

Relationship between Teacher Turnover and Students Achievements: the Moderating Effect of Personality Trait

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Abstract:

The purpose of the study was to examine the relationship of Teacher's turnover and Student's achievements. In order to analyze the data, primary data collection technique, that is the questionnaire, was used. It was disbursed to 100 subjects. The findings of the study revealed that Teacher's turnover affects Student's achievements. As Teacher's turnover was filled with a teacher to ensure that a student's achievement is really affected positively. The intensity of this relationship depends upon how much teachers turn over their jobs highly to let student bad experience things at work.

Key words: Teacher's turnover, student's achievement

Introduction:

Teacher turnover rate is mainly attributed to white low-income schools and the poor performance of the student population is above world average. Nationally, about 30 percent of new teachers leave the profession after five years (Ingersoll 2001).

Scientists and political leaders often take for granted that this teacher turnover is detrimental to student learning.

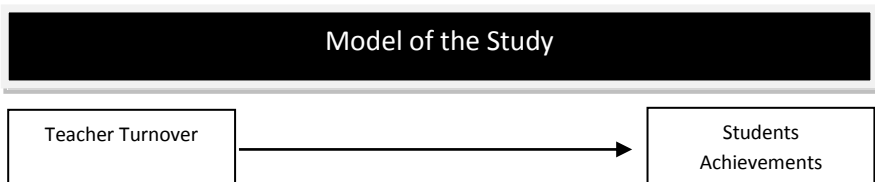
This disappears from the institutional memory and resources to devote to the hiring of the process. It appears that there are many reasons (Guin 2004) for which student success directly impacts on the turnover of the teacher; however there is little experimental evidence for that. Moreover, in addition to a certain amount of literature in the public administration, companies and individuals may be useful to confirm the above data.

H₁= Teacher's turnover is negatively related to Student's achievements.

H₀= Teacher's turnover is not negatively related to Student's achievements.

Methodology:

Following the method of convenience sampling, a sample of employees of BUISTEMS 100 organizations was selected to collect the primary data for this study. These employees were middle and line managers. Both self-administered and mailed questionnaire were used. Out of the 100 questionnaires, 75 questionnaires were received back. The survey response rate was 75%. The questionnaire took a total of nine items out of which eight items were for teacher turnover. One item was for student's achievement. Teacher turnover items were adopted and adapted from the questionnaire of employee satisfaction used by BUISTEMS (2014). The reliability values of the scale are shown in the correlation metrics ahead. To test the hypothesis, regression and correlation analysis were applied.



		Frequency	%age
Gender	Male	40	40
	Female	35	35
Age	20-29	38	38
	30-39	35	35
	40-49	2	2
Education	Bachelors	40	40
	Masters	30	30
	M. Phil.	3	3
	Ph.D.	2	2
Experience	1-4	35	60
	5-9	37	37
	10 & above	3	3

Table: 1: Demographics

Results, discussion and conclusion:

1. Correlation Analysis:

The correlation between the two variables, namely teacher turnover and student's achievements was checked to observe the consequences which are reported in the correlation matrix. The two variables in the study are found to be highly correlated with each other. Throughout the analysis, Teacher's turnover will be denoted by TT. Student's achievement will be denoted by SA.

		tt1	tt2	tt3	tt4	tt5	tt6	tt7	tt8	sa1
tt1	Pearson Correlation	1	0.093429	0.237749	-0.04559	0.196011	0.174081	0.027542	0.387218	-0.09805
tt2	Pearson Correlation	0.093429	1	0.10667	0.215013	0.189969	0.206561	0.445566	0.066772	-0.1374
tt3	Pearson Correlation	0.237749	0.10667	1	-0.06292	0.214127	0.021199	0.404392	0.296716	0.252627
tt4	Pearson Correlation	-0.04559	0.215013	-0.06292	1	0.119086	0.030935	0.276418	-0.08852	-0.07661
tt5	Pearson Correlation	0.196011	0.189969	0.214127	0.119086	1	0.089768	0.382227	0.117575	-0.16004
tt6	Pearson Correlation	0.174081	0.206561	0.021199	0.030935	0.089768	1	0.193419	0.140006	0.044303
tt7	Pearson Correlation	0.027542	0.445566	0.404392	0.276418	0.382227	0.193419	1	0.235324	0.057369
tt8	Pearson Correlation	0.387218	0.066772	0.296716	-0.08852	0.117575	0.140006	0.235324	1	-0.05484
sa1	Pearson Correlation	-0.09805	-0.1374	0.252627	-0.07661	-0.16004	0.044303	0.057369	-0.05484	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 correlation of item to item

Correlations of variable to variable			
		tt	SA
Tt	Pearson Correlation	1	-.041
	Sig. (2-tailed)		.728
	N	75	75
SA	Pearson Correlation	-.041	1
	Sig. (2-tailed)	.728	
	N	75	75

**** correlation is significant at 0.01 level of significance**

Table: 2: Correlation Matrix

Table 2 shows the correlation matrix. As shown in the table, the correlation values show that teacher turnover is strongly negatively correlated to student's achievements with the values of -0.041 respectively at the significance level of 0.05. The degree of association between teacher turnover and student achievement is found to be 0.725 at the 0.05 significance level which is also negative.

2. Regression Analysis:

To test the hypothesis of the study, regression analysis was used in two steps. In order to examine the *H1* of the study, regression was run keeping teacher turnover as independent and student achievement as the dependent variable. The results of which are as follows:

Variables	B	t-stat	Significance
TT	-0.041	-0.349	0.728
R square = 0.2 %		Adjusted R square = -1.2%	

**** correlation is significant at 0.01 level of significance**

Table: 3: Regression Analysis

The above table reveals that the coefficient of teacher turnover is -0.041, which is negative and at 0.05 level of significance. The

t-stats of teacher turnover to student achievement are -0.349, which also shows that the result is not significant. The overall fit of the model is 0.2% (adjusted R square = -1.2%). Hence, teacher turnover is found to be negatively associated with student achievement, rejecting *H1*.

Recommendations and particular implications:

- We examined the relationship between teacher and school; characteristics and teacher turnover should try to overcome that reason.
- The main reason of teacher turnover happens when a teacher cannot fulfill his present expectation of the same line of work, so he leaves the organization.
- If a person is leaving his present job for a similar position with better pay, in another organization at the least opportunity so that an organization should pay for the ease amount to teach, so they should leave their brilliant students.
- The best package should be given to the teacher because teacher has made the larders so if he turns over the ability of students will be severely damaged.
- As the teacher served widespread to organize so new, teachers are treated well because of new ideas, but an experienced teachers should be also treated similarly so that they will not try to leave that organization.
- Old teacher know the caliber of the organization and of students, so they should not be let go from the organization.

Limitations and future research are discussed:

The study has some of its limitations. A major limitation of the study is that the survey was not big enough in terms of the sample size. Future research will have to examine a larger

sample of this relationship. All fields of life data sets collected from more than one organization was a limitation, as well as lack of time and resources. Prospective study should collect multiple sets of data from more organizations. In addition, research is limited to only two variables. In future studies, this model variables, employees' testing methods, staff and staff placement should be included. Finally, the data was gathered from organizations in Pakistan only. Future research should address a much broader context, to increase reliability in different contexts.

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