THE IMPACT OF HIGH TEACHER TURNOVER RATE ON ACADEMIC PERFOMANCE A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN IGANGA DISTRICT

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A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION OPEN AND DISTANCE E- LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR OF ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

August 2018

DECLARATION

I Biribawa Brenda declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

Signature ....

Date 25th August 2018

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APPROVAL

I hereby certify that this work entitled "**The Impact of High Teacher Turnover Rate on Academic Performance a Case Study of Selected Secondary Schools in Iganga District**"has been submitted with my approval for examination as university supervision.

Signature .... Date: ....25ᵗʰ/09/18...........

SHIDASUSAN
UNIVERSITY SUPERVISOR

DEDICATION

To my beloved parents **MR. AND MRS Mukulu Isaac** for their financial support towards my education.
May God reward them abundantly

ACKNOWLEDGEMENTS

I thank the lord almighty for keeping, protecting and giving me good health during the course of my study.

I would like to appreciate the work of my supervisor Madam **Shida Susan** who diligently guided me during my research. May the Almighty reward her abundantly?
Special thanks goes to my parents for their love and support in form of school fees for my education.

I would like to recognize the work of my beloved brother siblings, Nahiya, Rayan and Hidaya for their an endless encouragement given to me during the course of the study.

Special thanks goes to my friends, Becky, Angel, Miria, Zulufa and Sandra for their encouragement and advice during my studies

I also wish to thank my teachers for their advice, knowledge and guidance towards my education. May God bless them.

I also acknowledge the efforts of my respondents who availed all the necessary information given to me as required.

ABSTRACT

This study looks at the impact of The Impact of High Teacher Turnover Rate on Academic Performance a Case Study of Selected Secondary Schools in Iganga District. The study was aimed at identifying the challenges students face due their time of study while residing in the schools' premises, and how these challenges effect their academic performance in class and outside class. The study further suggested amicable solutions for the challenges found out during the field study. To achieve the objectives of this study, the researcher used a mixed method approach which involved the survey of students in the selected secondary schools and questioners were also administered in this as forms of data collections. The study revealed that bullying of students especially the new comers was the major challenges in boarding schools. In addition, the struggle for acceptance stress and the need for adjustment were also found out as challenges that students face during the study. Nevertheless, there were cases where others experienced improvement in their academic performance due to ample time that they enjoy while residing in school premises under teachers close supervision. Also, respondents shared ideas, discussed and participated in answering the questions among themselves on this topic.

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CHAPTER ONE

1.0 Introduction

This research study expounds on the impact of high teacher turnover on student academic performance in Iganga district secondary schools. This mixed descriptive study will use both qualitative and quantitative methods of data collection. Chapter one of this study involves background of the study, statement of the problem, objectives and purpose of the study as well as significance and conceptual framework.

1.1 BACK GROUND OF THE STUDY

1.1.1 Historical back ground

In 1991, the national population census estimated the district population at about 235,300. The 2002 national census estimated the population of the district at about 335,500. The annual population growth rate in the district was estimated at 3.5%. In 2012, the population of Iganga District was estimated at approximately 499,600. Iganga District has the highest proportion of Muslims in Uganda.In an educational journal (2003), the education levels in the districts of eastern and south eastern Uganda by board of graduate studies, Moi university Kenya it was indicated that there is high level of illiteracy especially among the adults.

The dissatisfaction rate is highest in western Uganda where about seven in 10 teachers are unhappy and lowest in the eastern region where half of them are frustrated. "Propensity to quit the job is high: only 16% of primary teachers would like to remain in the classroom within the next two years," the diagnosis of teacher issues in Uganda study, conducted in 2011, showed. This comes a few days after teachers countrywide called off their strike over the Government's failure to increase their salaries by 20%.

High rates of teacher turnover strain every school in every state, it come by due to limited financial resources and is disruptive to program continuity and staff cohesion. Studies indicate that as many as 20 percent of teachers nationwide leave the profession after three years and close to 30 percent leave after five years.

This report will examine the impacts and the reasons why teachers transfer or leave the profession at such high rates in Iganga District and where they go when they move or leave.

Schools with low teacher retention have a highly transient staff. The problem this study is investigating is the impact of low teacher retention on student academic performance in secondary schools in Iganga district and whether or not teacher longevity in the field impacts student achievement. A multitude of research however is available on the topics of student achievement, and/or teacher retention, but very few research studies examine the relationship between the two.

1.1.2 Contextual back ground

The teachers' attrition rate currently stands at 4% per annum in primary schools and 5% in secondary schools, according to the 20th education and sports annual review report. A big number of the teachers resign while others are dismissed after absconding. A separate study conducted by the ministry also showed that 60% of government primary teachers are not satisfied with their work conditions and remuneration.

1.1.3 Contextual background

In Uganda today, education is considered a great weapon against backwardness, poverty, hunger, disease, ignorance name them. This has therefore pushed many children to seek for education in schools as a way of aiming against future economic calamites but the back up from parents is poor and low.

The government of Uganda together with the private sector has undertaken a great tender of providing education to her citizens schools have been constructed both rural areas and urban for example in Busoga region, most secondary schools are for government (constructed by government) but that is not enough government also calls upon parents to give a hand in providing scholastic materials to their children but most parents have paid a deaf ear to that hence poor academic performance of learners in some schools.

A given number of parents have to a little extent met the children's needs as per school dues for better performance, but there is still poor academic performance in most schools due to a majority of parents who don't are about their children's performance through their poor parenting styles.

High rates of teacher turnover limit schools' ability to create productive learning environments and aredisruptive to program continuity and staff cohesion. Less experienced staff increase the

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principal'sadministrative load and require increased supervision and curriculum oversight (Allen, 2005; Theobald& Michael, 2001; Krei, 2000; Croasmun et al., 1999; Montgomery County Public Schools, 1999).Turnover also strains districts' limited financial resources (Allen, 2005; Ondrich, 2005; Darling-Hammond & Sykes, 2003; Fitz-ens, 1997). Benner (2000) estimated that teacher turnover costs districts25 to 35 percent of employees' annual salaries, including the resources needed to recruit and hirenew teachers, hire substitutes, and provide training and professional development for new teachers in America.

1.1.4 Theoretical, Background

According to the theories of performance by Don Elger (mechanical Engineer, university of Idaho (2002). Someone can perform better if the psychological mindset is a might. He also says that some one's performance in class depends on what one sees around him especially at home and at school which the researcher deems necessary as per teachers stay in school. In this case, when a teacher does not see future in his or her profession, there are high chances of that teacher to remain there for long

Elger also adds on and says that one's performance is highly affected by what is perturbing his or her mind, due to what one needs to improve one's performance. According to Mike and Nike (1998) thetheory of performance is a challenge to educators, they suggest that, for one to improve on their performance, another one has to empower them. Relatedly, students' performance is greatly influenced by teachers' time spent with them therefore it can be deducted from this theory that teachers turnover leads to poor academic performance of students

According to article, Theoretical perspectives on factors affecting the academic performance of students (may, 2009), there are various factors which effect of one's performance right from pre-school to all levels of school. And parenting styles is one of them (factors). This was added on by M.P Mapesela university of Free State, South Africa.

According to Ouma, Paul J.O, The effects of External school environment on performance in Iganga district secondary schools (2010), world over education which involves good performance has both private and social returns, but because learners are not performing well due to reasons outside school, like parental lack of care of their children, those social and private returns have only remained theoretical.

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The researcher has therefore seen that, though there are other factors which affect students' academic performance in schools, parenting styles is one of them and to a larger extent.

1.2 PROBLEM STATEMENT

Under normal environment, the teacher is better off working in the same environment for a taste of time. This will enable the teacher to transfer knowledge to the learners and carry out relevant evaluation necessary for his or her development. However this is not the case in Iganga District, more over in the secondary school level where areneeded most. teachers spend few years in the profession as required to put this in meaningfulshape, Studies indicate that as many as 20 percent of new teachers leave the teaching profession after three years and close to 30 percent leave after five years.Teacher turnover rates in Iganga secondary schools is increasingeach year, many teachers move from schools in iganga to another district, while others exit the profession temporarily or permanently. Recent research shows that Iganga District is one of the poorly performing Districts in Uganda in UNEB examination results (UNEB portal 2018& new vision reportFebruary 2018), there are many factors that have caused this problem such as teacher and student absenteeism, lack of required teaching aids among others, the researcher asserts that high teacher turnover is the big reason behind all others and if it's not solved, education process and student performance will get worse. This research paper therefore is intended to investigate the impact of high teacher turnover in Iganga district.

1.3 OBJECTIVES OF THE STUDY

1) To find out the impact of high teacher turnover on student academic performance.
2) To establish the causes of high teacher turnover in Iganga district
3) To formulate amicable solution to the problem of high teacher turnover in Iganga district

1.4 PURPOSE OF THE STUDY

The purpose of this research study was to examine the impact of high teacher turnover rate in Iganga district citing its causes and to suggest the possible solutions to this problem in secondary schools in Uganda.

1.5 SCOPE OF THE STUDY

1.5.1 Geographical scope

This research will be carried out in the two selected schools in Iganaga district. Iganga District is bordered by Kaliro District to the north, Namutumba District to the northeast, Bugiri District to the east, Mayuge District to the south, Jinja District to the southwest, and Luuka District to the west. The district headquarters at Iganga are located approximately 44 kilometers (27 mi), by road, northeast of Jinja, the largest city in the Busoga sub-region.

1.5.2 Contextual scope

This research will be centered on the impacts of high teachers' turnover on the student academic performance. The study will investigate the performance of students in relationship to the period they have spent with the same teachers and that they have spent with different teachers

1.6 SIGNIFICANCE OF THE STUDY

This study has been designed to help the educational administrators understand the relevance of time a teacher spends with students in their performance. The study will further enable the teachers to understand the importance of time spent with students so that they can spend ample time in the schools where they teach as relevant to student performance

The research will also help the educational managers to solve the problems of high teacher turn over in secondary schools especially in Iganga district

1.7 CONCEPTUAL FRAMEWORK

Independent variables   **dependent variables**

❖ Teacher absenteeism
❖ Relocation
❖ Quitting the profession

❖ Poor grades
❖ Less concentration
❖ Poor attitudes towards new teachers

Intervening variables

❖ Government policy of transferring teachers
❖ School environment
❖ Teachers interests
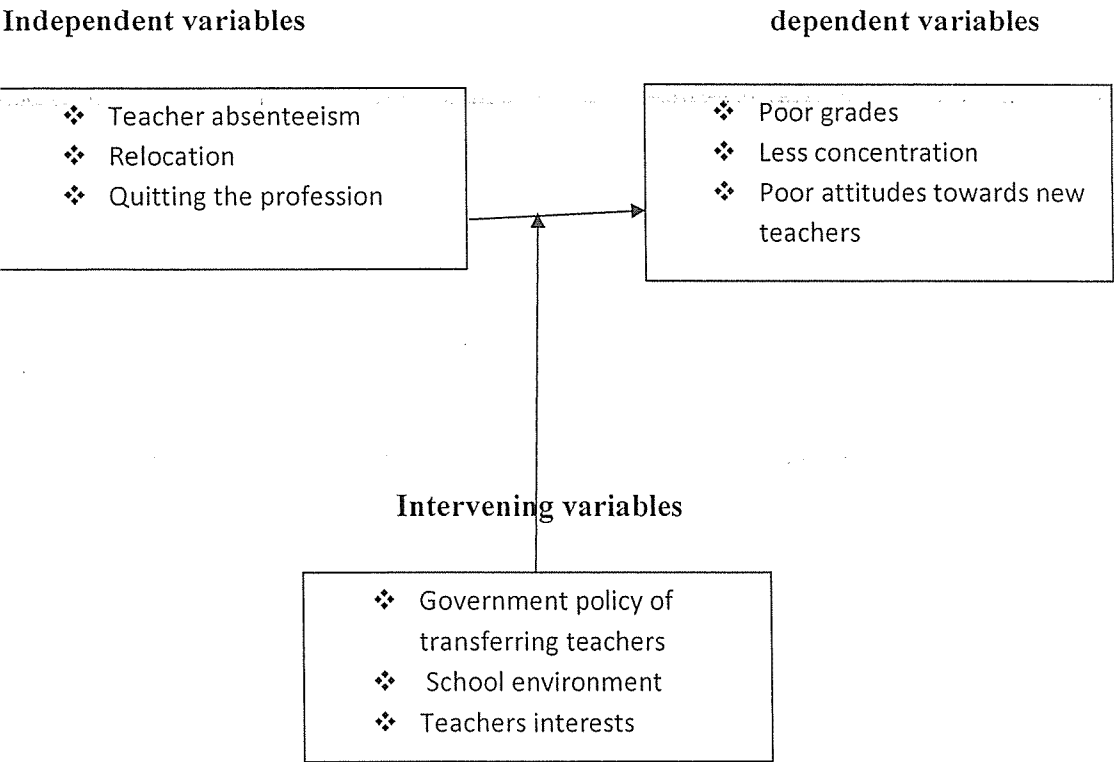
CHAPTER TWO

THE LITERATURE REVIEW

2.0 Introduction

This section includes the literature of the other authors and writers about the similar topic, in this section, the researcher has included what other researchers have written about the impact of high teacher turnover rate on the student academic performance. Given the fact that this is not the first attempt to investigate on this problem, the review of other literature about it will give it more meaning and relevant to the users elsewhere. The current literature review focuses on topics relevant to teacher turnover. It is essential to provide a historical perspective to understand how education has changed and how teacher retention rates have been evaluated up to present; the trends that have influenced this issue are also examined.

2.1 The current situation about the problem

85% of Ugandan primary teachers want to quit(Vision December 2014) Only 16% of primary teachers in government schools aspire to remain in the profession over the next two years. Only 16% of Ugandan primary teachers in government schools aspire to remain in the profession over the next two years, according to a report compiled by UNESCO. Innocent Anguyo writes. The findings by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the world's educational body, show that only 16% of Ugandan primary teachers aspire to remain in the profession in the next two years.

This implies that 84% (106,216) of the 126,448 (as established by the 2012 national report) primary teachers in government schools want to quit. The report found out that 47% of teachers were dissatisfied with their job, 59% would not want to stay in the profession if they were to start their career anew and about 78% believe that their colleagues are dissatisfied with their job.

It was found that 37% of dissatisfied teachers would like to resign within a year, compared to just six percent of satisfied teachers. The propensity to abandon the teaching job, as noted by this report is, therefore, six times higher among dissatisfied teachers than among their satisfied colleagues. The report further indicates that over 60% of teachers want to obtain an

administrative position in the education sector, rather than conduct lessons. "Administrative functions seem to be most attractive to teachers, with about 68% of them aspiring to be promoted to such a post," says the report. The western region is home to the most dissatisfied teachers (68%), followed by the north (61%), central (55%) and east (51%). It has also emerged that, teachers working in hardto- reach-areas, are more satisfied with the profession, compared to those in easy-to-reach areas. About 55% of teachers in hard-to reach areas are dissatisfyend compared to 60% in other areas.

2.2 Characteristics

The study found that on average, with an increase in age, the overall level of satisfaction decreases. For instance, 45% of teachers below 35 years were satisfied with the teaching profession, compared to only 36% of teachers above 46 years. Regarding academic credentials, teachers holding O' level certificate as their highest academic qualification are most satisfied (over 58%), compared to teachers with A' level or higher education.

Teachers with high job satisfaction are most likely to hold an O' level certificate (50% of satisfied teachers do, compared to 41% of dissatisfied teachers).

On professional education, satisfaction, the study found that decreases as professional qualifications increase. Teachers with a Grade III Certificate are the most satisfied (45%) compared to teachers with a Grade V Certificate (36%) and university graduates (32%).

Looking at work experience, teachers with less than five years of experience are the most satisfied. "Whenanalyzing the relationship between satisfaction and length of service, the same pattern appears as for age. Less experienced teachers are the most satisfied (55%) compared to teachers with more than 20 years of experience (40%)," states the report.

2.4 Causes of teacher turnover

Report by Vision added on 2nd October 2013 revealed that About 10,000 teachers quit government-aided schools each year mainly due to poor pay, a report by the ministry of education and sports has revealed. By Francis Kagolo. About 10,000 teachers quit government-

aided schools each year mainly due to poor pay, a report by the ministry of education and sports has revealed.

Presenting the report at the annual sector review workshop on Tuesday, Dr. Nassali Lukwago, permanent secretary ministry of education, said the growing attrition rate compromises the quality of education. Over 6,900 of the total number are from primary schools while 3,060 quit secondary schools, opting for greener pastures in private schools and other lucrative businesses.

The teachers' attrition rate currently stands at 4% per annum in primary schools and 5% in secondary schools, according to the 20th education and sports annual review report. A big number of the teachers resign while others are dismissed after absconding. A separate study conducted by the ministry also showed that 60% of government primary teachers are not satisfied with their work conditions and remuneration.

The dissatisfaction rate is highest in western Uganda where about seven in 10 teachers are unhappy and lowest in the eastern region where half of them are frustrated. "Propensity to quit the job is high: only 16% of primary teachers would like to remain in the classroom within the next two years," the diagnosis of teacher issues in Uganda study, conducted in 2011, showed. This comes a few days after teachers countrywide called off their strike over the Government's failure to increase their salaries by 20%.

Dr. Yusuf Nsubuga, director basic and secondary education, said the high resignation rate has kept the number of government primary teachers insufficient to meet the targeted pupil to teacher ratio of 45:1.Besides, the report also shows disparities in availability of teachers across districts, with some teachers in districts like Amudat handling classes of over 100 pupils.

2.4 External factors and teacher turnover

Much as employers are largely to blame for increased labor turnover, sometimes they too have to succumb to external pressure for instance as Maund (1988) observed stiff competition for scarce labor supply and varying wages and salaries in other schools may cause labor 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 organizations 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? This study set to find out if the same applies to secondary schools in Iganga District?

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 organizations 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, could this be the same in Iganga District? This is why the study had to be carried out. Disrespect of teachers by the public or community.

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 22battle public stereotypes that their jobs are easier than most other professions, all these reduce their commitment and morale to teach. This study was conducted to ascertain this and see whether it applies in private secondary schools in Iganga District or not. 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 Iganga District. Government too is somehow responsible for the increased rate of teacher turnover in many private secondary schools in Uganda. Many a times, it does not come I to assist the teachers employed on private basis, many a times, it does not come in to assist the teachers employed on private basis, many government teachers remain in their respective schools for many years with a hope of getting pension after retirement. In many private secondary schools, the only option is joining NSSF which most directors of schools are hesitant to join for fear of paying10%oneach and 23every

teachers monthly compulsory saving. Besides teachers in these schools are harshly treated by the head teachers, cheated, abused, mention it but government is totally unconcerned. All these culminate into teacher dissatisfaction and the end result is leaving. The study was to find out if such worries also result into teacher turnover in Iganga District private secondary schools.

2.5 Teacher turnover in Rural-based schools.

"Half of the districts will need specific targeting in terms of recruitment. Over 20 districts with a pupil teacher ratio of over 70:1 are in critical need of teachers," Nsubuga said. He said the problem is exacerbated by teacher absenteeism which, though decreased from 24% in 2004, still remains high at 17%. According to the report, each teacher in a government-aided primary and secondary school spends at least two working days in a week away from school.

In 2014, education sector review conference was held at Hotel Africana, Kampala under the theme: "Teacher recruitment, deployment, absenteeism, retirement, professional mobility, motivation and payroll management. The reports called for increased funding to the sector to raise teachers' salaries and implement their scheme of service for career progression and motivation. The conference was attended by the then ministers Jessica Alupo and Dr. J.C. Muyingo and the Irish ambassador Donal Cronin, who assured participants of more funding from education development partners to the education sector, especially vocational education.

The literature suggests that at schools with a high teacher turnover rate and limited years of teacher teaching experience, student performance tends to be lower than at schools where this condition does not exist. For example, low teacher retention leads to low levels of student performance (Falch & Ronning, 2005).

Zhang, Fashola, Le Floch, Aladjem, and Uekawa (2006) found that teacher turnover rate was a predictor for student academic achievement. The secondary schools considered in this study demonstrate the characteristics of low teacher retention and low student achievement.

The current era of high stakes testing creates a scenario in which schools in Uganda are continuously concerned with raising student poorachievement, which is increasingly being defined as student scores on standardized tests.

The National Commission on Teaching and America's Future stated in its report "No Dream Denied: A Pledge to America's Children," that the most serious consequence of high teacher turnover is that it erodes student achievement (Hunt Jr. & Carroll, 2003). For example, students in classrooms of teachers with less than two or three years of teaching experience demonstrate lower student achievement (Hunt Jr. & Carroll, 2003). Sanders' and Rivers's (1996) research on the impact of teachers on student achievement indicates a positive relationship between teacher effectiveness and student test score performance.

According to Fetler (2001) teacher effectiveness as measured by student achievement can be correlated to individual longevity in the field, and therefore issues of teacher retention should be considered.

Rivkin, Hanushek, and Kain (2005) found that mathematics teachers in their first three years in the profession performed significantly less effectively than their more experienced colleagues. To investigate this further, the secondary consideration in this study focused on years of teaching experience and student achievement.

In the years ahead, the decline in the reserve pool of experienced teachers will lead to the hiring of more entry level teachers (Grissmer & Kirby, 1997), therefore, creating the potentiality for lower student achievement. A frequent loss of educators and a lack of continuity that interrupts academic progress is detrimental for student academic performance (Fine, 2002).

A review of the literature indicates that schools with the lowest teacher retention rates have the lowest levels of student performance; as evidenced by Plecki, Elfers, Loeb, Zahir, & Knapp (2005). The growing body of research on teacher retention indicates that student achievement will suffer when students endure a continuous flow of beginning teachers (Sanders & Rivers, 1996). This is due to the positive relationship that exists between years of teaching experience

and student learning; as a result this is of great concern for schools having students of lower socio-economic levels, since many of them are often staffed with larger numbers of inexperienced teachers. A continuous turnover of teachers will lead to low student achievement and ongoing staffing problems (Dolton & Newson, 2003). There are a few studies that find a correlation between student achievement and teacher retention (Falch& Ronning, 2005; Hanushek, Kain, & Rivkin, 2003).

Most of the research over the years on factors that affect student learning have supported the belief that teachers can and do make a difference (Wright, Horn, & Sanders, 1997). Fetler (2001) points to the experience of teachers as a predictor of student achievement. He suggests that more experienced and more highly educated teachers tend to produce higher achieving students. Dolton and Newson (2003) looked at elementary schools in England and found that low levels of teacher retention have detrimental effects on student progress and achievement. Guin (2004), in another study of elementary schools, also found significant correlations between teacher retention rates and achievement of students. Plecki et al. (2005) found that teacher attrition is negatively associated with reading and math scores on standardized tests.

Contemporary educational theory holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with experienced teachers (Ingersoll, 2001).

In "Special Report: The Cost of underpaying teachers" a study utilizing educational information on the state of Texas demonstrates that students taught by teachers with more than five years' experience consistently scored better on state exams (Strayhorn, 2006). The National Center for Educational Statistics of America points out that as enrollment in public schools is projected to increase by 4% the demand for public school teachers will rapidly increase through 2014. Further, "Nearly 50% of teachers leave the profession within five years of entry and even higher attrition rates exist in more disadvantaged schools" (Heller as cited in Watkins, 2005, p. 83). Many of these teachers cite a lack of administrative support, difficult working conditions, challenging teaching assignments, poor student discipline, low salaries, negative school cultures and climates, a lack of a professional learning organizations and collaboration among school

personnel as primary reasons for their attrition. Today, with increasing accountability as measured by "student achievement", district/school personnel must evaluate the issue of teacher retention and associated impacts upon student test scores on standardized tests.

Fine's (2002) qualitative study on the same topic reveals that high levels of teacher turnover can produce a cumulative erosion of academic trust, engagement, and student learning. Strayhorn (2006) found a positive correlation between student test scores and the presence of a stable and qualified teaching staff. This study examined the relationship of teacher retention and corresponding impacts upon student performance on the 9th and 10th grade math sections of the FCAT.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The research design adopted for this study is survey research design; this is because of the nature of the data to be used for the study. In this study a sample is drawn from the population and analysis is made with respect to the sample, but the result is generalized to the entire population of the study.

3.2 Participants

Two schools were selected for this study; they consist of one public and one private school in the sub county of Iganga District. All the schools comprise of Boarding and Day program, the private schools also comprise of one Boarding and One Day School. All these schools are in The same region and they are.

1. Iganga high school
2. Victoria high school

3.3 Instruments

The main instrument used for this study included a researched design questionnaire titled
The questionnaire consists of two sections (A & B). Items contained in section A include: Class, Sex, Age, parents occupation and school type.

3.4 Procedure

The researchers on arrival in each of the selected schools introduce themselves to the administrators and the teachers after which they brief the school authority on the purpose of their visit. Teachers in these schools take the researchers to the classes needed for the study and the researchers take a random sample of students that will participate in the study.

The questionnaires are shared to the students after which the test is administered to the same student with each student questionnaire matched with his/her test script.

3.5 Data collection methods

Data will be captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions with community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

i. Questionnaire method

In this study the researcher will formulate questionnaires which will be used to collect relevant data from different individuals. The questionnaires are to be different for the groups and individual respondents as according to the type of data and the status of the respondents. For example the students will be given group questionnaires while officers will be given as individuals to get their views about the topic of study.

ii. Interviews method

This method of data collection involves face to face interactions by the researcher and various stake holders in the schools such as the head teachers, teachers and committee members of the schools and local leader as well as some parents and students. These will be asked to give their views about the impact of the teacher in their community and in the lives their school going children but more emphasis will be put on academic performance The researcher formulated interview guides of a few questions of his interest as required by the study.

iii. Discussion method

Discussion technique is to be used to collect data from groups of students and parents who are to be approached in this study. The researcher provided critical questions to different groups of people who will give their views about the impact of teacher on student academic performance in the selected secondary schools in Iganga district.

iv. Observation methods

Observation is yet another technique of data collection that will be employed by the researcher in data collection. By this, the researcher intends to use Empirical evidence to gather information

by carefully observing the state of the schools and their performance in and outside the classrooms, buildings and libraries at school as relevant to this study.

3.6 Justification of the study

i).Validity; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

ii).Reliability; The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

3.7 Ethical considerations

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction.

This chapter is comprised of the presentation and analysis of data collected from the field. The researcher compiled information and presented it in form of table and graphs to explain the variables in form illustrations.

Table 1

Table 1 gives the distribution of students and sample size per school.

Table of Population

Schools	Total Number Of Students	Sample Size	Respondents	Percentage %
Iganga high school	987	300	195	54.1
Victoria high school	896	300	165	45.8
TOTAL	1883	600	360	60

Source; field data2018

As illustrated in table 1 above, a 54.1% of the sample size participated to in this study from Iganga high school, 45.8% from Victoria high school from a sample size participated in this research study amounting up to 60% participants in the investigation of the impact of the teacher on the student academic performance.

Table II represents the number of respondents that participated in this study as the primary sources of data.

Title	Frequency
Head teachers	2
Teachers	20
Students	318
Parents	20
Total	360

Source; field data2018

Table III represents the main causes of high teacher turnover as according to the respondents in this study.

Causes	Frequency
Dissatisfaction of their salaries	70
Poor working conditions	55
High competition in the field	40
Delayed salaries for teachers	66
Availability of other sources of income	62
Lower reputation of teachers	67
Total	360

Source; field data2018

Results show that most teachers leave the profession due to their dissatisfaction with their job. This has been found to be as a result of poor management in secondary schools such as lack of promotions which make teachers get tired of their profession.

oor working conditions such as long working hours and unrealistic policies such as harsh
·eatment and unprofessionalism in handling teachers' related issues. Delayed salaries is one of
ie biggest challenge in Ugandan education system in both public and private secondary schools
vhich has culminated into high cases of teacher turnover.

'urthermore, the low teacher reputation in the community of Uganda has resulted into high
eacher turnover in Iganga. This is a tendency of disrespecting teachers as being the profession of
:hose who have no option in career. This has caused many teachers to quit their jobs before the
:etirement age

A BAR GRAPH BELOW REPRESENTS THE CAUSES OF
HIGH TEACHER TURNOVER IN IGANGA DISTRICT
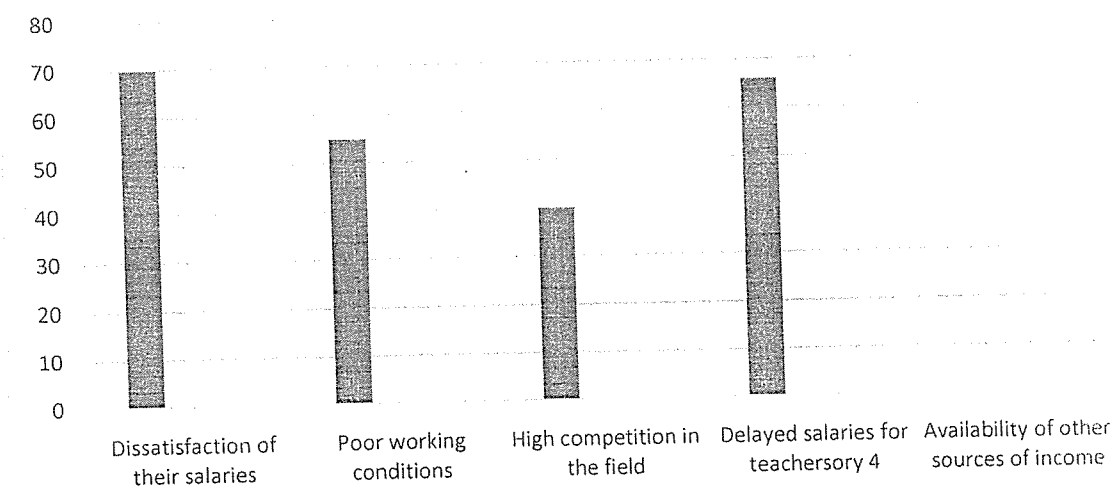
TableIV shows effects of high teacher turnover on students' academic performance in the
selected schools in Iganga

Effects	Frequency	Percentage%
Lack of stability in class	56	15.5
Poor student teacher relationship	59	16.3
Poor grades in examinations	67	18. 6
Delays completion of the syllabus	66	18.3

Tampers with mastery of subject matter	45	12.5
Lack of time for students revision	58	16.1
Total	360	100

Source; field data2018

Results show that high teacher turnover in Iganga district has resulted into poor grades among students with the responses from the respondents giving it18. 6 % of the Entire sample size. Lack of time for concentration by students was represented by 16.1% of the sample size of this study, lack of concentration is brought about by absence of teachers due to increased turnover and consequently this leads to poor academic performance in secondary schools. Delayed completion of the teaching syllabus is yet another result of high teacher turnover in Iganga district. It was found out that when teachers leave their professions, it takes some time for schools to get their replacements so as to continue the education process and this ends up in challenges with completing the teaching syllabus in time which is also key in student performance.

CHAPTER FIVE

DISCUSSION, SUMMERY AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter involves the discussion of the findings, summery and conclusion as well as the recommendations from the researcher's observations during the study.

5.1 Discussion of the findings

When respondents were asked to give their views on the impact the high teacher turnover in their community, 60% of the sample size responded to the questions and interviews. These included students, teachers and parents.

From their views, different categories gave their views about this topic as it was represented in this research paper.

It was found out that the teacher is the most influential factor for student academic performance, as put up by Nye, Konstanto Paul (2013) this research shows that teachers have substantial impacts on the students' academic performance and their life after school. In the past decade, research shows that teachers have great influence on their students' academic and life-long success

The respondents were in agreement with the researcher's analysis that high teacher turnover is responsible for poor student academic performance in Iganga district secondary schools. It has been noticed that many professional teacher leave their jobs before their retirement age to engagein other sources of income leaving the education sector at stake.

The results of teachers leaving the schools are quite remorse to the future of education not only in Iganga but in the entire country. Among the results include lack of stability in class, poor grades and delayed completion of the syllabus.

5.2 Summary of the study

This study investigate the impact of high teacher turnover on the student academic performance in the selected secondary schools in Igsnga District located in eastern Uganda. The researcher set one general objective as to examine the impact of high teacher turnover on student academic performance alongside other two specific objectives.

To achieve these objectives, the researcher employed qualitative and quantitative methods of data collection which involved presenting the data in form of tables and other relevant illustrations as well as using structured questionnaires and interviews and discussions with the respondents who were selected at random to provide primary data for this research.

The literature review of this study included much of the work of other writers and researchers about the same topic elsewhere but because the researcher found the findings universal, he included them herein to provide clarity of the findings in the area of study.

Chapter three of this study expounded the methodology that the researcher employed to examine the impact of high teacher turnover on student academic performance in the selected area of study while chapter four is the compilation of the analyzed data to explain it I an orderly way for the readers.

5.4 Recommendations of the study

Basing on the findings of this study and the carful investigation that the researcher under took to examine the impact of high teacherturnover on the academic performance of students in Iganga district, the researcher recommends that there be a rightful care and attention given on teachers issues in secondary school in Iganga district as well in the entire Uganda in order to improve the student academic performance.

That the government and the MoES should consider improving on teachers' salaries and do it in time in order to avoid cases of teachers leaving to look for better sources of income elsewhere.

The researcher also recommends that the teachers should as much as they can try to improve on the teachers working conditions like giving them promotions, addition incentives like

The researcher further recommends that there should be training of teachers by the governments in seminars and workshops in order to equip teacher with updated knowledge in their teaching subjects. On this note the researcher urges the government and school administrators to support the teachers in such trainings by paying for them and giving them leaves as well as paying them better salaries as a way of motivating them.

5.5 Recommendations for further research

From this study and the observations of the researcher, there is need for further investigations in the field of education there by recommending that the future researchers investigate the following topics;

1. The impact of teacher student relationship on student academic performance in Iganga district secondary schools.
2. The relationship between teachers' formal education and their capacity to produce high quality results from students.
3. The impact of teacher motivation on student academic performance in Iganga District secondary schools.

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APPENDICES

APPENDIX: A

QUESTIONNAIRE FOR THE RESPONDENTS

Dear respondents

I am BiribawaBrenda and a student of Kampala International University pursuing a bachelors of arts with education. I am carrying out a study research entitled **the impact of High Teacher Turnover on the student academic performancein Iganga District.** You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

SECTION A
BIO DATA OF THE RESPONDENTS
Instructions tick where appropriate

1. Gender

A	Male	
B	Female	

2. Age

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

3. Level of Education of Refugee (Tick where appropriate)

Primary A	Post primary B	Certificate C	diploma D

4 Marital Status

A	Single	
B	Married	
C	Divorced	

5 Occupation

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	

SECTION B:

CAUSES OF HIGH TEACHER TURNOVER IN IGANGA DISTRICT

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I   where   1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Dissatisfaction of their salaries			
Poor working conditions			
Delayed salaries for teachers			
High competition in the field			
Availability of other sources of income			
Lower reputation of teachers			

SECTION C

EFFECT OF HIGH TEACHER TURNOVER ON CADEMIC PERFOMANCEIN IGANGA DISTRICT

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Lack of stability in class			
Poor student teacher relationship			
Poor grades in examinations			
Delays completion of the syllabus			
Tampers with mastery of subject matter			
Lack of time for students revision			

SECTION D

SUGGESTED SOLUTIONS FOR THE CHALLENGES

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I   where 1- Agree (A),
2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Encouraging goodstudent-teacherrelationship			
Improveteachers'salaries			
Improveteachers'workingconditions			
Schools should organize study trips and field works forteachers to Improvetheircareers			

APPENDIX B
INTERVIEW GUIDE

I want to thank you for taking your time to meet with me today. My name isBiribawa Brendaand you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the **impact of HighTeacherTurnover on Academic Performance in Iganga District**. This research is a partial fulfillment for the award of **bachelors of arts with education** and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

(1).What are the effects of High Teacher Turnover on Academic Performance in Iganga District?
....
....

(2). What are the concerns and issues in Boarding School in Kapchorwa district?
....
....

(3). How can the problemHigh Teacher Turnover in Iganga Districtbe solved?
....
....

(4). whatcan government dotosolvethis challenges insecndary schools in Iganga District..
....
....

Thank you for your cooperation.

APPENDIX C:

ACCOUNTABILITY AND EXPENDITURES(February 2018-August 2018)

ITEM	RATE	AMOUNT
Stationary	10000	50000
Secretarial service	20000	20000
Internet	5000	5000
Transport	100000	100000
Calculator	20000	20000
Air time	5000	5000
News papers	1000	5000
Printing	20000	20000
Pens	500	2000
Editing	10000	10000
Library fee	10000	20000
Others	300000	200000
Total		500,000

APPENDIX D: ACTION PLAN (February 2018-August 2018)

months	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
Activities								
Formulation of research topic								Researcher & supervisor
Proposal writing								Researcher
Approval proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor
Presentation of the report								