived and, therefore, enables teachers to sustain their motivation over a long period of time.

2.3 Critical Review and Research Gap Identification

A study carried out by Hargreaves (1994) among some high school teachers in the United States reveal that supportive school policies like provision of learning opportunities including mentoring of new teachers and other plans for professional development were highly correlated with teachers commitment and turnover. In effect, teachers are more likely to leave their jobs in circumstances where their schools do not provide learning environment and opportunities for professional growth. Bowey (1978) agrees with this by arguing that
employees who are career oriented might change their jobs in order to move to a job which they regard as a step up in their career ladder. Poor management has been recorded by many researchers as a factor for labour turnover. The morale and motivation of employees who work under poor supervision and a highly centralized administration will tend to decline, leading to poor retention (Maicibi, 2003).

An increased demand for secondary education in a limited number of secondary schools has resulted into an increase in the teacher-student ratio. This has resulted into an increase in class size and teaching loads through double shifts and multi subject specifications for teachers which is a cause of grievance especially when the salary scale does not match the work load (Kajubi, 2001). Some teachers are fatigued, lose morale and when the situation is not corrected, such teachers move on to where the load is lighter.

Unmanageable workloads including the interference of paper work led to discontent and later turnover (Westat, 2002). Such an environment leads to failure to meet the employees’ expectations and has also been identified as a killer of staff management and motivation, with ultimate departure of teachers (Maicibi, 2003). Promises of progress and/or potential rewards by management raise expectations of teachers but only to dash them, with subsequent drop in commitment and a possible withdrawal of cooperation or even from the job as a whole when they are not fulfilled.

While there is a large body of evidence of factors influencing teacher retention in other parts of the world, such information was inadequate in Rwanda. Even what was available was not concrete documented data. This research therefore would contribute information that would be useful for future studies on related topics.
2.4 Conceptual Framework

The ideal conceptualization of job satisfaction and teacher turnover in private secondary schools is built on the idea that job satisfaction influences and leads directly to employees’ retention at their jobs, as illustrated in figure 2.2. The following conceptual framework is built on two main variables namely job satisfaction and teacher turnover. It also includes factors that can have an influence on teachers’ satisfaction. These factors are grouped as employer related factors, employee related factors and external factors. There are also other factors called extraneous variables that we think can influence the in and out of teachers from their jobs.

Figure 2.2: Conceptual framework on job satisfaction and teacher turnover

Source: Done by the researcher (2014)
Figure 2.2 illustrates the factors affecting teacher turnover. These factors are categorized into 3: that is, employer related factors, employee related and external related factors. These factors influence job satisfaction. Teacher turnover is defined as the proportion of teachers that leave per annum compared to those employed in the same year. The relationship between employer, employee and external factors is eminent and the extraneous variables in the study are death of some teachers, retrenchment, retirement and dismissals.

While some employer factors are not intentional some are clearly causes of labour turnover for instance being dismissed due to unprofessional conduct or downsizing. It could be a deliberate policy of the organisation to downsize (Maund, 1988). The fact that many private secondary schools are cropping out especially in Kigali City means there is increased competition for students to fill these schools; this has reduced student population in schools. With such a scenario it would be wise to reduce on staff thus teacher turnover. This study was basically set to find out if this was a possible cause of teacher turnover in private secondary schools in Kigali City. Employers have a challenge to change in their management style, policies and embrace teacher-retention policies otherwise recruitment and selection of good teachers would be a wasted effort and most probably good academic results will be a myth.

On employee related factors and teacher turnover, Ian (1997) argued that the pay package is one of the most obvious and visible expression of the employment relationship. How salary scales and delays in payment demoralizes the school staff, who might resort to seeking other sources of income, hence cheating on the students’ teaching hours (Kajubi, 2001). Westat (2002) in a study of personnel needs in special education cited unmanageable workloads, the interference of paper work with teaching and teaching children from four or more disability categories caused discontent and later turnover. Could this be a possible cause of teacher turnover in Kigali City? The study was set out to ascertain its validity.
Failure to be guaranteed job security is also cited as a cause of teacher turnover in many schools around the globe. In June 2009, research was carried out in Chicago to find out factors affecting teacher turnover. It was revealed that many teacher left schools because they were not sure of maintaining their teaching jobs as Debby asserts “One of the primary factors is the explosion of Charter schools where teachers’ jobs are much less stable since they have no union and no contract to protect them from capricious administrators. Could such factors also affect Kigali City private secondary school teaching staff? This study was set out to answer such questions.

External factors are also a common cause to teacher turnover. Such causes have nothing to do with the employer or employee; that is, the employer or employee have no control of such factors. General economic conditions of the country or company in isolation may have a considerable influence on the rate of staff movement (Cole, 2002). At times of economic difficulty, firms and public sector organizations may have to cut back severely on employee numbers, leading to redundancies and early retirements.

Most teachers leave schools because they have been offered better jobs elsewhere. Cole (2002) affirms this by noting that some people leave because they have been offered better jobs somewhere else or for a variety of other personal motives. This study was to establish if all these issues apply to teachers in private secondary schools in Kigali City.
2.5 Summary

The literature reviewed shows that the causes of teacher turnover can be grouped in three categories which are: employer related factors, employee related factors and external factors. (Onen, 2005). With this background given on challenges of teacher retention in other parts of the world and what other researchers have found out, the next chapter deals with the methodology that was undertaken to gather data that was essential in answering the question of this research, which was to find out the causes of teacher turnover in private secondary schools in Rwanda with Kigali City as a case study. This was in specific relation to the scope of the study of this research, the target population, research instruments and data analysis techniques, among others.
CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter is about the way in which this research was designed and conducted. It is composed of different sections as follows: section one, the research design specifies the type of study that was done and its coverage. Section two and three are about the study population, and sample size and specify the population under study and the method of sampling respectively. Section four specifies the sampling design. Sections five and six highlight the instruments that were used to collect data, their reliability and validity. Section seven is about how the collected data was analysed. Section eight identifies the ethical problems and constraints that needed to be overcome for the research to be successful.

3.1 Research Design

This study used descriptive research design; using both the quantitative and qualitative methods of data collection, commonly used research method in social research. Qualitative research used qualitative methods to seek empirical support of the research. The quantitative research design was also applied using descriptive statistics such as frequency counts, percentage charts and averages for structured items. Creswell (2003) asserts that a mixed methods design is useful to capture the best of both quantitative and qualitative approaches. This was used in the different phases of the research to obtain a variety of information on the same issue, use the strength of each method to overcome the deficiencies of the other and generally obtain a higher degree of validity of reliability, that is, have a deeper analysis. Descriptive study enables the collection of information from a cross section of a given population. Results from such a survey method
are easily extrapolated to the entire population such that they have a wider application beyond the physical boundaries of the study (Amin, 2005).

### 3.2 Target Population

The study population comprised of all the teachers and head teachers of 28 private secondary schools in the City of Kigali that have been operational for at least the last five years; that is since 2008. The researcher had planned to interview human resource managers too but found through the pilot study that the sampled schools did not have any in this post. These duties were carried out by the head teachers. Teachers were selected because they are directly concerned with the academic performance of students and they know why teachers leave schools; while head teachers were sampled because they are particularly responsible for both students’ academic performance and teacher turnover; they have the responsibility of recruiting new teachers to fill the gaps.

At the time of this research, the City of Kigali had 61 private secondary schools (MINEDUC, 2012). However, only 28 schools satisfied the selection criteria. The two excluded schools were Green Hills Academy and International School of Kigali (ISK). Green Hills Academy, being the employer of the researcher, was dropped out to minimize potential bias that could result from the inherent knowledge of the school system. The other excluded school is the International School of Kigali (ISK) because it offers salaries of well over US$2,000. These are highly competitive salaries regionally, making the school an outlier for the purpose of this study. Of the 28 schools that satisfied the criteria, 12 were in Gasabo, 10 in Kicukiro while 6 were found in Nyarugenge. The distribution being uneven, each district was treated as an independent population so that sample size of each district is truly representative. The three districts, Gasabo, Kicukiro and Nyarugenge populations are represented by N1, N2 and N3 respectively.

23
3.3 Sample design

3.3.1. Sample Size

Of the 61 private secondary schools in the City of Kigali, only 28 met the selection criteria of having been in operation for at least five years. This means up to 2008 inclusive. A representative sample size of the study population was selected using a simple random and purposive sampling of private schools within the City of Kigali. A representative sample gives results that can be generalized to the study population (Gall et al, 1996). The determination of the sample size for Gasabo, Kicukiro and Nyarugenge was calculated using Krejcie and Morgan (1970) formula for determining Sample Size from a given population. The sample sizes corresponding to the above population sizes of Gasabo, Kicukiro and Nyarugenge qualifying private schools were 12, 10 and 6 respectively:

\[ s = \chi^2 NP \left(1-P\right) \div d^2 \left(N-1\right) + \chi^2 P\left(1-P\right); \text{ where} \]

\[ s = \text{required sample size.} \]

\[ \chi^2 = \text{the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).} \]

\[ N = \text{the population size.} \]

\[ P = \text{the population proportion (assumed to be 0.50; a value that would provide the maximum sample size).} \]

\[ d = \text{the degree of accuracy expressed as a proportion (0.05)} \]

Each district sample size was selected by randomly picking from the number equal to the calculated sample size for district population. The target population was all teachers and head teachers in the selected schools. Application of the Krejcie & Morgan Formula gives curve in
Figure 3.1: Determination of Sample Size (S) from a given Population (N)

[Graph showing a curve that relates sample size to population size.]

Adapted from Krejcie and Morgan Formula, 1970

3.3.2 Sampling techniques

Sample selection was by use of probability sampling technique especially simple random sampling and purposive sampling. Simple random sampling was used because the study intends to select a representative without bias from the accessible population (Oso & Onen, 2005). This ensures that each member of the target population gets an equal and independent chance of being included in the sample. The study used convenient sampling in the choice of respondents. That is to say, for instance, the researcher gave the questionnaires to the teachers who were present on the day when the interview took place and teachers who were absent were automatically excluded.
Purposive sampling was used to select private schools. This technique was used because it allows the researcher to use personal judgment to select a sample. In the words of Fraenkel & Wallen (2006), researchers assume they can use their knowledge of the population to judge whether or not a particular sample will be representative. The 28 private secondary schools from which data was gathered were stratified into three socio-economic groups based on the tuition fees charged, high, medium and low tuition fees, in order to determine the effect tuition fees charging model on school revenues, teacher remuneration, incentives and the relationship with teacher mobility and quality. Grouping of tuition was as follows: greater than 500,000frw; from 200,000frw to 500,000frw; and less than 200,000frw, representing high, and middle and low tuition fees respectively. The fee structure for each group was determined after a survey of the fees charged by each selected school. The assumption is that the higher the tuition the higher the remuneration and accompanying incentives. Each category of private secondary schools comprised traditional English speaking schools and French speaking in order to investigate the relationship between demand for teachers from English speaking background and teacher turnover or mobility.

Retention was categorized as excellent, good and poor, corresponding to stay of over five (5) years, three to five (3-5) years and less than three (3) years respectively. This grouping is based on numerous studies which show that teachers perform best after being in the classroom for at least five years (OECD, 2011). Duration of stay was measured against experience in order to segregate the duration after qualifying and quality. Both teachers and employers were interviewed in order to achieve a balanced perception of the factors causing teacher mobility.
3.4. Data Collection Methods

Within each general research approach, one or many data collection techniques may be used. Typically, a researcher will decide for one (or multiple) data collection techniques while considering its overall appropriateness to the research, along with other practical factors, such as: expected quality of the collected data, estimated costs, predicted nonresponsive rates, expected level of measure errors, and length of the data collection period (Lyberg & Kasprzyk, 1991). It is of course possible that a given research question may not be satisfactorily studied because specific data collection techniques do not exist to collect the data needed to answer such a question (Kerlinger, 1986). The most popular data collection techniques include: surveys, secondary data sources or archival data, objective measures or tests, and interviews, etc. The data collection methods that were employed in this study are questionnaires and semi-structured interviews as well as the analysis of documents. This study employed multi-instruments using both primary and secondary methods: primary method which comprised of questionnaires, key informant interviews, secondary methods, mainly documentary scoping and analysis.

3.4.1 Data Collection Instruments

3.4.1.1 Questionnaire

The study used a self-administered questionnaire and semi structured instruments to collect data from students. McMillan and Schumacher (2001) recommend a questionnaire if the researcher knows that the respondents will be in position to answer the questionnaire. Closed ended and scaled items were carefully used because to generate information of influence,
facilitates response since the questions are multiple choices and data can be categorized easily. The scaled items, according to Macmillan and Schumacher (2001) allow fairly accurate assessments of opinions. Similarly it has the ability to solicit information from several respondents within a short time (Gupta, 1999).

3.4.1.2 Interview Guide

According to Fraenkel & Wallen (2006, p. 455), “interview is the method used by qualitative researchers to collect data”. Interview is an important way for a researcher to check the accuracy, to verify or to refute the impressions he/she gained through observation. The purpose of interviewing people is to find out what is on their mind and what they think or how they feel about something.

Interview guides are data collection instruments used through direct, verbal interaction with respondents. They involve the question and answer method of data sourcing. Interviews were conducted especially with head teachers. In total 28 head teachers had to be interviewed. They had to express their opinions on job satisfaction and teacher turnover in their schools.

The interview has been chosen in this study in order to complete information obtained through questionnaires. Structured interview has been used because respondents had to give opinions on the same subjects. This helped in the analysis of opinions from different head teachers.

The type of interview which was chosen in this research is a structured interview because it is the most useful for obtaining information to measure the achievement of objectives of the research. A structured interview is defined as the kind of interview in which the interviewer has a set list of questions, and asks all the candidates the same questions.
3.4.1.3 Documentary Analysis

Secondarily data from materials such as textbooks, newspapers, journals and internet was used to back up primary information and relate the findings to other approaches already in existence. The method used document checklists and guides to get views from other writers which were instrumental especially in comparison analysis and literature review.

3.4.2 Validity and Reliability of Research Instruments

3.4.2.1 Validity of instruments

Validity refers to the extent to which an instrument of data collection presents what it is supposed to do, or measures what it is supposed to measure (Amin, 2005, Bell, 1997). In order to ascertain face validity, the instruments were designed and handed to the supervisor and to senior educationists in the School of Education of Mount Kenya University for analysis and the provision of feedback. They were requested to indicate whether the item was relevant or not. The results of their indications were analysed to establish the percentage representation using the Content Validity Index. Thereafter, they were revised according to their comments. The Content Validity Index formula by Amin (2005) was used. CVI= \( \frac{\text{N}^o\text{ of judges declare valid items}}{\text{Total N}^o\text{ of items}} \). According to Amin (2005), the instrument will be certified valid when its maximum content index is at least 0.7.

\[
\text{Construct Validity Index } \frac{25}{35} = 0.71
\]

According to Amin (2005), if the Construct Validity Index is 0.7 and above, it means the instrument used is valid. Data collection started as soon as the school administrators gave their authorization for it to take place.
3.4.2.2 Reliability of instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Bell, 1997). There are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or the split half method. Reliability of this study's instruments was ascertained by a pilot test of the questionnaires and interview guides in the field. The reliability of the questionnaire was established by using a pilot test on a group of 10 teachers, human resource manager of Green Hills Academy, Kigali City. Questionnaires were given to the same groups of respondents and re-testing was done. The results from both tests were a confirmation that the tests are reliable. Adjustments were made on using human resource managers as respondents as these were not available in the sampled schools.

3.5 Data analysis Procedure

Information obtained from questionnaires, interview guide and document analysis was regularly coded and updated on a coding framework. Data collected using quantitative and qualitative method was descriptively analyzed using chi-squared test that was subjected to the Statistical Package for the Social Sciences (SPSS) after appropriate data transformation. The researcher used a quantitative research design using descriptive statistics such as frequency counts, percentage charts and averages for structured items meanings were contextualized, interpreted and organized according to their sources. Qualitatively, data were analysed by confronting ideas from different respondents in order to have a general view of how teachers are satisfied in their teaching profession. In this research, ideas from teachers were compared to other findings and to the theory developed in the literature review. Quantitatively, the questionnaires were coded statistically. The coded data from the questionnaires were entered
into the computer and the analysis was done using the Pearson’s Correlation Coefficient. The rest of the interview data was used to back up the findings of the analysis. The Pearson Correlation Coefficient is represented as follows:

\[
    r = \frac{\sum \left( \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} \right)}{n}
\]

Where:

- \( n \) = number of paired observations
- \( x \) = independent variable: job satisfaction
- \( y \) = dependent variable: teacher turnover in private secondary schools
- \( \sum xy \) = Sum of cross product of \( x \) and \( y \)

In addition to correlations, percentages, frequencies, means and standard deviations were calculated to analyze different items from the questionnaires. The analysis was supported by ideas of different authors who have worked on similar researches in the previous years.

Answers to research questions were done after making these different calculations and after confronting ideas with findings of other researchers. This procedure enabled the researcher to answer the research questions and to confirm that the objectives have been achieved or not.

### 3.6 Ethical Considerations

The most probable problems in the study would be privacy and confidentiality of the respondents. Teachers and Head Teachers may be at first uncomfortable to release information on particular aspects like academic performance of students, personality failures among others. However the researcher ensured the confidentiality of the respondents by not mentioning their names or names of their schools.
By using consent forms, the researcher was able to acquire the informed consent from all the participants. The researcher also informed the participants that they have the right to withdraw from the study at any point in time, and that it is their prerogative to participate or not. School codes were used in respect of the participants and the schools that were selected for this study. It is stipulated in the consent forms that any information so obtained from the participants had to remain confidential between the two parties. The purpose of this is to ensure that anonymity and confidentiality would be strictly adhered to. During the time of data collection, anonymity was safeguarded as data were stored on computers with data protection passwords and locked up in the researcher’s office. In this way confidentiality was ensured.
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction
This chapter deals with the presentation of primary data collected from the field. It deals with the research instruments, which were used to investigate teacher turnover causes or causes of teacher dissatisfaction in private secondary schools in Rwanda, case study of the City of Kigali. This is after gathering data from 210 teachers and 28 head teachers, respondents from 28 private secondary schools, through the questionnaire survey and interviews. Data were systematically analyzed. Information gathered was analyzed in SPSS and summarized in tables, where necessary depicted in charts. These data are presented and interpreted, coupled with supporting arguments and complementary information. The structure of the chapter follows the objectives and research questions that guided the study.

4.1 Demographic characteristics of respondents

Demographic characteristics are important factors determinants of teachers’ turnover. The brief review of demographic characteristics of the respondents has been presented below. The demographic variables used in this study are; age, sex, education and working experience, and this is for selected teachers and head teachers. The respondents’ demographic characteristics are shown in the following tables.

4.1.1 Age

Age often determines what someone’s choice and decision-making process in changing the place of job. Besides many other factors of teachers’ turnover, teachers’ age also was investigated. For this purpose, 210 teachers from 28 secondary schools provided required
data. From these materials teachers were classified into different age groups. The table below provides the respondents’ categories according to their age.

Table 4.1: Respondents’ age

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>100</td>
<td>47.6</td>
</tr>
<tr>
<td>31-45</td>
<td>99</td>
<td>47.1</td>
</tr>
<tr>
<td>46-60</td>
<td>9</td>
<td>4.3</td>
</tr>
<tr>
<td>61 and above</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary data

Findings in Table 4.1 show that out of the total number of respondents (210), the age group of 21-30 had the highest representation (with 47.6%) and the least representation was of the group 60+ (with 1.0%). The age groups of 21-30 and 31-45 teachers are dominant due to some reasons which could be that Rwanda population is dominated by young generation and the introduction of English as a medium of instruction could have pushed some older teachers to leave their career because they were not able to teach in English. Research available on the effect of this new policy has revealed that “nearly one in five secondary school teachers in Kigali Ville is an expatriate” (Bennel & Ntagaramba, 2008).

4.1.2. Respondents’ gender

The study concerns male and female teachers. The following table shows the number of respondents by gender in the category of teachers.
Figure 4.2 Respondents’ gender

Source: Primary data

Figure 4.4 shows that the number of males is greater than the number of females involved in this study. In this study the researcher didn’t consider the factor of gender to select the respondents. The small number of females is explained by their small number in universities and Higher Learning Institutions. Still now the number of females in Rwanda who are in Higher Learning Institutions is still less than the number of males in those institutions.

4.1.3 Respondents’ qualification

Teachers’ qualification has a considerable impact of teachers’ turnover. In the table below, the researcher shows the qualification of teachers.
Table 4.2: Respondents’ qualification

<table>
<thead>
<tr>
<th>Teachers qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>156</td>
<td>74.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>27</td>
<td>12.9</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>12.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data

Results in table 4.2 show the level of education the respondents have. As far as education level is concerned, all respondents provided information on their level of education in which 74.3% have Bachelor’s degrees and 12.9% have a diploma that allow them to teach up to the lower level of secondary schools. The other category with 12.9% included those with qualification mostly lower than a Diploma with very few with Masters. This information on qualification of teachers was key to this research because the research wanted to find out how availability of qualified teachers affects their turnover. With most teachers having a degree, it would be expected that they would have a positive impact on the performance of the students and head teachers would be having no problems of recruitment.

However the head teachers’ frustrations are expressed in the answer of one head teacher to interview question number 14 in the head teachers’ interview question which stated “Please mention any other reasons that may affect students’ academic performance in your school other than teacher turnover?” This head master said:

> The unfortunate situation is that even the fresh graduates from the Colleges of Education in the country lack proper skills to teaching in English. They cannot express themselves in language of instruction so at the end of the day there is no teaching taking place. This is a big problem!

This outcry is shared by about half of the head teachers interviewed by the researcher. Plonski (2013) referring to changing the language of instruction from French to English in Rwanda.
points out that “the transition has left teachers unprepared and under-trained to instruct in English, and that the resources needed to support such a transition did not reach all schools’ (Plonski, 2013). The findings of other researchers confirm a similar situation. For example, Bennell & Ntagaramba (2008) argue that this mismatch between the supply of teachers by the local teacher training colleges, complemented by expatriate teachers on one hand and continuous in-and-out of good teachers creates discontinuity and calls into question the quality of the local graduate teachers and/or the underlying causes.

4.1.4 Respondents’ work experience

Data on experience of teachers and head teachers was gathered. Data on head teachers’ experience was drawn from interviews conducted by the researcher using a structured interview guide. Figure 4.5 show that the majority of the head teachers, constituting of 47 % of the respondents, had only 2 years of experience on the job.

Figure 4.3: Head teachers’ experience

Source: Primary data
Source: Primary data

Bennel & Ntagaramba (2008) state that 75% of teachers both in private and government secondary schools in Rwanda said they would not expect to be in teaching profession for more than five years. This argument is supported by the data collected by the researcher. Figure 4.6 shows that of the teacher respondents on the question of experience, only 32.5% have more than five years of experience. If teachers are not enough the available ones will be overstretched with a big work load which will affect their performance on the job and in the end the students’ performance will be affected.

From Figure 4.6, it is evident that most of the teachers have 2 years of experience representing 28.1% of the respondents. The number of teachers with more than four years of experience is very low as is shown in the table by a sudden drop in the percentage at level 4. This information answers one of the research questions on how external forces may cause job dissatisfaction and thus turnover. An example here is the introduction of English as a medium of instruction in Rwanda where most private schools have been teaching in English
for the last five years. As seen from this data, most teachers are young graduates with little experience, as most of the older ones could not easily switch from teaching in French to teaching in English. This means the critical mass is small and schools have to compete to get competent teachers which increases turnover. A large body of research reveals that approximately 25% of all beginning teachers leave the profession within four years of their qualification (Rowan, Correnti, & Miller, 2002). The situation in Rwanda is not different from this situation as proved by Bennel and Ntagaramba stating that 34% of private secondary school teachers in Rwanda said they would not expect to be teaching for more than five years (Bennel & Ntagaramba, 2008).

4.3. Teachers turnover in the private schools and their main causes

4.3.1. Teachers frequency in different schools (turnover)

Table 4.3: Teacher turnover

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>36</td>
<td>17.1</td>
</tr>
<tr>
<td>1</td>
<td>52</td>
<td>24.8</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>21.9</td>
</tr>
<tr>
<td>3</td>
<td>33</td>
<td>15.7</td>
</tr>
<tr>
<td>4</td>
<td>31</td>
<td>14.8</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>3.8</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>210</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Primary data
Table 4.3 shows how teachers responded about the number of schools frequented in the last five years. The table shows that only 17.1% have not moved at all. This research shows that more than 80% of teachers have moved at least from one school with the highest percentage (24%) being those that have moved once. A significant number of teachers (21.9%) frequented 2 schools before, 15.7% frequented 3 schools before, 14.8% frequented 4 schools before and 3.8% frequented 5 schools even 1% frequented 6 and 10 respectively. What this shows is that the majority of teachers in private secondary schools in Kigali City move between schools. This confirms the fact that there is high turnover of teachers in these schools. This means that there are many factors influencing teachers’ turnover such as their competence and qualifications on market, income gained, flexibility of the next head teachers.

4.3.2. Head teachers’ opinions on teachers’ turnover

Using an interview guide to gather data for head teachers, the researcher sought to ascertain the head teachers views on the factors that cause job dissatisfaction and thus teacher turnover in private schools in the City of Kigali. Head teachers responded on the number of teachers leaving their schools in the last 3 years and their opinions on the main causes of this turnover.

Table 4. 4.Number of teachers leaving the school in last 3 years

<table>
<thead>
<tr>
<th>Number of teachers leaving the school</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>2-3</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>3-4</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary data
Results in the table 4.4 revealed that 41.9% of all contacted head teachers confirmed that at least 1 teacher left their schools in the last 3 years. However, 28.6% said that between 2 and 3 teachers left their schools in last 3 years and 28.6% confirmed that between 3 and 4 teachers left their schools in last 3 years. During the interview, head teachers said that teachers have different reasons why they change schools and some of these are, as mentioned above, competence and qualifications on market, their social and economic interest, flexibility of the next head teachers, benefits, incentives, and staff and student ratio; opportunities for professional growth and staff/student ratio as a factor of work load etc.

4.3.3. External factors on job satisfaction and teacher turnover

External factors that have an impact on job satisfaction and teacher turnover include government policies which affect the status quo in schools. One of these policies relevant to this research was the introduction of English as the medium of instruction in schools in Rwanda in 2008. The question that produced the data in table 4.5 asked the teachers their historical medium of instruction. That is, if the teacher has been teaching in English from the beginning of his/her career.

Table 4.5 Historical medium of instruction

<table>
<thead>
<tr>
<th>How many other schools have taught at before</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent historical medium of instruction</td>
<td>English</td>
<td>32</td>
<td>46</td>
<td>42</td>
<td>26</td>
<td>30</td>
<td>8</td>
<td>0</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: Primary data

From Table 4.5 we can see that 184 respondents out of 210 have English as their historical medium of instruction. This represents 88% of the sample. The table also shows that the teachers
with English as background language frequent more schools compared to those with French as background language. The remaining 26, representing 12% respondents used French as their historical medium of instruction. From this data we can deduce that schools are looking for teachers who can teach in English and whose experience in English dates back to when their career began. Such teachers are not many in Rwanda owing to its political history; it was a French speaking country until 2008.

This data relates also to the response of most head teachers to a question they were asked about most common factors that lead to teacher turnover in their school. 14 out of the 28 respondents (50%) said the fact that there are few teachers competent in teaching using the English language makes it difficult for schools to keep quality teacher; they always look for schools that can pay them higher. This is echoed in the words of one head teacher in answering the question: What do you think are the main causes of teacher turnover in the city of Kigali? He said:

While a school may be willing to pay extra for teachers to make them settle, it is not possible to keep the long serving teachers if they cannot teach in English. So we have had to lay off some otherwise competent teachers for lack of English as a teaching tool.

4.3.4. Teachers’ opinions on factors that may influence job satisfaction

Teacher turnover is related to factors related to job satisfaction. To ascertain why teachers leave some schools for others a question was asked on factors that may influence job satisfaction. The question was in from of descriptive data with excellent, very good, good, poor and not catered for. Three categories considered were

i) Benefits, incentives, and staff and student ratio;

ii) Opportunities for professional growth and
iii) Staff/student ratio as a factor of work load.

These factors can also be grouped as employer related, employee related and/or external factors. The factors considered in incentives and benefits are: salary, health insurance, pension scheme, terminal benefits, accommodation, transport, school leadership and social support. The factors considered in the category opportunities for professional growth are: pre-service induction, in-service training, termination policies and contract terms. In the third category, teachers’ views on work load and how it affects their performance was investigated. Among the employee related factors, the qualification of the teacher and competence in language of instruction were the main factors. The external factors in this research were mainly government policies like the changing of the medium of instruction from French to English.

Table 4.6 Teachers’ opinions on factors that may influence job satisfaction

<table>
<thead>
<tr>
<th>Item</th>
<th>Level of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) Excellent</td>
</tr>
<tr>
<td>Benefits and incentives</td>
<td>1</td>
</tr>
<tr>
<td>Opportunity of professional growth</td>
<td>7.1</td>
</tr>
<tr>
<td>Staff/student ratio</td>
<td>26.2</td>
</tr>
</tbody>
</table>

**Source: Primary data**

From table 4.6 we can see that 50% of the teachers say that their benefits are good, meaning that they are in middle level satisfaction. This means that if they found any opportunity at another school they can leave for the very good or the excellent level of satisfaction on benefits and incentives. Only about 20% of the teachers term their benefits as very good and therefore would be expected to stable at their present schools. About the opportunity of
professional growth, 46.2% respondents (teachers) said that it is good, meaning that they are satisfied but not at a maximum level and they can move any time. Concerning the staff and student ratio in relation to the work load, 68.1% confirmed that they are satisfied at a very good level. This shows that teachers in Kigali City schools do not take the teacher/student ratio as a strong enough reason to make them seek employment elsewhere. This is confirmed by a number of researchers whose study done in California ranks salary considerations as the most important factor driving teachers out of the profession (Tye & O’ Brien, 2002; Gritz & Theobald, 1996). Maicibi (2003) and Kayizza (1990) also report poor pay as a number one factor contributing to teacher turnover in selected schools in Uganda.

4.3.5. Satisfaction of teachers according to gender

The researcher compared the satisfaction of respondents according to their gender. And the result is shown in the table below.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Satisfaction level</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>125</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>154</td>
</tr>
</tbody>
</table>

*1= Excellent/very good, 2=good, 3= poor/not catered

Source: Primary data

The findings in Table 4.7 reveal that at level 1, male teachers are less satisfied than female teachers. At the first level only 35 male teachers (21%) are satisfied and 11 females (26%) are satisfied at the same level. This difference hinges on the fact that most male teachers interviewed are young graduates who are looking for better opportunities either in professional development or better salaries while females tend to settle into jobs for longer
periods. Of the 167 male teachers asked, 125 (75%) are satisfied at the second level and only 29 (69%) female teachers are satisfied at that level. This would mean that a higher number of teachers would want to move to a higher level of better conditions compared to those ready to stay in the second level. For these reasons, findings revealed that those teachers that are not satisfied with benefits, incentives and staff/students’ ratio, opportunity of professional growth and in staff/student ratio are more than those that are satisfied.

4.3.6. Satisfaction of teachers per age group

The researcher compared the satisfaction of respondents according to their age. The results are presented in Table 4.8.

Table 4.8  Satisfaction of teachers per age group

<table>
<thead>
<tr>
<th>Respondent age</th>
<th>1 Count</th>
<th>2 Count</th>
<th>3 Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>19</td>
<td>75</td>
<td>6</td>
</tr>
<tr>
<td>31-45</td>
<td>24</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>46-60</td>
<td>3</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>61 and above</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

*1 = Excellent/very good, 2 = good, 3 = poor/not catered

Table 4.8 above demonstrates that teachers in the age group of between 31 and 40 years are more satisfied at the first level with 24 teachers out of 210 satisfied at that level followed by 19 teachers of the age between 21 and 30 years. At the second level 75 teachers, out of 210, from the age group between 21 and 30 years are more satisfied followed by 73 teachers of the age group between 31 and 40 years. Generally, at all levels, teachers aged between 21 and 45 are more satisfied than others. This implies that they do not move frequently from one school to another school because they are at least satisfied and it confirms the low rate of teacher’s
turnover. However, as a big number are satisfied at the second level, they can move to be satisfied at the first level when they find an opportunity. Remember that the satisfaction is expressed in terms of benefits incentives and staff/students ratio, opportunity of professional growth and in staff/student ratio.

4.3.7. Satisfaction of teachers according to the working experience (Years)

The researcher compared the satisfaction of respondents according to their experience. The results are presented in Figure 4.7.

Figure 4.7 Satisfaction of teachers according to the working experience

*1= Excellent/very good, 2=good, 3= poor/not catered

Results in Figure 4.7 show that teachers with at least 2 years of work experience are more satisfied at the second level. They are about 51 teachers out of 210. This means that more experienced teachers are not satisfied and this is because they think that with their experience they should be better remunerated. These can also move from one school to another which in search greener pastures which increases the rate of turnover.
4.3.8. Regression analysis between teacher turnover and its influencing factors

<table>
<thead>
<tr>
<th></th>
<th>Benefits incentives</th>
<th>Opportunity of professional growth</th>
<th>Staff/student ratio</th>
<th>Salary category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.197</td>
<td>.147</td>
<td>.024</td>
<td>.035</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>Turnover</td>
<td>.002</td>
<td>.017</td>
<td>.366</td>
</tr>
<tr>
<td>N</td>
<td>210</td>
<td>210</td>
<td>210</td>
<td>210</td>
</tr>
</tbody>
</table>

Table 4.9.Regression analysis between teacher turnover and its influencing factors

The regression analysis was based on the data collected from 28 private secondary schools. 210 selected teachers were asked their views on factor influencing their turn over and the degree of influence of each factor. To calculate the regression analysis the researcher used the following mathematical model:

\[ y = b_0 + b_1 \text{BIS} + b_2 \text{OPG} + b_3 \text{SSR} + b_4 S + u. \]

Where BIS: benefits incentives and staff, OPG: Opportunity of professional growth SSR: Staff/student ratio and S: Salary category. Table 4.9 reveals the results where each independent variable (factor influencing teacher turnover) has its influence on teacher turnover (dependent variable).

Findings revealed that all independent variables cited influence the teachers’ turnover. Based on the Pearson Correlation of each influencing factor on the dependent variable (teacher turnover), teacher turnover is more influenced by benefits, incentives (employer related
factors). This factor is followed by the opportunity of professional growth (employee related factors). At the employer related factors there is also the staff/student ratio and the salary got. It is deduced that all of these factors affect job satisfaction, thus teacher turnover in private secondary schools in the City of Kigali.

Table 4.10 Model summary of regression analysis between teacher turnover and its influencing factors

<table>
<thead>
<tr>
<th>Model</th>
<th>$R$</th>
<th>$R$ Square</th>
<th>Adjusted $R$ Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.222a</td>
<td>.049</td>
<td>.031</td>
<td>1.401666</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Salary category, Staff/student ratio, benefits incentives and staff, Opportunity of professional growth

Source: Primary data

Table 4.10 reveals the overall significance of the cited factors influence the teacher turnover at 22.2%. This means that there are other external factors that are not cited in the model. These include: competitive conditions law, accommodation and market access, ease of transportation, recreation facilities, education development and public perception of the profession.

4.3.9 Factors influencing teacher turnover

Through questions asked to respondents (teachers), the researcher found out the main factors that can influence their job satisfaction and retention and at what level. The results are presented in the table below.
Table 4.11 Factors influencing job satisfaction and teacher turnover

<table>
<thead>
<tr>
<th>Influence to retention</th>
<th>Not at all</th>
<th>Moderately</th>
<th>Highly</th>
<th>Very highly</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Greener pastures</td>
<td>110</td>
<td>15.2</td>
<td>46</td>
<td>21.9</td>
<td>22</td>
</tr>
<tr>
<td>Accommodation</td>
<td>20</td>
<td>9.5</td>
<td>29</td>
<td>13.8</td>
<td>104</td>
</tr>
<tr>
<td>Market access</td>
<td>50</td>
<td>23.8</td>
<td>95</td>
<td>45.2</td>
<td>51</td>
</tr>
<tr>
<td>Ease of transportation</td>
<td>54</td>
<td>25.7</td>
<td>55</td>
<td>26.2</td>
<td>76</td>
</tr>
<tr>
<td>Recreation facilities</td>
<td>41</td>
<td>19.5</td>
<td>59</td>
<td>28.1</td>
<td>33</td>
</tr>
<tr>
<td>Education development</td>
<td>61</td>
<td>29.0</td>
<td>81</td>
<td>38.6</td>
<td>40</td>
</tr>
<tr>
<td>Public perception of the profession</td>
<td>82</td>
<td>39.0</td>
<td>49</td>
<td>23.3</td>
<td>59</td>
</tr>
</tbody>
</table>

**Source: Primary data**

Findings in Table 4.11 revealed that employer related factors like green pastures (better pay elsewhere) do influence teacher retention very highly; this is confirmed by 52.4% of all respondents. Most of respondents confirmed that the accommodation can influence them highly to stay at their school with the confirmation of 49.5%. The market access influence teachers moderately as confirmed by 45.2% of all respondents. Ease to transportation highly influence the retention as confirmed by 36.2%, the recreation facilities influence very highly the retention because teachers become free to continue their own business during the recreation. This is confirmed by 36.7% of all respondents. Education development is a necessary point because the level of education for teachers need to be raised and thus the reason why this factor influences their retention. It is with the confirmation of 38.6% of all respondents. The public perception of the profession influences teacher retention too with the confirmation of 39.0% of all respondents.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This study determined job satisfaction as a major factor of teacher turnover in selected private secondary schools in the City of Kigali. Employer related, employee related and external factors characterized factors influencing job satisfaction while teacher turnover was characterized by low, moderate and high rates. The study was conducted through a sample survey using a cross section of teachers and Head teachers from randomly selected 28 private secondary schools in the City of Kigali. Data was collected by the use of questionnaires, interview guides and document analysis techniques. Data collected was analysed using percentages, frequencies and Chi-Square techniques. This chapter discusses the findings of the study, draws conclusions and makes recommendations based on the findings. The discussions are presented along research objectives.

5.1 Summary of findings

This research aimed to investigate how job satisfaction is a major factor of teacher turnover in private secondary schools in Rwanda using the city of Kigali as a case study. This research used survey, descriptive and explanation method. Data collected through questionnaires and interview was analyzed statistically using descriptive and correlation inferential statistics via SPSS. The summary of findings is presented here below.
5.1.1 Objective one

Objective one set out to examine the level of job satisfaction among teachers in private secondary schools in the City of Kigali. The factors that influence job satisfaction for the teachers include class size, salary, incentives and teacher benefits. To ascertain why teachers leave some schools for others a question was asked on factors that may influence job satisfaction. The question was in form of descriptive data with choices of excellent, very good, good, poor and not catered for. Three categories considered were: benefits, incentives, and staff and student ratio; opportunities for professional growth and staff/student ratio as a factor of work load. These are employer related factors and thus this study established that teacher turnover in private secondary schools in Kigali City is generally influenced by employer related factors. This means that teachers are poorly paid and when teachers are not satisfied with their job they will always find a way to leave for greener pastures. This is in agreement with a study conducted in Chicago in 1999 where half of teachers employed in that year left giving poor pay as reason number one alongside other factors; they too work in environments that are not conducive. This trend of events can be explained by the fact the cost of running schools in this competitive era is so high. Besides most schools visited do not charge very high seemed high school fees, the result obviously is poor payment of teachers which influences teacher turnover.

This research showed that 50 % of the respondents say that their benefits are good meaning that there are in middle satisfaction implying that if they found any opportunity at another school they can leave for the very good or the excellent satisfaction on benefits incentives and staff/ students ratio. About the opportunity of professional growth, 46.2% respondents (teachers) said that it is good, meaning that they are satisfied but not at a maximum level and they can move any time. Concerning the staff and student ratio (about the work load), 68.1%
confirmed that they are satisfied at a very good level. This confirms the low rate of teacher turnover in the interviewed schools.

5.1.2 Objective two

The second objective of this research was to assess the rate of teacher turnover in private schools in secondary schools in the City of Kigali. Teacher job satisfaction, experience and qualification were used to measure employee related factors. Responses were obtained from all respondents by use of questionnaires, interviews and guided discussions determine the relationship between teacher critical mass and teacher turnover. As defined earlier, this is the minimum number of teachers required to sustain regular school operations. It is revealed that only 32.5% of the teacher respondents have more than five years of experience. Among the headmasters as well, data shows that more than 40% of head teachers have only 2 years of experience on the job. The schools’ regular operations that require teachers include mainly teaching and supervision. If teachers are not enough the available ones will be overstretched with a big work load which will affect their performance on the job and in the end the students’ performance will be affected.

From table 4.13, it is evident that the great number of teachers has 2 years of experience representing 28% of the respondents. From 5 years of experience we see the percentage dropping down drastically. This information ties in well with the facts that since the introduction of English as a medium of instruction most private schools teach in English for the last five years. Thus most teachers are young graduates as most of the older ones could not easily switch from teaching in French to teaching in English. This means the critical mass is small and schools have to compete to get competent teachers which increases turnover.

As far as the qualification is concerned, this research revealed that all respondents who
provided information on their level of education 74.3% have Bachelor’s degrees and 12.9% have a diploma that allows them to teach up to the lower level of secondary schools. The other category with 12.9% included those with qualification mostly lower than a Diploma with very few with Masters. With most teachers having a degree, it would be expected that they would have a positive impact on the performance of the students and head teachers would be having no problems of recruitment.

5.1.3 Objective Three

The third objective was to determine the effect of job satisfaction on teacher turnover in private schools in the City of Kigali. The factors that influence job satisfaction can be grouped under employer related factors, employee related factors and external factors. These factors were characterized by better pay elsewhere; referred to as greener pastures in this research, market access and government policy. The government policy researched about in this research was the introduction of English as a new medium of instruction in Rwandan schools. Findings from this research revealed that the green pastures do influence teacher retention very highly; this is confirmed by 52.4% of all respondents. This can be clearly demonstrated from the documented literature on the effect of better opportunities elsewhere and its impact on teacher turnover. Rebore (2004) asserts that “in recent years educational organisations have experienced a decrease in the number of applicants to mathematics and science teaching positions because of the higher wages and advancement opportunities available in private business and industry.

Similarly, external factors like perception of the teaching profession by the public also accounts for increased teacher turnover. Jones (2001) noted that teachers are accorded low social status and low esteem. The researcher found out that factors like general economic
conditions of the country in isolation had profound influence on the rate of staff movement. Cole affirms this by observing that at times because of economic difficulty experienced by many private secondary schools, the directors are forced to cutback severely on teacher numbers leading to redundancies and early retirements.

5.2 Conclusions

The researcher found out that the level of satisfaction among teachers in private schools in Rwanda is high and steadily increasing. Factors responsible for increased lack of job satisfaction and teacher turnover can be grouped as employer related, employee related and externally related. The major push factor of job satisfaction is pay, but other factors like benefits, incentives, opportunities for professional growth and staff/student ratio as a factor of work load, have a big impact on job satisfaction and thus turnover.

About 50% of teachers believed that external factors had considerable effect on staff movement. One of the implications of this finding is that many private secondary schools were of different economic capacities and therefore could not provide the same pay or even fringe benefits. It is on this ground that the researcher made a conclusion that external factors really had an impact on job satisfaction and teacher turnover. About 7 schools paid their schools highly and majority of teachers asked preferred to teach in such schools given an opening; therefore such can also leave to join highly paying schools.

Most of respondents confirmed that the accommodation can influence them highly to stay at their school with the confirmation of 49.5%. The market access influence teachers moderately as confirmed by 45.2% of all respondents. Ease to transportation highly influence the retention as confirmed by 36.2%, the recreation facilities influence very highly the
retention because teachers become free to continue their own business during the recreation. This is confirmed by 36.7% of all respondents. Education development is a necessary point because the level of education for teachers need to be raised and thus the reason why this factor influences their retention. It is with the confirmation of 38.6% of all respondents. The public perception of the profession influences teachers’ retention with the confirmation of 39.0% of all respondents.

All these findings lead to the conclusion that in order for private secondary schools in the City of Kigali and other schools in general to reduce on teacher turnover, employers, head teachers and all stakeholders must improve on their policies towards teachers, provide better packages, meet employees’ expectations and try to control external forces or pressures. All in all, if students’ academic performance is to be excellent, then keeping a stable, experienced staff is paramount. Failure to maintain such, the rate of teacher turnover will continuously be high with its disastrous effects.

Such issues are so imperative that head teachers and policy makers should take it upon themselves to address them.

5.3 Recommendations

The researcher has argued that teacher turnover at any rate has a negative effect on student achievement. Moreover, teacher turnover is particularly harmful to students in schools with large populations of low-performing students. Much of the existing literature assumes that teacher turnover impacts student achievement by changing the average quality of teachers in schools. For a school to reduce on the rate of teacher turnover there needs to be job
satisfaction. Employers must change their administrative policies, must put in place strategies that will ensure teacher job satisfaction, for example, better pay, conditions of work, ensure professional development, try to meet teachers’ expectations, value them and must also control external influence. It is not enough for schools to acquire qualified teachers, retaining the experienced ones is also crucial and reward is central. There is need for all stakeholders especially head teachers and school directors to devise means of regulating the phenomenon of teacher turnover in private secondary schools in the City of Kigali and schools in Rwanda in general.

There is need for the Ministry of Education to organize periodic workshops to train and sensitize the head teachers and school directors on the purpose of teachers as a crucial resource and for that matter, how trying to retain them is obviously significant because the whole education system largely depends on them. Furthermore, managers of private schools in particular should note that teacher turnover itself is not the only problem but a cause of a bigger problem for instance is poor academic performance. When students are subjected to new teachers now and then and their stability becomes a myth their academic performance will be negatively affected.

Continuous outflow of teachers impacts on students’ academic chart and breaks continuity in the teaching-learning process. Head teachers and all stakeholders should consider putting in place policies and rewards that will attract and retain teachers.

Head teachers and all stakeholders should consider putting in place policies and rewards that will attract and retain teachers. This would require that they focus on the following elements identified to be essential by the researcher: improving the teaching conditions of the teachers by offering competitive salaries and remunerations; facilitating teachers’ accommodation, recreation facilities, education development and ease of transportation; providing adequate
amounts of classroom supplies to providing mentors for new teachers; attracting and retaining qualified teachers; creating a work environment with satisfaction by providing all possible incentives.

5.4 Suggestions for further study

The researcher recommends that the study be made the background for further research especially since not much has been done on the area of how to increase job satisfaction and thus reduce the rate of teacher turnover. The researcher also particularly, identifies a missing link of the impact of teacher turnover in schools. The researcher therefore recommends that a study be conducted to find out how teacher turnover can be reduced to allow effective teaching and learning of students. The researcher also recommends that an extensive/research be conducted to establish how teacher turnover affects continuity of school programmes especially academic performance.
REFERENCES


Murphy, I. (1977). *Attracting, Developing, and Retaining Effective Teachers*, Maynooth


APPENDICES

Appendix 1: LETTER TO RESPONDENTS

Dear Respondent,

The researcher is a graduate student pursuing a Master of Education Degree in Leadership and Management at Mount Kenya University. She is conducting a study on the “job satisfaction and teacher turnover in private secondary schools in Rwanda: A Case study of the City of Kigali”. This study would not be possible without your participation. Accordingly, you have been selected to participate by kindly completing this questionnaire. I therefore wish to thank you in advance for accepting to sacrifice your time and answer the questions below displaying utmost good faith. The study is purely for academic purposes and all information provided will be treated with highest confidentiality. Your prompt response will be highly appreciated.
Appendix 2: QUESTIONNAIRE FOR TEACHERS

Instructions: Please fill in or tick where applicable.

Part I. Bio Data

1. Name of the school: .................................................................

2. Sex:  Male  Female

3. Age group: 23-30  31-45  46-60  61 and above

4. Marital Status: Married  Single  Other

5. Do you stay with your spouse or away due to your job (Y/N)?

Part II. National Context

6. Historical medium of instruction: English

Part III. Characteristics (Employee Factors)

7. Quality assessment

7.1. Qualifications: Degree  Diploma  Other

7.2. University/college attended, Country and Year of completion

   University.................................................................

   Country ..............................................................

   Year of completion..................................................

7.3. Specialisation (Option/Major)............................................

7.4. Which subject(s) do you teach?

7.5. Time spent at the current school (years)
7.6. How many other schools have taught at before? □

7.7. How would you describe yourself as an achiever?

   Self motivated □  Team worker □  Both □

Part IV: Compensation Factors (Terms of Service)

8. Rank the following as factors that may influence your job satisfaction

   Tick (✓) the box of your choice

8.1. Benefits, incentives and staff/student ratio

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Not catered for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Health Insurance:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pension Scheme:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Terminal benefits:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Accommodation:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

8.2. Opportunities for professional growth

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Poor</th>
<th>Not catered for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport:</td>
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<td>School leadership:</td>
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<tr>
<td>Social support:</td>
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<td>□</td>
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</tbody>
</table>

(Sick leave, emergency leave)

8.2. Opportunities for professional growth

Pre-service induction □ □ □ □ □

In-service training: □ □ □ □ □

Termination policies: □ □ □ □ □

Contract terms*: □ □ □ □ □

Frequency of in-service Training (0, 1, 2, 3, 4): Tick (✓) the box of your choice

None □ Once a yr □ 2 times/yr □ 3 times/yr □ 4times/yr □

Contract type (job security)*: Fixed duration □ Permanent □
If fixed duration, for how long (years)  

Is the contract renewable? Yes  

8.3. **Staff/student ratio as a factor of work load**

What is your weekly work load (hours):  

How do you describe the level your workload?  

Light ☐  Average ☐  Heavy ☐  Unbearable ☐

If workload is above average, what are the underlying reasons?

Multiple subjects ☐  Big classes ☐  Administrative duties ☐  Cover for absentees ☐

How does it affect the student pass rate?

Not at all ☐  Moderately ☐  Highly ☐  Very highly ☐

How does it affect your subject knowledge improvement (research)?

Not at all ☐  Moderately ☐  highly ☐  Very highly ☐

**Part V: Conditions (External Factors)**

9. **How do access to the following influence teacher retention?**

<table>
<thead>
<tr>
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<th>Not at all</th>
<th>Moderately</th>
<th>Highly</th>
<th>Very</th>
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<td>Greener pastures</td>
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<tr>
<td>Accommodation:</td>
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<td>Market access</td>
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<tr>
<td>Ease of transport</td>
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<td>☐</td>
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<tr>
<td>Recreation facilities</td>
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</tbody>
</table>
10. What recommendations can you make to reduce on teacher turnover?

Thank you for participating in this survey
Appendix 3: INTERVIEW GUIDE FOR HEADTEACHERS

Topic: Job Satisfaction and Teacher Turnover in private Secondary Schools in Rwanda: A case study of the City of Kigali.

Part I: Bio Data

1. School..............................................................................................................

2. Qualification....................................................................................................

3. Time spent in school..........................................................................................

4. Duration of time as head teacher (years) .........................................................

5. Number of teachers in your school .................................................................

Part II:

6. At least how many teachers leave your school in a year?

7. In your own view what do you think are the main causes of teacher turnover in the City of Kigali?

   Salary; Health Insurance, Pension Scheme; Terminal benefits; Accommodation;

   Any other

8. Do you think the same causes could possibly explain teacher turnover in your school?

9. Are there specific factors that have led to continued teacher outflow in your school?

   If yes, why?

10. What recommendations can you make to reduce on teacher turnover?

    Part III:

11. What is the general performance of the school?

    (i) Very good    (ii) Good    (iii) Average    (iv) Poor
12. Why is the performance like this (refer to the above)

13. In your own view, do you think teacher turnover affects students’ academic performance?

14. Please mention any other reasons that may affect students’ academic performance in your school other than teacher turnover?

Thank you for your participation