ADMINISTRATIVE PERFORMANCE AND ITS INFLEUNCE ON SUPPORT

STAFF TURNOVER AT THE COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES OF

ADDIS ABABA UNIVERITY

BY

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This is to certify that the thesis entitled Organizational Performance and its Influence on Administrative Employees Turnover at the College of the Natural and Computational Sciences, Addis Ababa University is prepared by Negesse Kassie and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management that complies with regulations of the university and meets accepted standards with respect to originality and quality.

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Acronyms

AAU : Addis Ababa University

SS : Support Staff

RS : Resigned Staff

E.C.: Ethiopian Calendar

HRM : Human Resource Management

CNCS: College of Natural and Computational Sciences

BPR : Business Processing and Reengineering

Abstract

This study examined the major factors of administrative performance and its influence on support staff turnover at the College of Natural and Computational Sciences (CNCS), Addis Ababa University. To address the main objective of the study, four basic research questions were developed. These were to examine factors of administrative performance of CNCS that aggravated support staff turnover, to assess demographic characteristics of support staff that left the college during 2006-2009 E.C., the measures the college had taken to reduce support staff turnover and to suggest possible mechanisms to reduce turnover at CNCS. The major data collection techniques used were survey questionnaires (quantitative and qualitative), interview and document analysis. The major participants in this study were current support and resigned staffs members of CNCS. The total number of current support staff was 497 of which 149 samples were selected using simple random sampling technique while the total number of resigned staff was 54 of which 16 samples were chosen using snowball sampling for this study. The major statistical tool employed in this study was descriptive statistics. Frequency and percentage were used to analyze demographic items. The result of the finding showed the trends of support staff turnover that had been increasing from year to year. This finding revealed that the dominant administrative performance factors that influenced support staff turnover were directly related to compensation and benefit packages, development opportunities, working environment and job characteristics. To reduce support staff turnover, the college provided incentives of overtime work at certain work units. The college also prepared a special program to provide rewards (laptop, computers, certificates and household furniture) for good performers that motivate support staff members to stay longer at CNCS, but they were not satisfied with the invectives and rewards. This brought about continuous turnover of current support staff that affected overall effectiveness of the college. Hence, CNCS needs to concentrate on improving its administrative performance packages and emphasizes the magnitude of compensation and benefit packages to boost support staffs' morale, motivation, performance and retain them longer.

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Chapter one

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Introduction

This chapter deals with the Background of the Study, Statement of the Problem, Basic Research Questions, Objective of the Study, Significance of the Study, Delimitation of the Study, Limitation of the Study and Operational Definition of Key Terms and Organization of the Study.

1. Background of the Study

Labor turnover affects both support staffs and their performance. Support staff experience disruption, the need to learn new job-specific skills and find different career prospects. When the support staff suffers from the loss of job-specific skills, their performance level lowers down from time to time so that educational institute incurs costs of hiring and training new workers (http://www.le.ac.uk/economics /research). Because the quality of support staffs, their enthusiasm and satisfaction with their jobs and their sense of fair treatments have impact on their performance, so that human resource is vital in this respect.

High support staff turnover may be harmful if skilled staffs are often leaving the institute. Thus, support staff population contains a high percentage of novice support staffs. Support Staff Turnover is affected by educational institute of external and internal factors. External factors increase in demand and better working conditions for particular skilled labor, the social and cultural factors, while internal factors deal with support staffs to leave their current position and take up new roles or positions within the same education institute by promotion or transfer. Support staff turnover is also affected by the institute structure, management systems, compensation and benefit packages, strategies, policies and working environment. Torrington (2008:49) states that turnover is the movement of employees into and out of educational institute. Fair (1992:12) suggests that there are costs associated with support staff turnover which include separation costs, relocation expenses and lost productivity costs. Turnover could be associated with decreased levels of support staff motivation, absenteeism, and tardiness leading to customer dissatisfaction and ultimately customer defection (Fair, 1992:23). Unless,

educational institutes perform effectively in improving work related issues such as giving equal opportunity, fair recruitment and selection, training induction, training and development practice, better salary and reward packages, the support staff can leave their jobs and join better institutes. To this end, support staff could not discharge their responsibilities effectively. For multiple reasons, educated and skilled support staffs could no more stop leaving their jobs and join other educational institutes. Admassu (2003:41) states that it is observed in Ministry of Education there is a frequent recruitment and selection because of deterioration of employee's commitment, availability of incomplete activities and shortage of budget during the time are some the problems cited in the Ministry of Education.

Support Staff Performance Level could be identified and depend on support staffs' job satisfaction with regard to internal and external environment of the institute. Support Staff Turnover in the institute is one of the main issues that extensively affect the overall administrative performance of the institute. Educational institute is required to adopt clear Standard Operation Procedures (SOP) that decreases the gap among management and support staffs accordingly. Jackson (1972:31) states that educational institute in Ethiopia is responsible for preparing knowledgeable, skilled and attitudinally mature graduates with demand-based fields. Dereje (2022:37) also states that different researchers tried to investigate the area on different variables regarding impacts on support staff turnover, but many did not focus on identifying the level of support staff performance and its influence on turnover. Some researchers indicate that educational institutes do not revise support staff development policies to investigate the match with the support staff performance level and develop accordingly. The research finding shows that support staff development policies are given less attention to help support staff members perform tasks/ activities (Admassu 2009: 25). To this effect, support staff development policies did not mainly focus on motivating, increasing commitment, decreasing turnover, and allowing support staff participation in decision making process of job related issue. Hence, the researcher emphasized investigating the major administrative performance factors of CNCS that triggered current support staff turnover.

2. Statement of the Problem

The effectiveness of support staff performance is highly dependent on the human resource which is the best of all other resources. Support staffs are the key and vital resources that require proper management to handle and maintain them. To this end, effectiveness of any educational institute is highly dependent upon the human resources in achieving its goals .To accomplish this goal, competent and committed support staff is highly required. One of the problems that affect support staff performance is turnover or the tendency to quit one's job. Poor pay and poor management are serious factors that aggravate support staff turnover. Support Staff Turnover represents poor customer services, inappropriate recruitment, high replacement cost, lack of equal opportunity are some of the challenging issues (Gebbeek, 2014:54).

Support Staff Turnover can be harmful for the educational institute existence if skilled support staffs often leave the institute and the work contains a high percentage of novice support staffs (Armstrong, 2009:23-25), Thus, the existence of many educational institutes have been threatened by huge costs/expenditure incurred on recruitment and selection of new staffs to fill the work force gap created by the leaving support staff (Premeaux, 2000: 55-57). Maxwell (2010:12-13) explains that a key problem to the support staff turnover is related to the administrative performance package of educational institutes that loses the most experienced and skilled staffs of which the institute had invested heavily in training them on various job task functions.

Human Resource Administration incurs huge costs in terms of time and finance to train the newly recruited staffs in order to make them effectively adapt to the educational institute working environment and demonstrate the required skills and experience. Phillip (2009:48) states that support staff turnover influences allocation of the job tasks to inexperienced support staffs that lack technical knowhow on effective execution of educational institute services; this greatly degrades the quality of institutes' service so that low level of customer satisfaction is realized. The level of educational institute achievement declines and this in turn lowers the degree of the institute efficiency. As a result, many educational institutes have effectively turned the application of strategies of support staff turnover rate regarding support staffs' benefits, increased remuneration and

offering rewards (Paul, 20098:45). However, this leads to increased institutional expenditure and realization of a declined achievement of its objective (Duncan, 2008:25-28). Support Staff Turnover aggravates inadequate staffing and affects the quality of service delivery, customers' safety and the length of service delivery. It is difficult to operate and attain the objective of educational institute if support staffs fail to report to their jobs. Losing critical support staffs such as knowledgeable, experienced and qualified personnel led to losing customers and comfort with operational disruption. When an educational institute is drained of expertise and morale of the support staff, it would be negatively affected. Asmamaw (2012:20) states that most of the time, support staff performance systems are characterized by lengthy and bureaucratic procedures.

If support staffs do not get the required assistance from the management side of the institute, well experienced and qualified professionals leave their positions frequently. Yared (2003: 51) conducts a research on support staff turnover and concludes that the turnover affects the quality of service delivery of internal and external customers and this in turn produces customer grievance. The researcher also conducts the study of support staff turnover and found that the factors are the combination of family problems, poor leadership, poor institutional working systems, job dissatisfaction, and work place dissatisfaction. Mulugeta (2012: 45) indicates in his research study that deals with the expectations of the support staff are the central issue in the decision making process either to stay in the institutes or leave their jobs. Each support staff has his/her own expectations from the educational institute.

Should these expectations are not met; the support staff become dissatisfied and forced to quit their jobs. Their expectations are promotions, salary increment, etc. Even though, the researcher noted that support staff turnover is frequently aggravated since the staff are not working according to the rules and regulations set by the institutes. In this regard, Getachew (2011: 67-68) in his research indicates on the reasons of support staff turnover at the Main Campus of Addis Ababa University found out that major complaints of the support staff members were associated with the problems of low salary and benefits packages, lack of transparency of human resource management practices, lack of discussion with support staffs and poor support staff- management relation (Getachew,

2011: 4). Some of the staff members also complain about lack of clear and precise job order, inflexibility and dalliance in making decisions, and unfair promotion. Some members also lack specific and clear rules and regulations because of poor human resource management and communication system. It is evident that studies have been conducted on areas of academic and support staff in the schools. But, many investigations on the turnover in educational institutions focused on professional development of academic staff. Furthermore, educational institutions have given less attention to the career development of their support staff members.

Asmamaw (2002:13) conducted the study in the Ministry of Education and pointed out that MoE acted according to the needs of support staffs at the time of their demand for professional and career development opportunities. This enhances both the MoE competitiveness and support staff satisfaction. Hooi lai Wan (2007:20) said that most institutions tend to give less emphasis to support staff needs for career development. (Hooi Lai Wan, 2007:29) indicates that inadequate need assessment, outdated training not supported with modern technology, unequal access to training opportunities, insufficient opportunity to learn skills and knowledge that would improve the chance of support staff promotion, inadequate opportunities for career growth and poor supervisors guidance.

These are some of the areas which result dissatisfaction with career development practices and these problems later on lead the institutions to lack of optimal man-task relationship, resistances of the support staff in taking future assignments, decrease in job satisfaction, increase in operational error, decrease in support staff morale and commitment and increase in turnover. Therefore, based on the above reflection of the previous research studies, this researcher focused on investigating the factors of support staff performance and its influence on the staff turnover for four years between 2006 E.C. to 2009 E.C. in terms of demographic variables such as gender, age, education, salary, and years of service and other related issues at the College of Natural and Computational Sciences, Addis Ababa University. Ultimately, the researcher forwarded remedial recommendation by answering the following research questions.

Basic Research Questions

1. What were the major factors of administrative performance at the College of Natural and Computational Sciences (CNCS) that influenced support staff turnover?

2. How significant was the relationship between those support staff who left CNCS in the years of 2006-2009 E.C. and their demographic characteristics (gender, age , marital status, education, years of service and monthly salary)?

3. What were the measures that the College had taken to reduce support staff turnover?

4. What are the possible mechanisms that the college can adopt to reduce support staff turnover?

3. Objectives of the Study

3.1. General Objective

The main objective of the study aimed at assessing the main factors of administrative performance of the college of Natural and Computational Sciences, AAU and its influence on support staffs' turnover.

3.2. Specific Objective

The study would be guided by the following specific objectives: it focuses on assessing support staff turnover practices at the college of Natural and Computational Sciences, assessing the administrative performance package of the college during the years of 2006 *to* 2009 E.C., assessing the impact of administrative performance on support staff turnover.

4. Significance of the Study

The analysis and findings of this study have much significance for educational institutions. This research study definitely helps the management office and decision makers to investigate the factors of administrative performance that trigger support staff turnover at the College. The study serves as a base for other studies of support staff turnover in any other higher institutions. It helps create awareness how support staff turnover affects the institution. It initiates the management to see different experiences from reducing support staff turnover practices. It has contributions for filling the gap with the process of knowledge development in the institution.

5. Delimitation of the Study

There are two categories of human resources at Addis Ababa University. The first category consists of academic staff that is mainly concerned with teaching, research and Community Service. The second category consists of support staff that provides assistance for academic line managers to achieve the college objectives. Thus, this research focused on the major factors of administrative performance and its influence on support staff turnover. It was delimited to the four years data in between *2006 E.C. to 2009 E.C. to* address the trends of support staff turnover at the college. The study is further delimited to focusing on mechanisms/measures that the College of Natural and Computational Sciences should take in order to reduce the turnover and retain its support staff members.

6. Limitation of the Study

Then major problem that encountered this study was to track down the resigned/former staff. After the former staff left the institute, knowing their whereabouts was very difficult. Another challenge was also that the time in which this study has been carried out, coincided with the period in which the institute was to embark on a new restructuring program called JEG (Job Evaluation and Grading). There has been instability among support staff since there was a change in placement. To overcome this problem, the college prepared a special program to reward best performers and provided certificates, household furniture, laptop and computer, but support staff members were not satisfied with the rewards. Due to this condition, most of support staffs were not in the right state of mind to fully cooperate in the study.

7. Operational Definition of Key Terms

The following terms will be used in the thesis according to the interpretation given hereunder.

Staff: Shall mean support staff members of the College of Natural and Computational Sciences , Addis Ababa University.

Administrative Performance: refers to the process of implementing administrative tasks that influence support staff decision to stay in employment at NCS, AAU.

Support Staff: Employees who are employed on permanent basis to support teaching
         and learning activities at CNCS.

Staff Turnover*:* Separation that occurs when employees decide for personal or
         Professional reasons to end their employment relationships with the employer
         (Mathis and   Jackson, 1997: 67).

Resigned Support Staff: refers to the individual who terminated employment to CNCS
         as a support staff member.

Current Staff: are those employees currently working at CNCS.

HRM: Human Resource Management

CNCS: College of Natural and Computational Sciences

8. Organization of the Study

The study has been organized into five chapters: Chapter One deals with the problem and it approach which include Statement of the Problem ,   Basic Research Questions, Objectives of the Study, Significance of the Study, Delimitation of the Study, Limitation of the Study, Operational Definition of Key Terms, and Organization of the Study. Chapter Two deals with Review of the Related Literature, Empirical Studies, and Conceptual Framework of the Study. Chapter Three deals with the Research Design and Methodology. In this chapter, the data sources, the Population, Sampling Techniques, Sample Size, the instruments used and procedures were discussed. Chapter Four consists of presentation, analysis and interpretation of data. The data gathered through quantitative and qualitative mechanisms are discussed in relation to literatures. Chapter Five presents the summary, conclusion and recommendations. Lastly, bibliography and appendices were attached.

Chapter two

2. **Review of the Related Literature**

This chapter reviews the relevant literature for the purpose of a particular reference to the study of Administrative performance and its influence on the support staff turnover. The literature also presents both empirical and conceptual literature that aims at developing understanding of administrative performance influencing support staff turnover and to suggest the possible strategies to reduce the turnover and retain the staff.

2.1. **The Concepts of Administrative Performance and Support Staff Turnover**

2.1.1. **Administrative Performance**

Administrative Performance is the backbone of any kind of educational institution. Administrative performance should appropriately maintain at all cost to aid the institution for competitive environment to provide quality education to the society. In the field of education, administrative performance occupies a vital position as much as the academic staff. It does not directly deal with the educational process such as teaching staff with lecturing duties (Lumina, 2005: 43). As administrative Performance is the critical activity of teaching-learning tasks, it becomes a major area of concern for researchers in education area (Samuel, 2006:49). Administrative performance is undertaken to play a great role in reducing the burden of teachers by planning all activities in advance and providing facilities (Katy and Barbara, 2005:71-73). Thus, administrators of the institution should design tools to identify the dominant factors of administrative performance that trigger the support staff turnover and measure the rate and cost of turnover and design retention strategies.

Educational institutes are increasingly concerned about maintaining a stable support staff to proceed with smooth teaching-learning process. The administrators need competent, dedicated, and effective workers to serve their institution and fulfill missions. Without sufficient and qualified support staff, educational institutions are vulnerable to competitive forces as well as the impact of negative relationships with their customers. It is frustratingly difficult to find, recruit, select and hire support staff the institutions desire today (Gupta, 2008: 35-37). Having stability of support staff in educational institutes, the

staff has a number of advantages such as for the institution health, health for workers, for customers regarding to education and for the economy at large. If the support staff is stable, the institution can invest its resources to move education forward. They require staffing their human resources department to feed the revolving door. The stable support staff has a greater potential for producing educated graduates in collaboration with the academic staff indirectly involving in the teaching-learning tasks (Edwin, 2005:55). Dempsey (2003: 10-11) asserts that support staff turnover may have devastating consequences on service rendering institution and these may bring failure in meeting customers' demand. This leads to customer irritation and increase in complaints. Dubois (2004:21) states that the educational institutions that create work environments attractive and motivating, the institution can retain hard working support staff can be in a better position to succeed in a competitive environment that demands quality and cost effective education. Edwin, (2005:29) also agreed that it is critical to understand that interdependent relationship that exists between support staff satisfaction and customer satisfaction and that the institution needs to focus on both these components otherwise the institution would be in danger. Johnston,(1997:13-17) argues that institution that is not committed to the support staff skills development and discourages exposure of employees to career development program and this contributes to the realization of increased support staff turnover.

Support Staff assess what they want from their jobs currently as well as in the future. The support staffs that begin their jobs after orientation are most likely aware of workplace policies, procedures, organization culture, socialization and teamwork spirit they can benefit from. When the support staff lacks training necessary to become more skilled, their performance suffers and they would either leave of their own volition for jobs that provide training and employee support or they would be terminated for poor performance (Armstrong, 2003: 17-19).   Trevor, (2004:25) states that high level of stress leads to the support staff making unnecessary mistakes/accidents and low morale leads to them not caring about what they do.

Support staff turnover breaks the team spirit and group cohesion, which is necessary for successful and smooth running of the educational tasks. Gupta (2008) states that the real cost of support staff turnover leads to lowered morale among other staff members who

must shoulder the workload, the loss of customers who fled to competitors for better service. The morale of staff members may be lowered because of work overload, and lack of overtime work was problematic. This causes an increase in errors during support staff performance and results in poor service.

2.1.2. **Support Staff Turnover**

Turnover always occurs when support staffs leave their jobs. It is described as the movement of employees out of the educational institution that is any permanent departure beyond boundaries (Abasi and Holloman, 2000:14). Filipe and Luis Borges (2012:65) define turnover as the rotation of workers around the labor Markets, between institutions and employment areas. Price J.L. (1977:43) defines turnover as the ratio of the number of educational institutional members who have left during the period being considered divided by the average number of people in that institution during the period. Kimosop, (2007:23) defines the turnover as the influx and exit of an individual into and out of the institution over a specific period of time. Price (1977:4) also defines turnover as the degree of individual movement across the membership boundary of a social system. Macy and Mirvis (1976: 124) state that turnover is any departure beyond institutional boundaries.

Moreover, support staffs' turnover can be conceptualized as the departure of the staffs from their educational institution. Support Staff turnover refers to a situation whereby support staffs exit the institution voluntarily for various reasons and thereby affecting the institution negatively in terms of costs and the capacity to deliver the minimum required services. Support Staff turnover is a choice made by either employers or support staff or both to terminate the employment relationship. Support Staff Turnover can have negative consequence especially if the turnover rate is high; it directly impacts the staffs' performance and quality of their services. On the other hand, support staff turnover may not be inherently undesirable; the desirability of staff turnover depends on who is leaving. If the staffs who are quitting are generally superior performers, turnover needs to be reduced, but if turnover is greater among poor performers, turnover is actually in the best interest of the employer.

2.2. Trends of Turnover

Support Staff Turnover data show relatively high job turnover rates in most countries (Jain, 2013:56-58). The patterns of turnover also vary from sector to sector. It could be also different from position to position. In some institutions, the nature of the work may require temporary employment and whenever the task accomplished, the staff may leave the institute. In another context, support staff may be forced to leave due to different factors disregarding the terms of employment. One way or another, the trend of support staffs' turnover is accelerating from year to year so as its cost. In recent studies, the rate is also increasing in an increasing rate.

2.3. Types of Turnover

The support staffs in different educational institutions leave their jobs for some reasons. Some leave to get better salary and some find conducive work conditions due to geographical factors, family, health problems. Support staffs' turnover can be grouped as follows:

2.3.1. Voluntary and Involuntary Turnover

Voluntary support staff turnover is initiated by them. When the staff leaves the institution by their own discretion, so it is referred to as a voluntary turnover (Noe, 2006:192). Similar definition is also given by Egan (2004: 44) that an instance of support staff turnover or a quit reflects support staff's decision to leave the institution, whereas an instance of involuntary support staff turnover or a discharge reflects an employers' decision to terminate the employment relationship. According to Manu Rita -Negrin and Shay S. Tzafrir (2004:35-36) who study voluntary turnover pointed involuntary support staff can be affected by the lack of job satisfaction and job stress. However, voluntary turnover can be predicted and, in turn, be controlled. Torrington, (2008: 197) has revealed that the main reasons people have for voluntarily leaving a job is due to push and pull factors.

Push Factors deal with the problem is dissatisfaction with the institution leading to unwanted turnover. Pull Factors is the attraction of rival employers or due to improve their living standards by moving into new areas of work for which there are better opportunities elsewhere. Voluntary turnover could be functional and dysfunctional. Park

(1994:23) defined functional turnover as the result of the loss of poor performing support staffs; whereas dysfunctional turnover deals with the institutions that lose well performing support staffs. According to Gomez (2007:127) and Flippo (1986:148) voluntary separations can be either avoidable or unavoidable. Involuntary separations result from the support staff life decisions that extend beyond an employer's control, such as a spouse's decision to move to a new area that requires relocation of support staffs. Some support staffs may leave the institution for education purposes; other staffs for health problems associated with age but not retirement. Allen and Griffeth (1999:115) summarized the influence of support staff performance level to their voluntary turnover into four categories: These are Compensation and benefit, development opportunities, harmonious work environment and job characteristics.

Failure in support staff performance would result in shock to the system, leading to withdraw tendency and turnover behavior rapidly. These shocks related to support staff performance, for example, the sudden negative performance appraisal (leading to a sense of failure) or outstanding positive performance feedback likely to lead to immediate re-evaluation on the possibility to remain in the former educational institution or strong attraction towards other institutional attraction by offering more temptation), are more likely to cause withdrawal tendency and turnover behavior directly (Allen, 1999:P29).

Involuntary Support Staff Turnover states that the staffs have no choice in their employment termination such as long term sickness, death, and moving overseas or employer-initiated termination. Gomez-Mejia, (2007:188) states that involuntary turnover occurs when management decides to terminate its relationship with the support staff due to economic necessity or poor fit between the staff employee and the institution, for example, the management may need to dismiss a number of support staff members due to performance or failure by the staff to change unacceptable behavior. The main grounds on which support staff can be dismissed without the likelihood of unfair dismissal claim are lack of capability, misconduct, redundancy, some other substantial reasons and fair mandatory retirement. However, such dismissals are only considered to be reasonable and be procedural (Torrington, 2008:217,228). Similarly, Gomez-Mejia, (2007: 185) identifies that layoffs occur because of an imbalance between the performing capabilities of support staff and the institution need for service. Layoffs can be

temporarily separation as the institution adjusts to variations when these staff is required for services

2.3.2. **Functional and Dysfunctional Turnover**

Dysfunctional Turnover is the exit of high performers. This type of turnover is difficult to replace skills which erode the company workforce and leads to the high turnover cost. Functional turnover: is the exit of poor performing support staff, whose talents can be replaced easily. Dysfunctional Turnover becomes harmful to an Institution, if suitable replacements are not found. Lawler, (1971: 90) explains that attracting qualified people who do not stay on the job is dysfunctional from the institution point of view because this kind of turnover uses up money, time and other resources. Attracting unqualified people is also costly because they have to be processed and ultimately rejected frequently resulting in their forming a negative impression of the institution. A noticeable worrying trend is the fact that an institution invests training resources on the support staffs but it will lose them when they leave for other institutions. Lochhead and Stephens (2004:102) assert that when an institution loses support staff, it is not only robbed of skills and experiences but essentially its institutional memory. They further argue that the nature of staff loss is a critical management issue since its effect does not only affect services and but also extends to service quality**.**

 Functional Turnover has a positive bearing on the educational institution if it is able to find suitable replacements. This happens whenever a poor performer is replaced by a more effective support staff, and can happen when a senior retirement allows the promotion or the acquisition of welcome fresh blood. Although, turnover can be thought to be dysfunctional, it is argued that it can be beneficial to the institution and the support staff in some cases. McMreevy (1997: 125) argues that turnover helps to clear the deadwood. His argument implies that turnover clears wastage by engaging more energized support staff into the system. Dee (2004:61) observes that turnover is Inevitable; it is perhaps desirable. He argues that higher rate of turnover can be injurious to the institution greatly. Gray, Phillips, and Charles (1996:74) contend that turnover was not purely negative phenomenon.

2.3.3. Avoidable and Unavoidable Turnover

Avoidable Turnover is a cause that the institution may be able to influence or handle it. When the support staff leaves the job because of low job satisfaction, problems of mismanagement and inadequate benefit packages, the staff can be retained through improving the stated administration activities. Unavoidable Turnover stems from causes over which the institution has little or no control of it. For instance the institution may not be able to control the staff that is going to leave because of health problems or desire to relocate to other geographical areas (David, 2008:18).

2.4. Factors of Administrative Performance Influencing Support Staff turnover

2.4.1. Job Dissatisfaction

Support Staff Dissatisfaction has influence on the turnover. The implication of this fact is that the extent to which an institution is able to achieve its objectives depends on the level of job satisfaction that is made available to its staff members. Job satisfaction is a positive emotional state resulting from evaluating support staffs' job experiences. Job D*is*satisfaction occurs when these expectations are not met. If the support staff expects clean and safe working conditions on the job and the staff gets the reverse condition on the workplace, the staff will be dissatisfied and the workplace is dirty and dangerous.

Job Satisfaction has many dimensions. Support Staff is satisfied with the work itself, wages, recognition, rapport with supervisors, coworkers, and the chance for advancement. Each dimension contributes to the staff overall feeling of satisfaction with the job itself.

When circumstances such as stated above as the nature of the job, supervisors and coworkers, pay levels, or the staff own disposition cause to become dissatisfied with the job and lead him to avoid the work situation physically, mentally and emotionally (Noe and Gerhet, 2003: 112). Dissatisfied support staff psychologically remove themselves from the job and exhibit a very low level of job involvement. Murthy (2003: 32) underlines that the staff wants environments where they can take pride in what they are doing and needs recognition as they are valuable for the institution. Hence, the support

staff needs a conducive and satisfactory environment for work. The work environment for the job can bring a sense of satisfaction that contributes to the institution. Heizer and Render *(*2006: 232) states that if the work environment is not conducive to support staff wellbeing and expectations, it can contribute for decisions to leave. Managers in return bring job satisfaction through rotating the job, posing newer challenges, giving more responsibility, and praising the staff for job well done (Murthy, 2003: 33). In a working areas support staff interacts with supervisors and Colleagues (fellow staffs) and this influence the staff feelings about job satisfaction. Henman, Schwab, and Dyer (2000: 43-44) defined the job and the environment surrounding the job is the critical factor of what support staff expects from their jobs and what they are receiving as rewards.

2. 4.2. **Pay and Benefit Condition**

Support Staff Turnover depends on the staff perceptions of desirability for easy of movement. The staff seeks to improve their employment condition when they change job. Support staff in the institution thinks improvement regarding their pay level if they obtain a new job before they leave their present job. Herbert, Donald, John, and Lee (2000: 46) stated that the institution pay level is a potentially important to influence on voluntary turnover. The staffs quit their current jobs and accept other jobs with higher pay opportunity. Therefore, institutes critically aware that low wage rate would result in higher support staff turnover. The support staff definitely cares about their earnings. A job is the primary source of income and financial security for most support staff. Pay is also an indicator of status within the institution and in society at large, so it contributes to the support staff self-worth. Thus, satisfaction with pay is significant for retaining support staff. Decisions about pay and benefits are so important. For job Satisfaction, the pay level is the amount of income associated with each Job.

Educational Institutes always seek to attract other institutions support staffs in such a way that benefits are important for support staff such as insurance, vacation time, bonuses, rewards, etc. in which they influence job satisfaction (Noe & Gerhet, 2003: 11). Most studies stress on the importance of compensation in attracting and keeping or reducing turnover and separation particularly for support staff whose skills and responsibilities are unique or indispensable to the institution. This is because the institutions invest

considerable resources in recruiting and training programs. According to Clarence and Alex (2004: 55-56), the institutions in highly competitive local labor markets expect to pay highly competitive rates against their competitors in each of their job classification either it is semi-skilled or unskilled position. According to Clampti (1994: 28), compensation is classified as intrinsic or extrinsic, financial or nonfinancial which was found to be highly related to the support staff. He also cited that one of the most reasons for staffs leaving their jobs is that no availability of fair and equitable compensation and benefit packages. Khatri (2000: 33) states that inequity in pay structures causes of dissatisfaction and drive support staffs to quit their jobs Resurreccion (2012: 21). Attractive compensation and salary package are significant for support staff performance, motivation, and desire either to stay in or to leave the institution.

2.4.3. **Managers- Support Staff Relationship**

Capelin, P (1992) states that the relationship between managers and support staff influences staffs' decision either to stay in or to leave the institution. The length of time that the staff stay in the institution is satisfactory, if it is determined by a good relationship between the staffs and their managers (Dailey,R.C.andD.J.Kirk, 1992). Support Staff gives values to their managers. Gomez-Mejia and Balkin,(1992) note that support staffs desire managers who know and understand them and who treat them justly. The staff also prefers managers who can be trusted. If support staffs feel that their managers are fair, reasonable and supportive, their levels of job satisfaction increase accordingly.

On the contrary, if the manager is emotional and does not show interest in the well-being of support staff, job dissatisfaction increases. the relationship between training and development has to be developed but contradictory outcomes described in literature defining the part of training and its impacts on support staff turnover creates the complicated relationship (Pearce and Mawson, 2009). For Example the low rate of training programs in the institution may lead to poor job performance and higher staff turnover rate. (Miller and Wheeler, 1992) states that support staff autonomy values and decreases turnover. The leadership style is one of the influential factors of the staff to decide to leave their jobs. The study conducted by Jane Namusonge and Mike, (2012) in

public universities reveals that unfavorable leadership practice was one of the basic reasons for employees to leave the institutions. Therefore, the importance of leadership style to the operation of the institution is the factor in minimizing staff turnover. Support Staffs are one of the most valuable assets in the institution so that the leader should lead in a way to enhance their motivation level for effective and efficient accomplishment of the institutional objectives. When managers and staffs relations are not in good condition, it is inevitable to hear complaints in the institution. Grievance is thought to be genuine or imaginary feeling of dissatisfaction or injustice which the staff experiences about their jobs. Support Staffs can notice and express Policies and Procedures.

2.4.4. **Employment Process of Support Staff**

Human Resource Management Office of the institution is required to appropriately recruit, screen, select, hire and lastly orient candidates. HRM first posts attractive notices for the candidates to apply for the vacant job position fixing starting and lasting date of application. After registering candidates, the office screens documents of the candidates and selects those who fulfilled the required criteria set by HRM for the post. HRM also proceeds with the selection process which is giving the test or interview or both for the selected candidates. Then after, HRM collects the result and hold candidates who passed the exam. Based on the results, HRM prepares and gives the letter to the candidates explaining that from this fixed date on wards, the new candidates are the support staff members of the institution. The new staff member is then given orientation before starting the job. Orientation process helps new support staffs to formulate realistic, reasonable and accurate expectations of their new responsibilities and performance requirements. Page (2001: 79) further asserts that an orientation process also facilitates the support staff social integration in the institution. If orientation process is not properly conducted at the beginning of employment, it can lead to staffs' turnover intention and eventually leaving his/her work.

Orientation Program is important to keep staff over the longer period. Failure to effectively orient support staffs may impose significant separation and replacement costs (Lochhead and Stephe, 2004: 15). Smith (1992: 100-120) said that "Bad hiring decisions" may cover an overly hasty selection processes that fail to ensure that the job

candidates really have the required skills and qualifications to do the job for which they are hired. The research confirmed that good support staff retention is a result of a good fit between an institution workplace culture and the individuals that exist within it. In terms of recruitment, the institution should therefore put an emphasis evaluating formal qualifications, job-relevant technical ability and provide orientation. According to Booyens (2000: 56), orientation is the personalized training of the individuals so that they become acquainted with the requirements of the job.

The aim of the orientation has to be effective and show good work performance by the new staff. The orientation process aims at reducing anxiety, creating a positive attitude towards the employer and assist in creating realistic work expectations. Orientation process is normally the responsibility of the human resource department. All categories of new support staff are subjected to the same program which is conducted during the first few days of support staff orientation program (Habeck, 2000: 133). Park (2003: 121) asserts that one of the sources of voluntary turnover is the poor orientation and socialization that is given to new support staffs.

2.4.5. **Support Staff Recognition**

Robbins (2003: 102) states that support staffs at all levels of the institution want to be recognized for their achievements on the job. Their successes do not have to be monumental before they deserve recognition, but the praise should be sincere. Steers (2002: 59) states that one premise inherent in Herzberg's theory (1959) is that most staffs sincerely want to do a good job. To help them, they should be placed in positions that use their talents to an optimal level and where they are not set up for failure (Mathis and Jackson, 2007: 116). Clear, achievable goals and standards for each position should be set and should be known to support staffs. Staffs should also receive regular and timely feedback on how they are doing and should feel they are being adequately challenged in their jobs. Support Staffs should not be overloaded with challenges that are too difficult or impossible to carry on (Tyani, 2001: 176).

2.4.6. **Reward Promotion**

Reward Programs deals with the concept of compensation strategies which are defined as the deliberate utilization of the pay systems as an essential integrating mechanism

through which the efforts of various sub-units or staffs are directed towards the achievement of the institutions' strategic objectives Labov, (1997). All institutions use pay, promotion, bonuses or other types of rewards to encourage high levels of support staff performance. Ting, (1997) acknowledged that lack of the necessary rewards significantly affects the staffs' intention to leave the institution. Naveed, Usman and Buslu (2011: 78) defined job promotion is a way of rewarding supporting staff for meeting institutional goals. Thus, it serves as a mean of synchronizing institutional goals with personal goals

2.4.7. **Career Promotion**

By adopting job enrichment programs, many institutions were able to retain their support staffs and provide better career advancement opportunities. Developmental Opportunity for support staff is related to education. Gerbman (2000) contends that education helps support staffs improve their overall performance rather but not only enhancing their job skills. Garger (1999) also assert the importance of education to ones' job promotes to a higher level. He explained education as a source of knowledge and the institution can take that knowledge and turn it into wisdom. Moreover development programs are a job promotion. Promotion can be used as motivational tool.. Dockel (2001: 13) argue that people should not only be rewarded financially but they should also be offered opportunities to grow within the institution. He also argues that support staffs who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling positions. When support staffs' expectations of the job are not met, the staff may experience job dissatisfaction which could make it difficult for an institution to retain the staff. When some of the expectations by newly recruited support staffs are not also fulfilled, they exit the institution. Some support staffs may not be in a position to tolerate certain supervisor's behavior and decide to quit their jobs. They decide that the job is not for them and leave the institution. On the other hand, the institutions which have proper training program for the development of their employees, enjoying high success ratio and lower level of support staff turnover. The staff might feel grateful to show greater commitment and less encouragement to leave the institution (Amos, et al 2008).

2.4.8. **Work Environment**

The environment in which support staffs work has a tremendous effect on their level of pride for themselves and for the work they are doing. The institution should try to keep the equipment and facilities up to date. Researchers affirm that the contribution of work environment is highly important to support staffs' performance and satisfaction. Haynes (2008: 55) explains the positive impact of office arrangement and facilities have also significant staff's satisfaction on their jobs and themselves. He also contends that a distraction in office environment negatively affects the staff performance. The relationship between works, the workplace (factors like teamwork, freedom and interpersonal communication) and the tools of work are very important and this results in a reduction of a number of complaints and absenteeism. Increase in adjusting with the required work condition of the institution determines that how long support staff stays in the job (Sekar, 2011 and Roelofsen, 2002). These show how work environment relates to either positively or negatively to support staffs' engagement or disengagement in a job. Further, it extends to the staffs' intention to stay in or to leave the workplace.

2.5. **Main Consequences of Support Staff Turnover**

The staff turnover has effects on customers when positions are vacated and filled by inexperienced personnel. High rates off turnover also can bring about clients mistrust and discourage workers from remaining loyal to the institutions. The turnover has also impacts on those seeking to join the institution. Moreover, labor turnover is costly and productively time consuming. Yared, (2012: 45-47) in his research conducts the institution has incurred a huge amount of money in a year because of staff turnover. It incurred costs for the vacancy posting, medical checkup expense, telephone call for checking references, travel cost, costs related with orientation new recruited employees and relocation expenses. Yared also pointed out that under other non-financial values, the institution has lost a lot of time to review the employment process, loss of institutional memory and money spent for training of newly employed candidates until they gain the desired level of skills are other major factors that the institution have lost. Yared also underlined that salary, career growth, benefits and job fit are the leading factors for why employees stay or leave the institution. Support staff's retention is related to manager's behavior because the staff want more involvement in decision

making process, more appreciation, better communication, more team-building, flexible work conditions and more autonomy and better coaching (Mark, 2011: 25). Higher rate of labor turnover has the tendency to bring about low productivity where employees are aware that their position is not secure. For instance employees who are not under intense supervision devote much productive than those intense supervision (Tim & Bruce, 2008: 45-48)

2.5.1**. Low Level of Commitment**

The Job security takes away the fear which prevents the commitment of support staff in the institutions. The employment security debates upon the crucial question of how much value the institution places on stability of employment. The institutions really believe that the job stability gives the institutions a competitive advantage that is determined by the rates of labor turnover. The job insecurity is the order of the day that support staffs tend not to give off their best at the workplace as they mostly live in fear of losing their jobs (Henry, 2007: 55).

2.5.2. **Loss of Experienced and Skilled Support Staff**

Labor turnover results in the loss of some of the experienced and skilled support staff. This adversely affects the institution since quality of service tends to suffer. It would take some time for new support staff to have control over their respective roles whereas existing support staff would not have to go through that process. However, it is the institution that loses good performing staffs. When labor turnover rates become so alarming, the support staffs began to lose their commitment to the institution. The future or survival of the institution would be in doubt to the whole support staff of the institution. This is because other support staffs see their colleagues in different work units are moving out and other employees from outside the institution get into the institution. The staff also sees workmates quitting their jobs in the institution. In addition, the institution loses trust in public and produces a problem in getting of qualified employee from outside to replace the staff that left the institution. This is obvious because it is the support staffs who demonstrate what the institution presents through the delivery of quality services to customers. If the newly employed support staffs have also uncertain future in the institution, their eyebrows would surely be raised (Henry, 2007). Here, the

researcher used descriptive analysis in his discussion of loss of experienced and skilled support staff.

2.6. Methods of Identifying Factors of Staff Turnover

Labor Turnover results in the loss of some of the very experienced and skilled employees. This adversely affects the institution since quality of service tends to suffer. Therefore, It would take some time for new staffs to have control over their respective roles whereas existing employees would not have to go through that process. Since turnover involves the most important resource of the institution, it needs to be examined and monitored. The institution needs to know who is leaving, why they are leaving, and whether any effort on their part can slow turnover. According to Sherman, (1996: 49-50), the turnover rate is not only a factor to be considered, however, the quality of personnel who leave the institution is important since turnover among competent and desirable employees is a serious matter as compared with turnover among incompetent and undesirable employees. The following methods are used to identify factors of support staff turnover.

2.6.1. Conducting Exit Interview

The researcher used exit interview to determine why support staffs become dissatisfied and quit their jobs. Many educational institutes conduct exit interview while support staffs leave the institute. Skillful interview can often obtain the type of information that is helpful in correcting conditions that are undesirable.

2.6.2. Mailing Questionnaires

The researcher deals with mailing questionnaires to obtain information concerning the reasons why support staffs leave the institutes. By mailing a questionnaire to the resigned staff, they expected to return their opinion accordingly. The major honest evaluation is likely to be reflected on the questionnaire. The researcher kindly reminds that the information given by the former support staffs is very important for the research purpose. The fact that this method is conducted anonymously rather than with a face -to- face confrontation so that it is likely to result in favor of candidates' honest response.

2.7. **Mechanisms to Reduce Support Staff Turnover**

The institutions strive to attract, recruit and retain support staffs that are the key resource for institutional efficiency and effectiveness. HRM Office has several policy options to change or improve the existing policies towards recruitment, selection, induction, training, job placement and salary payment. Support Staff Turnover contributes for poor selection procedures. For example, it is unlikely to improve the policy modification to focus exclusively on the induction process. Support Staff Turnover focuses on wage rates which produce earnings that are not competitive with other institutions. In the local labor market, it is unlikely to decrease the policy adjustment merely to enhance the institution's provision of on-the- job training opportunities.

There is increase in direct and indirect costs of labor turnover; therefore, the administrators are frequently exhorted to identify the reasons why people leave the institutions, so that appropriate action is taken by administrators of the institutions. Extensive research has shown that the following categories of human capital management factors provide with a core set of measures that senior administrators can use to increase the effectiveness of their investment in people and improve overall institutional performance regarding support staff engagement and the institutions' capacity to engage, retain, and optimize the value of its support staff hinges on how well jobs are designed, how employees' time is used, and the commitment and support that is shown to support staff by administrators would motivate the staff to stay in the institutions.

2.7.1. **Knowledge Accessibility**

The extent of institutions' collaborative and its capacity for making knowledge and ideas widely available to support staffs would make the staff to stay in the institution. Sharing of experience of work should be made at all levels of support staffs of the institution. This accessibility of knowledge would lead to strong performance of support staffs and create strong institutional culture Meaghan (2002: 13). The administrators of the institution are required to help support staff upgrade skills and knowledge where necessary through education and training program so that these staffs may be able to challenge complex tasks of the institutions. The knowledge accessibility would make

support staffs feel that they are appreciated for their effort and chances of leaving the institution are minimal.

Encouragement of wider work responsibility of basic skills such as development and learning courses should be given to employees on specified times of the year. This will restore fresh knowledge to old support staffs. In the case of newly hired staff, more comprehensive and rigorous training exercises should be applied to better prepare them of the workloads they will be responsible for the actual work process. Promoting individual competence and competitiveness among the staffs will be of benefit to the institution since this will uphold and advance the initiative work attitude. Update the tools, facilities, training methods in the institution. Furthermore, there should be a stringent execution of the training and development programs to avoid high turnover rate. Besides, assess the training and development program and revise the practices to augment the institution standard so that support staff may be able to guarantee that they know their job well.

2.7.2. **Empowerment of Support Staff**

An administrator of the institutions empowers support staffs and delegate more decisions to their subordinates (Malone, 1997). These administrators may act like coaches and help the staffs solve problems. Support Staffs increases shouldering responsibility. Superiors empowers their subordinates by delegating responsibilities who are more satisfied with their leaders and consider them to be fair and in turn to perform up to the superior's expectations (Keller and Dansereau, 1995). All these makes support staff to be committed to the institutions and chances of quitting are minimal. It is also apparent that equal relations between the administrators and support staffs should be practiced to encourage collaboration in the institution. Enhancing good working relations among all the support staffs and preserving good working environment ideally would provide harmonious relationship inside the institutions. Maintaining such conditions within the office will elicit good performance of support staffs as they enjoy their duties of accomplishing their tasks and would help in reducing stress and eventually burnout in the workplace.

Incentives in the form of financial aids and material compensations as well as intra-personal rewards such as positive critical feedbacks and recognition need to be endorsed by the company to boost confidence and motivate support staff. This in turn would also be successful to the institution due to increased services of support staffs. The fact remains that the staff or human resource market is considered as very competitive and high in their turnover rates because the Staff are looking for challenges and money. The institutions' success is partly produced by optimizing support staffs' performance and establishing essential processes for getting work done, providing good working conditions, establishing accountability and making good hiring choices would retain the staff in their institutions. Badawy, (2012: 68) states that the importance of gaining better understanding of the factors related to, motivation and retention of support staff is further underscored by decreasing high rates of support staffs' turnover. Hence, support staffs need dissemination of the required information to discharge their responsibilities accordingly.

2.7.3. Information Accessibility

Accessibility of information would lead to the necessary level of acquiring information to encourage support staff performance. Meaghan et al. (2002: 57) States that information accessibility would provide support staff with chances of either staying in or leaving the institution. Many Institutions having the required information are experiencing greater pressure to improve the retention of support staffs in the present and in the long run would encourage them to stay in the institutions. Kanungo,(2009: 88) states that information dissemination is critical to internalize values about the goodness or the importance of work made by support staffs. Information Accessibility helps support staff to have more skills about their jobs. Those support staffs that have greater variety of tasks have different information which assists them to decide either to stay in or to leave the institution, so that task characteristics have been found to be potential determinants of the support staff turnover among the staff (Rockart, 2005: 29-30). Without having the required information about the institution and the task activities, support staffs can unknowingly lead their own decision to the wrong direction.

On the contrary, if information accessibility is properly disseminated, support staff gets satisfaction on their jobs Locke (1976: 88). When information disseminated form the true source, support staffs may have the desired knowledge that enables them to carry on responsibilities accordingly. In so doing, they may be able to receive delegation from their supervisors to deal with more decisions making processes (Malone, 1997: 75).

2.8. **Demographic Characteristics and Turnover**

In this study, gender, age, education, type of employment, salary and years of service are the major demographic variables are emphasized in relation to voluntary support staff turnover. Kimosop (2007: 23) argues that the demographic Variables like gender, age, and education qualification, type of employment salary and years of service are some of the common factors that are likely to influence support staffs' mobility in the educational institutes.

2.8.1. **Gender**

There are different findings on studies made on the relationship between gender and turnover. While Cotton and Tuttle (1986: 23) and Weisberg and Kirschenbaum (1993: 45-46) found females more likely to leave than males, Berg (1991:16), Miller and Wheeler (1992:23), and Wai and Robinson (1998: 56-57) reportes no relationship between gender and turnover. Recently, Elaine (1997: 33-34) and summers and Hendrix (1991: 18) found males more likely to quit than females. In Singapore, we expect males to quit more likely than females. This is because, despite the increasing participation rates of females in workforce, females work basically to supplement the family income. Males are the bread winner for the family and have greater achievement-orientation than females (Elaine, 1997: 27-29). Consequently, males may leave the current job in favor of a more attractive job if their expectations are not met. Gender has frequently been a correlate of turnover; however, males with- draw more often in some studies, females in others. The gender linkage with withdrawal appears to be contingent on several variables such as the type of job and the labor market. In their Study, males were predicted to have higher voluntary turnover than females because of the gender-role stereotype Porter and Steers (1973: 30).

2.8.2. **Age**

Age has demonstrated fairly consistent negative relation- ship with turnover. As one gets older and is in the institution longer, one is less likely to leave voluntarily. The age of support staffs have been shown to play important role in employee commitment and the psychological contract and the decision to leave (Kotze and Roodt, 2005: 21). Blomme, Rheede and Tromp (2010: 18-20) stated that age was also a significant variable that influences the decision to leave as younger respondents were eager to leave.

2.8.3. **Education**

Education is found to be positively associated with turnover suggesting that the more educated support staffs quit more often (Berg, 1991: 19, Cotton and Tuttle, 1986: 41). The expected relationship between education and tenure is non-linear: poorer educated individuals may be clustered into low quality, more highly educated staffs face greater range of employment opportunities and are typically more movable, both resulting in shorter tenure (Mumford and Smith, 2004: 10). Oroni, (2006) in her study found out that the more educated support staff especially degree graduates were more likely to quit their jobs than the non graduates. This is attributed to the fact that more educated persons have more job opportunities.

2.8.4**. Year of Service**

Tenure refers to the number of years that a person has been formally employed in the institution (Trimble, 2006). Few empirical studies on the relationship between tenure and turnover and turnover intentions are beginning to emerge (Gable, Hollon and Gagnon 1987: 230). These previous studies were found that tenure is inversely related to turnover in such a way that those who have stayed longer in the institutions have less intention to leave their institutions.

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2.9**. Conceptual Framework of the Study**

Every educational institute has goals and objectives that guide its operation or activities. These goals and objectives are enshrined in the institutes mission or vision. In order to achieve these objectives and goals, institutional resources including human resources are

used. The support staff may be defined as an individual who performs certain tasks and duties for the accomplishment of Institutional goals and for who against his/her services he/she must get some monetary rewards in the shape of pre-defined compensation packages (Afari, 2011: 12). The short supply because of the drop out of the human resource, constitute a big problem to any type of institute. In the field of education, support staff occupies a vital position in the institutes.

Support Staffs do not directly involve in the teaching-learning activities. Since they are the backbone of teaching- learning process, their short supply due to turnover is becoming a major area of concern for educational area (Samuel, 2008). The support staffs play great roles in reducing the burden of teachers by planning for all activities in advance and providing facilities (Katy and Barbara, 2002:34-36). Getachew, (2011: 34) states that reducing support staff turnover is difficult to the administrators and achieves the objective of educational institutes. This study investigates whether the same is true for the Natural and Computational Sciences, AAU support staff. The rate of turnover for support staffs that leave the College as soon as they get chance is worrisome. Guided by these developments and empirical studies, the conceptual framework investigates the factors of administrative performance of the college that escalate support staff turnover.

Chapter three

3. Research Design and Methodology

This chapter deals with the research design, outlines the research method, presents the sources of data, and describes the characteristics of population and sampling techniques. Instruments are used to collect the necessary data and to review the pilot- testing procedures. The final section of this chapter describes the data analysis procedures under the study.

3.1. Research Methodology

The aim of this study is to assess the factor of administrative performance package of the college and its influence on support staff turnover. To conduct the research, both quantitative and qualitative approach were employed because mixed research approach helps to cover or confirm findings from different data sources (Creswell, 2003). The study mainly employed quantitative data and complemented by qualitative data.

The descriptive survey design was employed in this study. This method determined and report the way things are in describing the possible behavior, attitude, values and characteristics of the respondents while using questionnaires as appropriate tool. The descriptive survey method helped gather data from a relatively large number of cases within a limited period of time. It was appropriate for analyzing the prevailing conditions and particular trends. Counts, percentages and frequency were used to present the result of the study appropriately. The descriptive survey research method employed both qualitative and quantitative approach. To this end, questionnaires, interviews and document analysis were applied. Thus, the descriptive survey method was used to achieve the objectives of the research study since it showed the prevailing conditions of its particular trends.

3.2. Sources of Data

In this study, both the primary and secondary data sources were used. The researcher used both primary and secondary data to investigate the factors of administrative performance of the Natural and Computational Sciences, AAU and its impact on support staff turnover. The primary data were collected from current and resigned support staff while official reports, support staff performance results and other related documents were

used for Secondary Data collection. These data were used to investigate the Factors of Administrative Performance and its influence on Support Staff of the College of Natural And Computational Sciences, Addis Ababa University.

3.3. Population, Sampling Size and Sampling Technique

The population of this study was those support staffs who are currently working and those whose employment contract was terminated between (2006 E.C - 2009 E.C.) at CNCS of Addis Ababa University. At CNCS, there are 497 current support staffs. By categorizing the study population based on their respective and functional department, 149 samples were chosen using simple random sampling for the study. In addition, there was 54 resigned staff that no longer works at the college. Out of these staff members, 16 sample respondents were selected using snowball sampling technique under study. This technique was used because there was no official source of information regarding their addresses. The study also used purposive sampling technique to include Managing Director of Human Resource Management and Development Office as well as Human Resource Management expert of CNCS to provide the relevant information to the study by virtue of their position. The currently working support and the resigned staff members of CNCS data are explained on the tables 01 and 02 on page 33.

Table 1. Current Support Staff of CNCS

No.	Office/Department	Current Support Staff		
		Female	Male	Total
1	Dean Office	6	3	9
2	Managing Director Office	5	3	8
3	Human Resource Mgt Office	8	4	12
4	Budget and Finance	13	5	18
5	Procurement & property Administration	12	9	21
6	Facility Management	75	43	118
7	Students Service	167	47	214
8	ICT	4	3	7
9	Library	18	12	30
10	Registrar Office	11	1	12
11	Security Office	0	5	5
12	Research Centers	31	12	43
	Total			497

Source: Record Office of CNCS, AAU.

Table 2. Resigned Staff of CNCS

Resigned Support Staff	2006 E.C	2007 E.C	2008 E.C	2009 E.C	Total
Female	2	5	7	8	22
Male	4	6	9	13	32
Total	6	11	16	21	54

Source: Record Office of CNCS, AAU.

To make the research manageable and achieve the desired result, the researcher used different sampling techniques for the various grouping of study participants. First, proportional stratified sampling was considered to get respondents from support staff. This method was preferred because the distribution of the population was classified in different departmental categories. To enable better representation of the total population, the researcher used proportional allocation by which the same percentage of staff was included in the sample as the percentage level in the population. In order to reach the desired number of respondents, simple random sampling, purposive sampling and snowball sampling technique were used. The benefit of these approaches were customizing the benefits of both techniques while reducing the chance of biasness and improving the quality of data to be collected.

Simple random sampling was considered appropriate for this study since it gives respondents an equal chance of being selected as a study respondent among the target population and this has no bias and eases generalization of the obtained findings. Simple random sampling was used so as to enable the researcher to choose the respondents basing on the fact that they have desirable characteristics and variable related to the issue being studied (Kothari, 2002). So, by using Simple random sampling the researcher was able to get respondents to the study. The researcher also categorized all the rest current support staffs under their respective departments and selected samples from the study population using simple random sampling technique for the study. The researcher then communicated these respondents through questionnaires.

Purposive sampling refers to the non-probability sample that is selected based on the characteristics of a population and the objective of the study. It is useful in the situations when you need to reach a targeted sample. In this study, the researcher using purposive sampling technique has taken administrators (managing director and HRM experts) of the college. This is because they could have better knowledge about the turnover than other support staff. The researcher could then communicate these respondents through interview session to obtain the required information regarding the factors of administrative performance and its influence on support staff turnover of the college. By far, this would assure the quality of information to be collected.

Snowball sampling deals with the researcher's aim at including in the resigned staffs that left the college during the years of 2006 to 2009 E.C. in the study.

Snowball sampling technique was used to look for the resigned support staff members through their previous or present addresses. The researcher used the snowball sampling technique because it was difficult to know the whereabouts of most of the resigned support staff. Most of them perhaps changed their personal addresses after they left the college. The researcher contacted those who could be found in their previous addresses and asked their willingness to participate in the study and also demanded those who were willing to refer to other resigned support staff to participate in the study. The researcher communicated respondents from the resigned support staffs through interview and questionnaires to collect the necessary data.

Sample size deals with the number of observations used for calculating estimates of a given population. Sample size depends largely on the degree to which the sample approximates qualities and characteristic of the overall population, including the degree of precision required. The sample size depends on population variability and sampling methods together with analysis to be applied and operational feasibility. The sample was chosen at random and large enough to satisfy the needs of investigation undertaken. The target population was divided into subgroups and respondents were picked randomly from each group.

The rule of thumb method permits the researcher to use 10% to 20% of the total study population so as to determine adequate sample size under study (Gay, 2003: 25). The

benefit of this approach was customizing the benefits of both techniques while reducing the chance of biasness and improving the quality of data to be collected. Orodho (2003: 87) sates that the rule of thumb method allows the researcher to use 10% - 20% of the total population which represents the sample gives unbiased representation of all respondents' opinion in the target population and this assists in generalization of the research findings when the study design is descriptive. Based on the above reflection of the research, when using an increasing rate of sample size there is high possibility to get large samples so as to cover or represent the total study population. Based on the rule of thumb method, this researcher used 30% of both current support staff and resigned staff of the college to determine large number of samples for the study.

The calculation is shown as follows:

N1 = Total currently working support staff.

N2 = Total resigned/former staff.

n 1= Sample from support staff = 30% (N1) =30% of 497 = 149

n 2= sample from resigned staff =30%(N2) =30% of 54 = 16

3.4. Instruments of Data Collection

To investigate the factors of administrative performance and its influence on support staff turnover at the College of Natural and Computational Sciences, Addis Ababa University, the primary and secondary data were collected using questionnaire and interview in this study. These instruments were selected because they help reach a relatively large sample size within the available time limit. The questionnaire included few open-ended items. Semi-structure used to collect data from the administrators of the college. Interview was an appropriate instrument to get in-depth information from better positioned administrators of the college. An interview guideline was used to manage the interview session according to the purpose of the study.

3.4.1. Questionnaire

The major instrument employed in this study was a questionnaire. One hundred sixty five copies of survey questionnaires (149 for current and 16 for resigned support staff) were prepared and distributed to these respondents of both groups of staff members of the College of Natural and Computational Sciences, AAU. Open-ended questions were

designed to gather adequate data from the current and resigned support staff members of CNCS. Since questionnaires were helpful transmit useful and accurate information from respondents, the researcher was required to make careful examination of them. The researcher modified and adjusted some items if necessary and developed the new ones that went with the objective of the research.

To ensure reliability of the data, questionnaires were designed and pre-testing of the instrument was made on the current and resigned support staff. The purpose of this test was to check the properness of questionnaire items and make necessary correction based on the feedback obtained.   Consequently, improvements were made for items that contain erroneous wordings and ambiguous ideas and unclear statements. Upon the feedback, the questionnaires were amended.

Validity and Reliability of Data: validity was concerned with the extent that a scale accurately represents the construct of interest Wainer (1988: 55-56). To ensure reliability and validity of the data, this study employed questionnaires, interviews and documentation. A pretest of questionnaire was carried out to guarantee a common understanding of questions with respondents. Since the data were gathered from different functional departments, these data ensured adequate demographic characteristics of representation of the respondents.

3.4.2. Interview

Interview was conducted on individual basis that was in a position to give adequate response on areas of the whole human resource management work precisely. The human resource management director and experts were interviewed by representing support staff members of the college to get quality information for the study. The natures of questions were semi-structured for both groups because interview can give flexibility for both the interviewers and interviewees. Semi-structured interview provided with a clear set of instructions and reliable and comparable qualitative data for interviewers (Miles and Huber man, 1994). To avoid communication barriers, interview was conducted in a simple, clear and understandable language. The information obtained can be then checked accordingly.

3.4.3. Document Analysis

The document analysis from human resource management department, and other related sources regarding current and resigned staff were used to collect data. The researcher approached the human resource management office of the college and tried to get the population list of both support and resigned staff members of the college. The researcher developed the questionnaire and hand over it to language experts for correction purpose. The researcher determined sample techniques and sample size before meeting with the Sample population. The researcher also located personal addresses of the resigned staff and searched for willing participants.

3.5. Data Collection Procedures

In order to assess the major factors of performance of the college of NCS that influence support staff turnover, the following data collection procedures were employed. After that data gathering tools were checked by the pilot study, the necessary corrections were made and questionnaires were also administered to the respondents. In order to minimize the rate of return, attempts were made by distributing questionnaires at the convenient time of respondents. Moreover, a close follow up were made to obtain the reliable data. Interview was conducted with HRM managing director, expert and the resigned staff members of the college on one to one basis. Before conducting the interview, preparation was made with the respondents. This included the setting of convenient condition and the time of both respondents and the researcher to clarify the purpose. After ascertaining the validity of the data collecting instruments by the research expertise, the researcher made the necessary amendments. Based on the given comment, the researcher avoided statements with ambiguity concepts and words that produced confusion to understand ideas. The researcher then proceeded with administering the area of study.

6. Method of Data Analysis

In this study based on the nature of the research questions and collected data, quantitative and qualitative methods of data analysis were employed. After the data were collected, questionnaires are organized and tabulated accordingly. Both descriptive and inferential statistics were employed in order to analyze and interpret the mass of data collected through questionnaires. Frequency and percentage were used to analyze demographic

items and the factors of administrative performance influencing support staff turnover and turnover reducing mechanisms of support and resigned staff members of the college. The qualitative data obtained through interview and from open-ended questions were presented and analyzed using qualitative analysis and narration.

3.7. Ethical Consideration

 The researcher had responsibility to take care of ethical issues that might arise during the study. Creswell (2012:12) stated that the researcher should respect the consent of the participant and knowledge of the works of others on its piece of work.

In this case, before going to the College of the Natural and Computational Sciences of Addis Ababa University, the researcher received an official letter from Addis Ababa University, College of Education and Behavioral Studies, Department of Educational Planning and Management and submit the letter to the Human Resource Management Office of the college of NCS to get permission for the data collection. He explained the purpose of that the study was only to gather data for fulfilling the requirement of MA degree in Educational Leadership and Management. After getting permission from the college, the researcher collected the data accordingly.

Chapter Four

4. Data Presentation, Analysis and Interpretation

This chapter deals with presentation, analysis and interpretation of data that were collected from the current support and resigned staff members of the College of Natural and Computational Sciences, Addis Ababa University through questionnaire, interview and document analysis. Descriptive Statistical Analysis was employed for this study. The quantitative data were analyzed in relation to literatures and qualitative results.

The main concern of the research was to investigate factors of administrative performance that influenced support staff turnover in the College of Natural and Computational Sciences. To this end, the data obtained through these research instruments were organized, tabulated, analyzed and interpreted. The research questions were addressed by using data obtained through questionnaire and document analysis. The data from questionnaire were analyzed using five point likert scale to examine the attitudes of respondents regarding the factors of administrative performance of the college and its effects on support staff turnover under study.

4.1. Characteristics of Respondents

In table 1, out of four hundred ninety seven (497) current support staffs, 149 sample respondents were selected and copies of questionnaires were prepared and distributed to them. Out of one hundred forty nine (149) respondents**, *only ninety five (95*) *respondents* filled questionnaires and returned to the researcher.

In table 2, out of fifty four (54) resigned staff members, sixteen (16) sample respondents were chosen and copies of questionnaires were distributed for them. Out of sixteen respondents, only *ten (10) respondents* filled questionnaires and returned to the researcher.

Table 1. Respondents by Sex, Age and Marital Status

Characteristics	Items	Support Staff (SS)		Resigned Staff (RS)		Total	
		No	%	No	%	No	%
Sex	Male	40	42.1	7	70.0	47	44.7
	Female	55	57.8	3	30.0	58	55.2
Age	18-30 years	47	49.4	5	50.0	52	49.5
	31-40 years	32	33.6	3	30.0	35	33.3
	41-50 years	14	14.7	2	20.0	16	15.2
	>51 years	2	2.1	0	0.0	2	1.9
Marital Status	Single	25	26.3	2	20.0	27	25.7
	Married	70	73.6	8	80.0	78	74.2

As the data in Table 1, item 2 shows 57.8% of support staff (SS) were females. Among the resigned staff (RS) respondents, 70% were males. This implies that the large proportion of support staff at the college of Natural and Computational Sciences (CNCS) of AAU were females.

With respect to age category, it is indicated under item 2 of Table 1 that 49.4 % of support staff members were within the age range of 18 and 30 and 33.6% were in the range of 31and 40 years. This implies that the majority of support staff of CNCS were young enough to give service. Moreover, 50% of the resigned staff members were in the age range of 18 and 30 years and 30% of them were in the Age range of 31 and 40 years. This implies that most of these staffs that the college lost were found to be in young and adult age group. Above 51, years old, there was no support staff that left CNCS. Moreover, the finding shows that when support staff members get older, they did not leave their jobs and stay at CNCS.

Regarding to marital status, Table 1, item 3 shows that more than half of support staffs (73.68%) were married and 26.31% of them were single. This implies that most of support staff were married and stayed at the college. Magnums (2002: 55-56) found out that, support staffs who are not married have a higher propensity to leave their job than the married ones. To this end, when support staffs have families to depend on them, they

likely stay stable in one place, but the resigned staff that were single and free from any family commitment and responsibility did not stay at their jobs longer

Table2. Respondents by Year Service, Education and Monthly Salary

Characteristics	Items	Support Staff (SS)		Resigned Staff (RS)		Total	
		No.	%	No	%	No	%
Year of service	0-5 years	41	43.1	5	50.0	46	43.7
	6-10 years	30	31.5	3	30.0	33	31.4
	11-15 years	17	17.8	2	20.0	19	18.0
	16-20 years	5	5.2	0	0.0	5	4.7
	21years & above	2	2.1	0	0.0	2	1.9
Educational Qualification	< 10 or 12	6	6.3	0	0.0	6	5.7
	10+1/+2	13	13.6	1	10.0	14	13.3
	Diploma	41	43.1	3	30.0	44	41.9
	First degree	31	32.6	4	40.0	35	33.3
	Second degree	4	4.2	2	20.0	6	5.2
Monthly Salary In Birr	1040 --1250	18	18.9	2	20.0	20	19.0
	1251 --2300	24	25.2	3	30.0	27	25.7
	2301--3310	37	38.9	4	40.0	41	39.0
	3311--5500	11	11.5	1	10.0	12	11.4
	5501&above	5	5.2	0	00.0	5	4.7

Regarding to year of services, the data in Table 2 show that 43.1% of current support staff served CNCS 5 years and those who served from 6 to 10 years accounted for 31.5% and those who served 11 to 15 years accounted for only 17.8%. This implies that most of the current support staff that served the college were in the young and adult ages. With regard to the resigned staff members, 50% of them served CNCS for 5 years and 30% of them served the college from 6 to 10 years. The rest 20% of the resigned staff also served the college from 11 to 15 years. The finding shows that there were no respondents from the resigned staff members above 15 years. To this end, the implication of the finding is that majority of the least experienced support staffs who served the college from 5 to 10 years left the college and join the new environment or do their own jobs.

With regard to the level of education, the data on the table 2 shows that the current support staff members of the college that accounted for 43.1% were diploma holders. 32.6% and 4.2% of them had first degree and second degree respectively. The rest 13.6% had 10+1 and 10+2 certificates**.** On the other hand, 30% and 40% of the resigned staff

members of CNCS had diploma and first degree respectively. Only 20% of them were second degree holders. Ten percent of the resigned staff members had 10+1and 10+2 certificates. This shows that most educated support staff left their jobs. To this effect, the result of the finding shows that education level of support staff of CNCS is not satisfactory. Since the college is an institution, it is expected to make more of its support staff degree holders. This really helps the college to be competitive because of its educated labor force. This educated force provides the necessary services to customer's satisfaction. When large proportion of support staff hold diploma and above, the college can maintain satisfactory level of skill and knowledge of its support staff members.

Regarding monthly salary as depicted on Table 2, 38.9% of current support staff earned monthly salary between Birr 2301-3310 and 25.2% of them earned between Birr 1251-2300. In addition, 18.9% support staff earned between Birr 1040 -1250. The rest 11.5% of them earned between Birr 3311-5500 and 5.2% of support staff members earned Birr 5501 and above. On the contrary, 40% of the resigned support staff earned between Birr 2301-3310 and 10% of them earned between Birr 3311- 5500. This implies that considerable proportion of current support staff and resigned staff members of the college earned similar payment between 2301-3310 and few of them also earned between birr 3311-5500 in return to their services. In this case, the college management is required to revise compensation packages and provide better payment for better performance.

Table 3- Trends of Current Support Staff Turnover (2006-2009E.C.)

Year	Total No. of Support Staff	Total No. of Resigned Staff	
		No.	%
2006 E.C.	486	10	2.05
2007 "	493	11	2.23
2008 "	495	14	2.82
2009 "	497	19	3.82

Source: Human Resource Management Record Office and own computation.

As indicated in Table 3, the document review revealed the trend of turnover during the period of 2006 to 2009 E.C. The trend of turnover shows an increasing rate of turnover over the years. In this study, the trend of support staff turnover from the year 2006- 2009

E.C. was examined based on the Annual Report of Human Resource Management of the CNSC. As presented in table 3, overall turnover rate recorded for the college was 10.9% during the past four years (2006-2009. By observing the average total support staff of CNCS 497, those who left within the four years should not be ignored because the cumulative effect of this turnover would harm the college in the short and long run if it continues in this manner. Dee (2004:43) points out that some degree of turnover is inevitable, although high rates of turnover can be costly to the reputation of an institution.

This study using the primary and secondary data examined such factors of administrative performance packages of CNCS that influenced support staff turnover as *Compensation and Benefit*, *Development Opportunities, Work Environment and Job Characteristic*s.

To analyze the data that are shown in all tables, the five point likert scales are organized in such ways that Strongly Disagree (1) and Disagree (2) are added together and are maintained as Disagree (2) while Strongly Agree (5) and Agree (4) are added together and are maintained as Agree (4). Neutral (3) is maintained alone. Strongly Disagree and Disagree represented the same sense of response on disagreement while strongly Agree and Agree represented similar response on agreement. Thus, the three Rating scale ranges are maintained in the order of Disagree (2), Neutral (3) and Agree (4) for this study. Moreover, the mean values of the three rating scales ranges are presented on the basis Disagree (0 - 2.49), Neutral (2.50 - 3.49) and Agree (3.50 - 5.00)

The method employed in calculating each mean and grand mean values of current support and resigned staff response are presented as follows.

1. Mean values of Current   =   Multiply each response of CSS in rows by each
   Support Staff (CSS)   corresponding likert scale rating capacity and
                                   add results together

   _____
                       Total No. of CSS respondents

2. Mean values of Resigned =   Multiply each response of RS in rows by each
   Staff (RS)   corresponding likert scale rating capacity and
                                  add results together

   _____
                       Total No. of   RS Respondents

3. Grand Mean values of CSS =   Add all mean values of current support staff together

   _____
                       Total No. of items

4. Grand Mean values of RS   = Add all mean values of Resigned Staff together
   _____
                    Total No. of items

Compensation and Benefit Packages

This subsection discusses items related to Compensation and Benefit package for support staff of the College of Natural and Computational Sciences, AAU regarding the factors of administrative performance and its influence on support staff. The findings are presented in Table 4 together with their respective analysis.

Table 4: Сompensation and Benefit Packages on Support Staff Turnover

No	Items	Respondents. group	Agree (4) No	%	Neutral (3) No	%	Disagree (2) No	%	Mean
1	Compensation is based on Work load.	CSS	11	11.5	19	20	65	68.4	2.43
		RS	1	10	2	20	7	70	2.40
2	Salary is equal for the same qualification and experience	CSS	4	4.2	33	34.7	58	61	2.43
		RS	0	0.0	1	10	9	70	2.10
3	Salary is comparable to that paid in other institutes.	CSS	7	7.3	14	14.7	74	77.8	2.29
		RS	0	0.0	2	20	8	80	2.20
4	Compensation is satisfactory.	CSS	0	0.0	31	32.6	64	67.3	2.32
		RS	0	0.0	1	10	9	90	2.10
5	Compensation needs amendments.	CSS	95	100	0	0.0	0	0.0	4.00
		RS	10	100	0	0.0	0	0.0	4.00
6	Overtime payment is satisfactory.	CSS	5	5.2	25	26.3	65	68.4	2.36
		RS	0	0.0	1	10	9	90	2.10
7	Recognition for good performers is expressed in terms of compensation.	CSS	5	5.2	6	6.3	84	91.3	2.16
		RS	0	0.0	1	10	9	90	2.10
8	Support Staff are placed on matched position.	CSS	15	15.7	5	5.2	75	78.9	2.36
		RS	0	0.0	1	10	9	90	2.10
9	Rewards are provided only for good performers.	CSS	5	5.2	10	10.5	80	84.2	2.21
		RS	0	0.0	4	40	6	60	2.40

Grand Mean Values of Current Support Staff = 2.44, Resigned staff = 2.38

As depicted in Table 4, sixty eight and seventy percent of current support and resigned staff members of CNCS respectively disagreed about the issue because compensation was not based on workload. This finding may reflect that large proportion of current support and reigned staff did not accept the issue since compensation was not based on workload. Since the mean values 2.43 of current support staff and 2.40 of the resigned staff members of the college is less than 2.49, the finding indicated that both support staff members disagreed about the issue with similar response because compensation was not based on workload.

About Sixty one percent o f current support staff and seventy percent of those staff who resigned the college disagreed about equal salary paid for the same qualifications at CNCS. This may imply that majority of both current and resigned staff members disagreed about the issue and became dissatisfied with the absence of equal payment for the same educational level among them. The mean values 2.4 and 2.1 showed that both current support and resigned staff members disagreed upon the issue with similar response because there was no equal payment for the same qualification and experience at the college.

About seventy seven and eighty percent of current support and resigned staff respectively disagreed about the issue of salary. This finding pointed out that majority of both groups of staff disagreed on the issue because salary paid by CNCS was not comparable to salary of other institutes. The mean valves 2.29 and 2.20 of current support and resigned staff respectively indicated that both staff members disagreed upon the issue similarly because salary paid by the college was not satisfactory.

Nearly sixty seven and ninety percent of current support and resigned staff respectively disagreed about the issue of compensation. This finding may imply that large proportion of both support staff members disagreed on the issue because they were not satisfied with compensation provided by CNCS. The mean values 2.32 and 2.10 of current support and resigned staff members respectively indicated that both groups of staff disagreed on the issue with similar response as there was no fair compensation at the college

As shown in each of the mean values of both current support and resigned staff are less than 2.49 so that the finding of the data indicated that both support staff members of the

college disagreed upon compensation and benefit packages of CNCS at large. Both staff members disagreed almost with similar response as a result of dissatisfaction with all types of compensation and benefits except item 5.

All current support and resigned staff members of CNCS agreed about the amendment of compensation and benefit packages for the benefit of the college itself and current support staff. The mean value 4.0 of both staff members indicates that they entirely agreed and asserted with the same response that the college is required to improve its compensation packages for better performance and job satisfaction. Both staff members agreed that compensation package is yet to be improved. All in all, the grand mean values of compensation and benefit packages of current support and resigned staff members 2.44 and 2.38 respectively revealed that both support staff members disagreed about the issue of Compensation and Benefit Packages of CNCS because it was not performing to produce better service and job satisfaction.

In addition to quantitative data, administrators were asked interview program to describe some issues about compensation and benefit package of CNCS..

> *The first respondents* was asked for what does *compensation and benefit package* of the college comprises? He said, "it consists of fixed monthly salary, over time payment (sometimes for few employees who work in weekends and above daily working hours at certain working units), medical insurance (half of the total expense for permanent staff only), and sanitary products like soft paper and soaps per month" (Pc1, May 2018). *Another participant was* also asked and he expressed the package is not considered along with the current living condition of employees.
> The package is unsatisfactory compared with other institutes. Insufficient compensation and benefit package of the college is the factor for employees to work below performing capacity" (PC2, May 2018). In general, support staffs were dissatisfied because of unsuitable Performance package of the college. Compensation and benefit package of the college play a significant role because it determines the lifestyle, self esteem and satisfaction of support staffs on their jobs, but support staffs are not satisfied with the compensation package of the college. Support Staffs' motivation level and productivity is affected negatively from year to year.

> *The resigned staff members of CNCS* were asked to describe about compensation and benefit package of the college.

> *The first respondent* said that "They said that the college has insufficient benefit packages, while different institutes these days are working on

improving the salary scale and benefit packages to motivate and retain
support staffs. When support staff leaves the college, they earn double or
more than they used to get during their stay at the college. The necessity
of attractive compensation and benefit package for support staffs' job
satisfaction is ignored by the college administrators.
Support staffs need to cover their daily expenses and save for contingencies to
live happily, but the compensation and benefit package do not allow covering
at least their basic needs. When current support staff were asked about whether
compensation and benefit can be considered as a major contributor to
support staff turnover at the college."

The second respondent explained that, "it is most common reason for
support staff turnover at CNCS. Especially, support staff gets lower salary
that is incomparable to their educational qualification and experience. So, it
is the main reason for turnover. Unless adjustment is made, it would be
difficult for new and talented employees to join CNCS, let alone the current
staff to stay" (PR2, May 2018). Consequently, the interview was conducted
for *the third respondent and* said that, "I can understand how support staff felt
unhappy about compensation and benefit package at the college. The monthly
salary is frustrating and the benefit package is almost non-existent" (PR3,
May 2018). This is the most important issue that contributes for support
staff to leave CNCS.

Development Opportunity

This subsection discusses items related to development opportunity of current support
and resigned staff. It consists Scholarship, Need Assessment, Training Program and
adequate response for Promotion Process.

Table 5. **Development Opportunity of Support Staff Turnover**

No	Item	Respond nets.	Agree (4)		Neutral (3)		Disagree (2)		Mean
			No.	%	No	%	No	%	
1	Provision of Scholarship is fair	CSS	8	8.4	12	12.6	75	78.9	2.29
		RS	0	0.0	2	20	8	80	2.20
2	Need assessment for training is fair.	CSS	11	11.5	4	4.2	80	84.2	2.27
		RS	0	0	1	10	9	90	2.10
3	Training is carried Out when required by support staff	CSS	6	6.3	12	12.6	77	81	2.25
		RS	0	0	0	0	10	100	2.00
4	There is a room for complains on Promotion process	CSS	0	0	3	3.1	92	96.8	2.13
		RS	0	0	2	20	8	80	2.20

Grand Mean Values of Current Support Staff = 2.23, Resigned Staff = 2.12

Around seventy nine percent of current support and eighty percent of resigned staff disagreed about fair provision of scholarship. The finding indicated that large proportion of current support and resigned staff members asserted that there is no fair provision of scholarship at CNCS. In this respect, the mean values 2.29 of current support staff and 2.20 of the resigned staff members pointed out that both current support and resigned staff members disagreed on the issue because there was no fair provision of scholarship at CNCS. Provision of scholarship was not merit based.

About eight four percent of current support and ninety percent of resigned staff of the college disagreed on the issue of fair need assessment of training. This finding may imply that majority of current support and resigned staff disagreed on the issue because training need assessment was not fair at CNCS. Thus, the mean values 2.27 and 2.10 indicated that current support and resigned staff members respectively disagreed on the issue because there was no fair training need assessment at the college.

About eighty one percent of current support and all resigned staff members of the college disagreed about the issue because training was not carried out when it was required by support staff members. The finding pointed out that large proportion of current support staff and all resigned staff members disagreed upon the issue since training and development program was not implemented when they needed it. The mean values 2.25 and 2.0 of current support and resigned staff respectively indicated that no training program is implemented upon the need of both support staff members.

Nearly ninety seven percent of current support staff and eighty percent of resigned staff members strongly disagreed about the issue because there was no acceptance of complains about promotion process at CNCS. The finding indicated that large proportion of current support staff and more than majority of the resigned staff members disagreed upon the issue since there was no acceptance of complains on promotion process. The mean values 2.13 and 2.20 of current support and resigned staff respectively revealed that both support staff members disagreed about the issue because there was no any room for support staff complains on promotion process.

In general, the grand mean values 2.23 of current support and 2.12 of resigned staff members revealed that they disagreed that the development opportunity was not

maintained on fair basis. The finding indicated that both staff members had similar views of disagreement when we compared the mean values of the two groups.

Moreover, administrative representatives of current support staff members CNCS were asked interview to explain their opinions regarding development opportunity.

The first respondent said that, "I believe the adequacy of development opportunity is inadequate but 1 cannot ignore the immense value of scholarship on employee's performance and satisfaction. With respect to training, there is a gap in training needs and the actual training given. Developmental activities like training and education help to develop skills of support staff necessary to accomplish tasks and keep employees longer. If the college has a good platform for Human Resource Development (HRD), it will benefit from enriching its support staff with necessary skills and knowledge for the job and retain employees for long. In the case of promotion, we follow the procedures of the Ministry of Civil Service and it is done fairly. We also handle grievances properly." Support staffs mention that promotion process is unfair and complaints of current support staff were not handled properly. The administrative representative responded quite the opposite. These show there is a misunderstanding in how the HRM office doing its jobs and how support staffs are experiencing it.

Another participant said that, "I can stay at CNCS if they feel happy by the opportunity of scholarship, but CNCS does not keep the interest of support staff to join the department they need. The content of the training outside the college does not correspond wit the existing job of support staff. Thus, employees present their complaint regarding career development program which does not fulfill their interest. Support staff also reveals their dissatisfaction regarding promotion process. When support staff members are stagnant in a particular position for a certain time, they eventually feel dissatisfaction and this may be a good reason for support staff to leave the college. In general, support staff has dissatisfaction with the career development and promotion process. HRM implements the process according to the guideline of the ministry of Public Service.

The resigned staff members of CNCS were asked to describe their opinion regarding development   opportunities for support staff of the college. *The first respondent* said that "the scope of development opportunity is too narrow in the college. Either one should get scholarship in one of the departments in the college to continue his or her first degree in extension programs or should get short-term trainings in or out of CNCS. I appreciate the opportunity given to continue education for permanent support staff In terms of short-term training; it is irregular and less organized. All in all, the development opportunity is not satisfactory." *The second respondent* said that, "The Human Resource Office is responsible in identifying training needs and organizing training program in cooperation with concerned and capable parties in and out of the college. However, it is not

done properly and with full commitment. "The one good thing there is the scholarship." Most of support staff is obliged to stay at the college because they like to learn at the college. And indeed, the provision of free education is the most appreciative done. He also said that "Training needs are not properly identified. Trainings are organized for those who less needs it than for those who needs it most. He also revealed that the issue of training is taken lightly by the administration but it has a huge impact on support staffs' performance and job satisfaction. This experience is very common in other institutes and it has an impact on employees team work also. When support staffs are gathered for trainings and experience sharing programs they share many ideas. This in turn develops them professionally as well as a person." On the other hand, he mentioned, "The promotion process is not fair. Even though there is a procedure to carry out a job promotion, it is too bold and has a room for different interpretations. The administration can interpret the procedure according to their interest and to benefit some people they prefer. Since the promotion process is unfair, support staff frequently complains to the administration. Still, the complaint process is too long and responses are less satisfactory.

Working Environment

This subsection discusses items related to working environment of AAU for support staff. It comprises of team work, facilities, orientation, disabled staff, staff creativity, communication and criticism.

Table 6:   Work Environment as a factor of Support Staff Turnover

The Grand Mean Values of Current Support Staff = 2.31, Resigned staff = 2.11

No	Items	Respondents	Agree (4)		Neutral (3)		Disagree (2)		Mean
			No	%	No	%	No	%	
1	CNCS encourages team work.	CSS	10	10.5	7	7.3	78	82.1	2.28
		RS	0	0	2	20	8	80	2.20
2	Work units are equipped with necessary facilities.	CSS	10	10.5	22	23.1	63	63.3	2.44
		RS	1	10	0	0	9	90	2.20
3	There is appropriate orientation program.	CSS	0	0	18	18.9	77	81	2.18
		RS	1	10	0	0	8	80	2.00
4	Special attention is given f or disabled staff	CSS	9	9.4	19	20	67	70.5	2.38
		RS	0	0	4	40	6	60	2.40
5	Management motivates for creativity.	CSS	0	0	29	30	66	69.4	2.30
		RS	0	0	0	0	10	100	2.00
6	Management has good Communication process.	CSS	8	8.4	9	9.4	78	82.1	2.26
		RS	0	0	2	20	6	60	1.80
7	There is fair criticism for performance appraisal.	CSS	12	12.6	8	8.4	75	78.9	2.33
		RS	0	0	2	10	8	80	2.20

About eighty two percent of current support and eighty percent of resigned staff members disagreed about teamwork motivation by CNCS. The finding indicated that large proportion of current support and resigned staff members disagreed on the issue and asserted that the college did not encourage teamwork. Hence, the mean value 2.28 and 2.20 of current support and resigned staff respectively indicated that there was no significant difference in the response of both staff members.

About sixty there percent of current support staff and ninety percent of resigned staff members of CNCS disagreed on the issue of facilities at CNCS. This may imply that majority of current support and resigned staff disagreed on the issue of team work with similar response. The mean values 2.44 and 2.20 of current support and resigned staff members respectively indicated that both support staff disagreed about the issue with similar response because work units were not equipped with the necessary furniture.

Eighty one and eighty percent of current support and resigned staff respectively disagreed upon the issue. The finding indicated that large proportion of both support staff members disagreed about orientation program. The mean values 2.18 of current support and 2.0 of resigned staff members pointed out that both support staff members disagreed about the issue because there was no appropriate induction program at CNCS.

Nearly seventy one percent of current support and sixty percent of resigned staff disagreed about the issue of disabled staff members at the college. The finding revealed that majority of both groups of staff members disagreed on the issue because the administrative body of CNCS gave less attention for disability. The mean values 2.38 and 2.40 of current support and resigned staff pointed out that both staff members disagreed on the issue with the same response because there was no satisfactory assistance to disabled staff members.

About sixty nine percent of current support and all resigned staff members of the college disagreed about the issue of management motivation of both staff members of the college. This may imply that large proportion of current support staff disagreed while all resigned staff members had strongly disagreed on the issue. The mean values 2.30 of current support and 2.10 resigned staff showed that both groups of staff disagreed with similar response on management motivation of support staff creativity.

About eighty two percent of current support staff and sixty percent resigned staff disagreed upon the issue of communication process at the college. The finding pointed out that majority of both support staff members disagreed about the issue because there was no good management communication at CNCS. The mean values 1.80 and 2.33 of current support and resigned staff respectively indicated that both groups of staff disagreed and asserted that there was no management support at the college.

Nearly seventy nine and eighty percent of current support and resigned staff members respectively disagreed about the issue of fair criticism for performance appraisal. This finding pointed out that majority of both support staff members disagreed upon the issue because there was no fair criticism at the time of performance appraisal at CNCS. The mean values 2.33 of current support and 2.20 of resigned staff disagreed on the issue with similar response because there was no fair criticism for performance appraisal.

Overall, the grand mean values 2.31 of current support staff and 2.11 of resigned staff members pointed out that both staff members disagreed upon working environment because there was no good working condition at CNCS.

Furthermore, administration body and the resigned staff of CNCS were asked interview to describe their attitude towards the work environment of the college.

Respondents of current support staff members were invited to give their opinions on the work environment of the college through interview session.

> *The first respondent* said that, "The work environment is moderate in most offices. Arrangements of offices are not attractive and make support staff less comfortable. The researcher also made attempts to get the point of view of administration representative on performance evaluation. He said that, "The performance appraisal is not done on regular basis and it is not related to job description rather it is related to behavioral issues. It is not related to work process or work centered. Lastly, the director explained that "the relationship between the administration and support staff is moderate."

> *The second respondent* explained that, "There is no really conducive condition at work place for support staffs. This condition produces job dissatisfaction and affects support staffs' performance level, satisfaction and intention to stay at the college. He was also asked and replied that, "support staffs had good relationship among each other. There is no a team work tendency in most offices. Through time, this may lead to frustration and triggers intent to leave CNCS."

The resigned staff members were asked to describe their attitude towards the work environment of the college.

The first respondent said that "The colleagues were sociable. Willingness for team work and the relationship between support staff and immediate supervisor can be expressed moderate." With respect to facilities, most offices are not equipped with necessary facilities." *The second respondent* said that, "There are disabled workmates in my office, but the working condition is not so conducive for them to accomplish tasks freely. He also said that, "There was no proper and organized orientation for new employees when they join the college With respect to performance appraisal and there is a miss-match between the job and evaluation criteria. T

T*he third respondents* explained that "the evaluation criteria is too general and is the same for every administrative position. For example, those who are in general service operators and officers are evaluated with the same evaluation form. This is very difficult for us to trust the evaluation criteria are standardized and truly measure our performance. There were frequent grievances among the staff and the administration of CNCS during the appraisal periods. This was because the form by itself is not related to the job description of the staff. It needs adjustment."

Job Characteristics

This subsection discusses items related to job characteristics of CNCS for support staff. It consists of job description and the tasks, achievable jobs, education and experience and creativity.

Table 7. job activities as a factor of Support Staff Turnover

No	Items	Respondents	Agree (4)		Neutral (3)		Disagree(2)		Mean
			No	%	No	%	No	%	
1	Tasks are related to job description	CSS	1	1.0	9	9.4	85	89.4	2.11
		RS	2	20	0	0	8	80	2.40
2	Jobs are achievable.	CSS	2	2.1	20	21.0	73	76.8	2.25
		RS	1	10	0	0	9	90	2.20
3	Jobs are relevant to education and experience	CSS	0	0	11	11.5	84	88.4	2.11
		RS	0	0	3	30	7	70	2.30
4	Jobs have a room for creativity	CSS	0	0	19	20	76	80	2.20
		RS	0	0	1	10	9	90	2.10

The Grand Mean Values of Current Support Staff = 2.16, Resigned Staff = 2.25

About eighty nine percent of current support and eighty percent of resigned staff members disagreed on the issue of tasks relationship to job description. The finding revealed that large proportion of current support staff and resigned staff pointed out that both groups of staff disagreed upon the relationship of tasks and job description with similar response as there was no close relationship between them. The mean values 2.11 and 2.40 of current support staff and resigned staff indicated that there was no close and clear relationship between tasks and job description so that it is difficult to perform and achieve results.

Nearly seventy seven and ninety percent current support and resigned staff members respectively disagreed on the same of achievable jobs. This may imply that majority of current support and resigned staff members disagreed about the issue as jobs were not achievable. The mean values 2.25 and 2.20 indicated that both support staff members disagreed on the same issue with similar response because jobs were repetitive and not easily achievable.

About eighty eight percent of current support staff and seventy percent of f resigned staff disagreed about the issue. The finding indicated that both groups of staff members disagreed on the same issue as jobs were offered without considering education and experience. Jobs were not based on education and experience. The mean values 2.11 of current support and 2.30 of resigned staff disagreed on the same issue with similar response as jobs were not directly related to education and experience. Jobs were not clearly and precisely related to education and experience.

About eighty and ninety percent of current support and resigned staff respectively disagreed upon the issue that jobs provide opportunity for creativity. This may imply that both groups of support staff members disagreed on the issue because the college management did not provide seminars, conferences, workshops and related programs for support staff members to participate to strengthen and widen their skill and knowledge. The mean values 2.20 of current support and 2.10 of resigned staff pointed out that both groups of staff members disagreed about the same issue with similar response as jobs did not invite support staff for creativity at CNCS.

Over all, the grand mean values 2.16 of current support staff and 2.25 of resigned staff members pointed out that both groups of staff disagreed about job /tasks activity with similar response because of jobs did not provide opportunities further inquiry.

In addition to the quantitative data, administrative officials of the college were asked interview program to respond their response regarding the job characteristics.

> *The first respondent* was asked and replied that, "it is known that the college has no standardized and well designed job descriptions for each position. I know this is not a good condition and it may affect support staffs' performance level at CNCS. At first glance, the performance packages of the college for administrative staff are not intentionally designed and cultivated for the purpose achieving the objective of CNCS."
> *Another respondent said that,* "The job descriptions are not clearly and briefly written. It is really difficult to work based on the job description. The leader said "I can say that the job description is not functional as expected. There was also a mismatch between tasks and education or experience of support staff during processing promotion of employees. He also said that Jobs are repetitive in day to day experience of workers so that I can say jobs do not produce creative condition."

> *The resigned staffs* members were asked to describe the job and task activities they used to experience at the college.
> *The first respondent* said that, "It is difficult to say the job we used to work was based on job description. Job description is almost non-existent. Due to this, we used to do things as our supervisors told us to do. This will be frustrating through time because without a direction, it is difficult to sense feeling of accomplishment."
> *The second respondent* replied that, "Recognition for good performance is inconsiderable . We used to do tasks that are sometime related and other times not unrelated. These tasks are not also related to our experience and education. It is difficult to describe the nature of the job or tasks clearly and precisely. The views are also supported by the next respondent: T*he third respondent* said that, " With regard to repetitive nature of tasks, sometimes tasks were redundant and other times were not."

Open-ended question was undertaken in addition to the interview program conducted to both respondents from support and resigned staff members of CNCS. The researcher offered open-ended question to the respondents and captured the required suggestion regarding the factors of administrative performance of CNCS that aggravate support staff turnover at CNCS. A lot of responses were given by respondents but for presentation purpose, similar responses are condensed and presented in light of literature.

In view of the above reflection, the most common factors of administrative performance of CNCS that influence support staff turnover were insufficient compensation and benefits, inadequate career development, no harmonious working environment, lack of smooth work relationship between support staff members and administrations, no involvement in decision making, and lack customer oriented HRM administration. To this end, the finding pointed out that compensation and benefit packages dominated the intention of support and resigned staff members of the college to quit their jobs. These results were also consistent with what was observed in exit-interview forms for resigned staff to write their intention to leave. The researcher referred to these documents and found that compensation and benefit packages dominated the intention of support staff to leave CNCS.

Table 8: **Demographic Characteristics of Resigned staffs**

Resigned Staff	Sex		Age			
	F	M	18-30	31-40	41-50	>=51
No	23	31	23	19	8	4
%	42.59	57.40	42.59	35.18	14.81	7.40
Educational Qualification						
RS	10th/12th complete	10+1/2	Diploma	1st Degree	2nd Degree	Total
No	10	6	17	16	5	54
%	18.51	11.11	31.48	29.62	9.25	100.00
	Year of Service					
RS	0-5	6-10	11-15	16-20	>=21	Total
No	20	17	9	5	3	54
%	37.03	31.48	16.66	9.25	5.55	100.00
Monthly Salary						
RS	1040-1250	1251-2300	2301-3310	3311-5500	>=5501	Total
No	20	14	11	7	2	54
%	37.03	25.92	20.37	12.96	3.70	100.00

Source: Resigned Staff Record Office.

The above Table 9 shows that 42.5% of female and 57.4% of male resigned support staff left the College of Natural and Computational Sciences. The data show that majority of male support staff members left CNCS in the past four years. Furthermore, Kimosop (2007:18) in his study pointed out that in private security firms in Kenya; male staff members have high level of turnover than female ones. On the other hand, researchers reported that female's turnover is also higher than males. Most researchers agreed that labor turnover is higher among females than males especially in married women. These findings can be explained by the fact that women may leave jobs due to family commitments such as resigning to take care of their young family (Freeman, 1980). The number of female staff is higher and greater turnover rate is observed in male staff members. However, in this study, it was found that male support staff members were more likely to quit their jobs than female staff at CNCS.

Regarding age of resigned staff, those current support staff who left the college within the last four years between ages 18-30 accounted for 42.5% of the total resigned staff members and those between ages 31-40 accounted for 35.1%. Those between 41-50 ages accounted for 14.8% and those who are equal or greater than 51 years also accounted for 7.4%. The data show the number of support staff resigned in the past four years who were in between18-30 years of age was more than other groups. This finding is related to that most researchers agreed on the fact that those in young ages were more movable. In this case, the same is true for the college of Natural and Computational Sciences, AAU that this finding was consistent with the findings of (Young, 1970, Silcok, 1954), who found out that voluntary staff turnover decreases with increasing age. This is because changing occupations becomes more difficult and threatening with age.

 As indicted in table 8, current support staff members who completed 10th and 12th grade education and left CNCS accounted for 18.5% and those who graduated 10+1 and 10+2 were 11.1%. Those who were diploma holders accounted for 11.1%.In addition, first and second degree holders at the college accounted for 31.4% and 9.2% respectively. Hence, diploma holders were larger and more educated than first and second degree holders.

The data in the table revealed that diploma holders and above left the college at a higher rate. It is remembered that literatures indicates current support staff members who have

higher qualification are more movable because they have more demand. On the other hand, it may indicate that the college did not give much attention to upgrade the educational level of those current staff members of the college. Literature states that poor educated staff tends to leave the college because they could not cope up with the dynamic environment accordingly

As depicted in table 8, current support staff who served CNCS for five years accounted for 37% and those who served from 6-10 years accounted for 31.4%. Those who served CNCS from 11-15 years accounted for 16.6%. In addition, those who served from 16-20 years accounted for 9.2%. Finally, those who served the college 21 and above years accounted for 5.5%. Many researches pointed out that current support staff members' turnover is highly related to support staffs' length of service (Lane, 1955; Young, 1970; Clowes, 1970; Fowler, 1996). This finding is in agreement with what was stated in the literatures in which those who stayed for a short period in the institutes have intention to leave. When support staff members stay for a short period of time, they may not have strong attachment with the existing culture of college and the co-workers. The same is true for the College of Natural and Computational Sciences (CNCS), AAU. Thus, the finding indicated that those current support staff members who served the college only for five years were larger than others who served more than five years.

As shown in the Table, current support staff members who earned salary from Birr 1040-1250 accounted for 37%. Those who earned monthly salary from Birr 1251-2300 and 2301 - 3310 accounted for 25.9% and 20.3% respectively. Moreover, those who earned monthly salary from Birr 3311-5500 accounted for 12.9%. Hence, the finding shows that larger proportion of current staff members who left CNCS used to earn monthly salary from Birr 1040-1250. This is consistent with the literatures in such a way that turnover increases when salary decreases and vice versa.

When we looked at those current support staff members who left their jobs at the college because of inadequate payment, monthly salary they earned was not comparable with support staff of other institutes. Nowadays, nonprofessionals like house maids, residence securities, daily laborers, etc. get monthly salary that is higher than the starting salary of

current support staff members of the college. Hence, when we look at such opportunities the staff leaves CNCS for better payment outside.

4.2. Measures undertaken by CNCS to reduce support staff turnover

There was a high support staff turnover during the years 2006 – 2009 E.C. at the College of Natural and Computational Sciences of Addis Ababa University. The turnover occurred due to Business Process for Reengineering (BPR). BPR did not satisfy the need for payment of current support staff members rather resulted in high turnover rate. CNCS tried to reduce the turnover by using different strategies.

To answer Basic Research Question No. 3, the researcher conducted interview programs with administration representatives of the college accordingly. The researcher developed a guideline and conducted interview session as mentioned hereunder.

The first respondent was asked and said that, "As far as I knew the turnover of support, the top management of the college did not take any measure to reduce the turnover especially during the years of 200-2009 E.C. Business Process of Reengineering (BPR) implementation was started at the beginning of 2006 E.C. Since then, there was high turnover rate of support staff members until the end of 2009 E.C. the first respondent also said that "from 2008 – 2009 E.C., the management of CNCS allowed overtime payment for certain working sections such as Budget and Finance Office, Procurement and Property Administration Office, HRM Office, Students Services and Library accordingly. Even though, the turnover rate did not decrease rather increased than before. This was the very time that the management body faced great challenges to retain competent support staff members of the college.

Another respondent was responded that, "existing support staffs were Provided training program related to their jobs they were performing as required within the AAU and outside the university. On the other hand, when new support staff members hired, they were also provided with the necessary training program which was the same as the current support staffs. After six months of their employment, they were also allowed to follow higher education with free of payment in AAU. The management of the college believed that the chance for university education might satisfy the needs of support staffs and help them stay at CNCS. However, support staffs were not permitted to attend university education according to their interest. lack of interest pushed them to leave the college."

Resigned staff members of CNCS were asked and explained as follows:
The first respondent said that, "The top management used to decide and gave rewards such as finance and materials for few support staff

members of the college. These rewards such as mobile, transport allowance house allowance, cars and home were provided for support staffs according to the nature of jobs the work. Even though, these rewards were not distributed on the basis of fairness.

The second respondent was asked and further explained that, "The college management   provided rewards for good performers of the college for personal use such as laptop, household furniture, computers and certificates. The management body also provided money as incentives in addition to material rewards. However; the rewards did not appropriately reached those support staff members who were best performers."

4.3. *Possible Mechanisms for turnover reduction*

This subsection discusses items related to the possible mechanisms of support staff turnover reduction at CNCS, AAU. It entails issues related to information accessibility, participation of staff in different issues, performance package and delegation. The researcher developed questionnaires based on possible mechanisms of turnover reduction to answer the basic research question number 4. This was answered quantitatively and qualitatively using descriptive analysis. In addition, interview and open-ended question were entertained. In this analysis, independent variables are participation, information accessibility, essential work process and delegation of decision making.

The quantitative results from the questionnaires are analyzed and presented here under. The results are discussed on the basis of each item.

Table 9: Possible Mechanisms of Turnover Reduction

No	Items	Respondent	Agree (4)		Neutral (3)		Disagree (2)		Mean
			No	%	No	%	N	%	
1	Admin. needed to encourage participation	CSS	95	100	0	0	0	0	4.00
		RS	10	100	0	0	0	0	4.00
2	Admin. needed to make sure of information accessible	CSS	95	100	0	0	0	0	4.00
		RS	9	90	1	10	0	0	3.90
3	Admin. required to improve performance	CSS	91	95.7	4	4.2	0	0	3.95
		RS	8	80	2	20	0	0	3.80
4	Admin. Needed to delegate decision	CSS	90	94.7	5	5.2	0	0	3.94
		RS	10	100	0	0	0	0	4.00

 Grand   Mean   Values   of   Current   Support   Staff   =   3.97,   Resigned   Staff   = 3.92

As depicted in Table 9, both current support and resigned staff members of CNCS agreed upon the issues of possible mechanism of turnover reduction. The finding indicated that administrative performance package is yet to be improved. Administrative body of the college is required to fill administrative performance gaps for better performance of the college.

All current support and resigned staff members of CNCS agreed that administrators are required to encourage support staff members participation with similar response. The finding pointed out all current support and resigned staff members needed management to ensure their participation accordingly. The mean Value 4.0 of both groups of staff indicated that both support and resigned staff members of the college fully agreed on management support is required for participation.

All current support and ninety percent of resigned staff members agreed on accessibility of information to enhance trust and collaboration at CNCS. This finding may imply that all current support staff fully agreed while large proportion of resigned staff members agreed with similar response to the same issue. The mean values 4.00 of the current support staff and 3.90 of resigned staff indicated that both groups of staff members agreed on information dissemination to produce loyalty and cooperation with their superiors and among themselves accordingly.

Nearly ninety six percent of current support and eight percent of resigned staff agreed about improvement of administrative performance packages of CNCS. The finding pointed out that large proportion of both current support and resigned staff members would like to remind administrative body of the college to be aware of administrative performance gap and fill it accordingly for better performance that results in the benefit of CNCS and both groups of staff members. The mean values 3.95 of current support and 3.80 of resigned staff members revealed that both current support and resigned staff agreed on improvement of administrative performance package and bring about better services of CNCS and produce job satisfaction.

Nearly ninety five percent of current support and all resigned staff members agreed upon delegation of support staff on decision making process. The finding may imply that majority of current support and all resigned staff members agreed that administrative

body of the college needs to be advised to give delegation for support staff members. Administrative body is expected to understand that delegation of decision making process for support staff members brings about development of responsibility and accountability on their duties. The mean values 3.94 of current support staff and 4.0 of resigned staff members pointed out that large proportion of current support and all resigned staff members agreed on delegation of support staff with similar response on the issue of delegation that helps them exercise responsibility.

In general, the grand mean values 3.97of current support and 3.92 of resigned staff members pointed out that both current support and resigned staff groups agreed on the improvement of possible mechanism of turnover reduction. They agreed on the issue with similar response that administrative performance of CNCS is yet to be improved.

Moreover, administration representatives of current support staffs members were asked interview to explain more about the possible mechanism of turnover reduction at CNCS.

> *The first respondent* was asked and replied that, "There should be a
> stringent execution of the training and development programs to avoid
> high turnover rate in college. Encouragement of wider work responsibility
> of basic skills such as development and learning courses are required to be
> given to support staff on specified times of the year. This might restore
> fresh knowledge to old employees. In the case of newly hired staff,
> more comprehensive and rigorous training exercises is needed to be applied
> to better prepare them to carry on the workloads."
> *Another respondent was* asked and said that, "Current support staffs
> need to upgrade their skill and knowledge and enrich their ability so as to
> foster individual and personal development. Possibilities of promotion may
> be captured through their acquired knowledge and improved skills.
> Organized office facilities, training and development opportunities, assign
> Responsibilities with authority and incentives (both monetary and
> non-monetary) are very crucial to motivate support staff and retain them.
> Other factors like support staff engagement, collaborative and empowerment
> has also a significant effect on motivation, performance and retention of the
> support staff.
> *The resigned support staff members' response from interview session is:*
> *The first respondent* explained that, "These are provision of training,
> organizing socialization programs and fostering team work freedom to
> the staff members of the college to make decisions; competitive salary
> and contingent rewards, and increase collaboration, and use latest technology.
> He also said that, "Support staff should be given opportunities to exercise
> power and responsibility which can be done through 'delegation."

The second respondent suggested that, "Open communication should be maintained between management and support staff members. He also replied that, "It is also apparent that equal relations between administration and current support staff should be practiced to encourage collaboration and productivity at the College of Natural and Computational Sciences. Enhancing good working relations among all the support staff members and preserving a good working environment may provide harmonious relationship inside the college. Maintaining such condition within the office may elicit productivity of current support staff members. Current support staff may enjoy accomplishing their tasks. This condition may help them in reducing stress and eventually burnout at the workplace."

Open-ended question was undertaken in addition to interview program to both current support and resigned staff respondents. These questions brainstormed with similar responses about the possible mechanisms for support staff turnover reduction. Response was reported as there is no fair payment for the work performed. No adequate monthly salary was paid for support staffs at the college. Support Staffs were not able to sustain their life with the salary they were paid in this case. In addition, there were no necessary facilities such as tools, equipment, furniture and other related materials that enable to properly perform the task of CNCS. There was no career development opportunity at the time of needs arose in order to enhance the working capacity of support staff for better services of CNCS. Because of the above mentioned factors of administrative performance of CNCS that escalate turnover, certain support staffs left their jobs. Hence, the work load was created and become burden on the rest of support staff members of the college.

To reduce support staff turnover and retain them at CNCS, the possible mechanism is required to be undertaken by the top management of the college. Administrators of CNCS are also required to enhance motivation and commitment of support staff. Learning and training courses were required to be given to the support staff on the specified times in the year. This might restore fresh knowledge for the existing support staffs; while for the newly employed support staffs more comprehensive and rigorous training practices need to be applied to properly perform the work assigned. Administrative body of the college needs to be advised to provide support staffs with training and learning courses to improve the staffs' skill and knowledge and to enrich their personality development. Administrators need to focus on organized facilities, assignment of responsibilities with authority and the necessary incentives that were crucial to motivate support staffs and to

reduce turnover. The finding implies that the factors of administrative performance package of CNCS are not adequately workable. They need to be amended or modified in accordance with the benefit of both CNCS and support staff members of the college. Administrators are required to undertake organizing socialization program, organizing teamwork; delegating authority with responsibility to make decision; providing competitive salary and contingent rewards and increasing collaboration and use latest technology.

CHAPTER FIVE

5. **Summary, Conclusions and Recommendations**

This chapter discusses major findings from the study, the conclusion drawn from the major findings and recommendations are made based on the findings.

5.1. **Summary of Major Findings**

The main objective of this study was to investigate factors of administrative performance that influence current support staff turnover at the College of Natural and Computational Sciences. The study was conducted using mixed research approach. Total current support staff under study is 497 and the resigned staff who left the college within the last four years is also 54. Thus, the sample selected from current support staff is 149 and from the resigned staff is 16. 165 questionnaires were prepared and distributed for current support and resigned staffs. 105 questionnaires (95 from support staffs and 10 from resigned staff members were returned to the researcher. In addition to survey questionnaires, interviews were conducted among resigned support staff and representatives of administration body.

In addition, document analysis employed to gather data regarding the number of staff turnover in the past four years. The major statistical tools employed to analyze and interpret the data were descriptive and inferential statistics. Frequency and percentage were also used to analyze quantitative results. Basic Research Questions No.1 and No.4 were analyzed and interpreted using descriptive statistics and the results were described using frequency and percentage. Basic research Question No.2 was analyzed from documents and the results were described using frequency and percentage. Basic Research Questions No 3 was also analyzed using interview program.

The study raised four major guiding or basic research questions as restated hereunder.

 I. What were the major factors of administrative performance at the College of Natural and Computational Sciences (CNCS) that influenced support staff turnover?
2. How significant was the relationship between those support staff that left CNCS in the years 2006-2009 E.C. and their demographic characteristics (gender, age, marital status, Education, year of services and monthly salary)?
3. What were the measures that the college had taken to reduce support staff turnover

4   What are possible mechanisms that the college can adopt to reduce support staff
    turnover?

Ultimately, the study has come up with the following major findings.

Demographic Characteristics of Respondents

Regarding gender of both respondents, the data revealed that 57.8% of female respondents of current support staff members and 70% of male resigned staff members are higher. This implies that large proportion of current support staff goes to female and large proportion of resigned staff members goes to male staff members. However, male current support staff have the tendency to leave CNCS than female staff. Regarding age respondents who were from 18-30 years of age accounted for 49.4% and 50% which is higher percentage of both support and resigned support staff respectively. Regarding marital status, most of current support staff members were married whereas most of resigned staff members were unmarried. Regarding year of service, most of current support and resigned staff members served the college of Natural and Computational Sciences for five years.

Regarding Educational Qualification, most of current support staff education level is diploma and degree and most of resigned staff education level is first degree. Regarding was monthly salary; majority of current support and resigned support staff members earned from Birr 2301-3310. This finding showed that CNCS has more female and young current support staff members whose age was between 31-40 than those who were above 31-40 years of age. Another finding revealed that those who were rich in experience were leaving the college. This implies that the college is losing its human capital. Moreover, the data indicated that those who obtained diploma and first degree were leaving the college because they look for better payment in other institutions. This was added to the argument about CNCS was losing its human capital.

Trends of current support Staff Turnover

The document analysis revealed that current support staff turnover in the College of Natural and Computational Sciences, Addis Ababa University is increasing from year to year. The trends of current support staff turnover increased from 2.0% to 3.8%   in the

years of 2006 – 2009E.C. This implies that support staff turnover rate at the college is increasing from year to year.

Factors of administrative performance escalating support staff turnover

As the quantitative and qualitative data sources revealed, compensation and benefit, development opportunities, work environment and the job/task activities were found to be factors of current support staff turnover. Special emphasis was given to compensation and benefit packages as they were contributors for the intention of current support staff members of the college to quit their jobs.

Demographic Characteristics of Resigned Staff

Efforts were made to analyze demographic characteristics of resigned support staff in terms of gender, age, education, service years and monthly salary. The finding revealed that the number of male current support staff is higher. Most of the resigned staff members were male in the past four years. This indicated that most of current support staff between 18-30 years of age was leaving the college. Regarding years of service, most of current support staff that left CNCS for the past four years served the college for 5years. This implies that those who were not experienced and familiar with the work environment left the college. Regarding monthly salary, those who earned from Birr 1040-1250 had high turnover rate. Since the education level of most resigned staff members was below diploma, they were earning lower monthly salary.

Possible Mechanisms for Turnover Reduction of Current Support Staff

The finding on possible mechanism of current support staff turnover reduction employed quantitative and qualitative data to deal with current support staff participation, performance package, information accessibility and decision making process. These activities assisted to boost current support staff empowerment and were very important in motivating and retaining them at the college of Natural and Computational Sciences.

5.2. Conclusions

On the basis data analysis and summary, the following conclusion was presented accordingly. It may be fair to conclude that the College of Natural and Computational Sciences of Addis Ababa University confronted challenges losing large number of

support staff members due to increasing turnover rate. The study identified the dominant factors of support staff turnover low salary, low morale, poor working environment (no modern office equipment/furniture, office arrangement is not good, poor management communication, poor teamwork spirit, poor social gathering, harsh disciplinary measures). The presence of inadequate job description, lack of recognition and no direct relationship of qualification and experience with the job to be performed. These factors were the point of disappointment and contributors of low morale on current support staff members. Support staff turnover reduced overall effectiveness of CNCS that led to the decline of quality services. Since support staff members of are crucial to the success of the CNCS, continuous turnover affected the college achievement.

5.3. Recommendations

On the basis of major findings and conclusions drawn with regard to current support staff of the College of Natural and Computational Sciences, the following recommendations are made with the hope of implementing the proposed suggestions that would alleviate or reduce the problems identified.

To reduce the turnover of current support staff, the College of Natural and Computaional Sciences needs to allocate some percentage of funds from its yearly budget to benefit packages. The aim of the college needs to recognize the effort of current support staff by organizing special ceremony to award best Performers of the year.

The human resource management office is required to have a short range plan for training programs based on current support staff education level and the nature of the task they perform. Hence, training programs such as *on-the -job and off-the -job trainings* need to be considered. In this case, human resource management office of CNCS is required to give much attention to training.

CNCS needs to facilitate working environment like office arrangements, tasks relationships, induction, socialization programs and evaluation criteria for current support staff performance need to account for their familiarity with the environment, morale, motivation, and commitment accordingly.

Job descriptions provide both current support staff and supervisors with a sense of direction and become a common ground to communicate at work. Absence of such

important descriptors may make current support staff to do things without a plan and it is difficult for CNCS to follow what current support staff members are doing.

It is better for the college to search for possible retention mechanisms to keep young staff members. Hence, CNCS needs to be advised to contact consultants who specialized in human resource management on how to retain young staff members and apply it accordingly.

The college is expected to encourage current support staff members education level below diploma either by allowing them to join Addis Ababa University or covering their education fee in other institutes.

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APPENDICES

Cross-Walk Table

Instrument for data collection and data Analysis methods Associated with Appropriate Questions

Research Questions	Data type	Method of Data Collection	Instruments	Data Analysis
1. What were the major factors of administrative performance at CNCS that influenced support staff turnover?	Quantitative and Qualitative	Survey and Interview	Questionnaire and Interviewing Managing director, HRM Expert &Resigned Staff	Descriptive Statistics
2. How significant was the relationship between those support staff who left CNCS in the year of 2006-2009E.C. and their demographic characters tics (gender, age, marital status, education, years of service and salary)?	Qualitative	Archival Data	Document Analysis	Percentage and Frequency
3. What were the measures that the college had taken to reduce support staff turnover?	Qualitative	interview	Interviewing Managing Director, HRM Expert and Resigned Staff	Descriptive Analysis
4. What are the possible mechanisms that the college can adopt to reduce support staff turnover?	Quantitative and Qualitative	Survey and Interview	Qualitative and interviewing Managing Director , HRM Expert and Resigned staff	Descriptive statistics

ADDIS ABABA UNIVETSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This questionnaire is to be filled by current and resigned support staff of the College Natural and Computational Sciences (CNCS), Addis Ababa University.

Dear Respondents:

The purpose of this questionnaire is to gather information in order to identify the Possible Factors of Administrative Performance and its Influence on Support Staffs' Turnover at the College of Natural and Computational Sciences (CNCS), Addis Ababa University. The outcome of the study will be used in order to suggest possible suggestions for the challenges identified by this study. So, I kindly request your contribution in filling the questionnaire honestly and responsibly. All information gathered from support staff will be used for administrative purpose and will be treated with at most confidence.

Thank you for your cooperation!

General Direction

- It is not necessary to write your name
- Please mark (✓) on the appropriate box to indicate yours response
- Please give only one answer to each item
- Please be brief in providing responses to the open-ended questions

i. Demographic information

1. Sex: a. Male ☐ b. Female ☐

2. Age: a. 18-30 ☐ b. 31-40 ☐ c. 41-50 ☐ d. > 50 ☐

3. Marital status: a. Married ☐ b. Unmarried ☐ c. Divorced ☐

4. Years of service: a. 0-5 years ☐ b. 6-10 years ☐ c. 11-15 years
   d. 16-20 years ☐ e. > 21 years ☐

5. Educational qualification:　　a. Diploma ☐　b. 1st degree ☐　　c. 2nd degree/masters/ ☐

　　　　　　　　　　　　d. 12th.grade complete　　　　　　e. 10+1/2

6. Your current monthly salary (in Birr):

　　a. 1040-1250　b.　1251-2300　　**c**. 2301-3310　　**d.**　3311-5500　　**e.** > 5500

ii. *Compensation and Benefit, Career Development, Work Environment and job activities*.

　　Please mark ( ) under the rating scales regarding the above mentioned issues that show

　　your agreement or disagreement for all items listed in the tables given below.

　　　Ratings:　1. Strongly Agree (SA)　3. Neutral (N)　5. Strongly Disagree (SD)

　　　　　　　　2. Agree (A)　　　　　　　4. Disagree (D)

No.	Items	5 SA	4 A	3 N	2 D	1 SD
1	My monthly salary compensates my work load.					
2	My monthly salary is similar to employees who have the same qualification as me.					
3	My monthly salary is comparable to those support staff working in other institutions that have the same qualification as me.					
4	The benefit package of the CNCS is satisfactory.					
5	The salary and benefit package of the CNCS need amendments.					
6	Over time payment is satisfactory.					
7	There are recognitions for good job performers.					
8	I am satisfied with the matching position I hold as well as the skill and knowledge I have.					
9	The rewards of incentives provided by the CNCS are based on fairness					

No.	Items	5 S A	4 A	3 N	2 D	1 SD
1	The provision of scholarship for support staff is fair.					
2	Promotion process is executed based on fairness.					
3	Training Program is carried out when required by support staff					
4	There is a room for support staff complains regarding promotion process.					

No.	Items	5 SA	4 A	3 N	2 D	1 SD
1	CNCS believes in team work.					
2	The office I currently work is equipped with the necessary facilities.					
3	There is a special attention to consider disabled support staff members of the CNCS.					
4	There is a proper induction program.					
5	The administrators motivate support staff to be creative.					
6	Supervisors have good communication process with support staff.					
7	There is fair criticism at the time of performance appraisal.					

No	Items	5 SA	4 A	3 N	2 D	1 SD
1	I usually do tasks that are related to my job description					
2	Because the job I work at the CNCS is achievable.					
3	The job that I am currently working is relevant with my education and experience.					
4	I know that Jobs at the CNCS are repetitive and has room for creativity					

No.	Items	5 SA	4 A	3 N	2 D	1 SD
1	Administrative body of CNCS is advised to allow support staff participation in job related issues and ensure their involvement.					
2	Administrators are required to make sure of information accessible to all support staff to enhance trust and collaboration.					
3	Administrators need to improve administrative performance package for the benefit of both CNCS and support staff.					
4	Supervisors would better delegate decision making process to support staff.					

1. Would you please discuss the major factors related to administrative performance of

    The college that influence support staff turnover?

    _____

    _____

2. What possible strategies/mechanisms do you suggest for the Natural and

    Computational   Sciences (CNCS) to reduce support staff turnover?

_____

_____

_____

_____

_____

An Interview Guideline for Discussion with Managing Director and HRM Expert

1. Do you think that administrative performance of the CNCS creates conducive condition for support staff ?

2. How did the college practice turnover reduction of its support staff during the years of 2006-2009E.C.?

3. What are the related effects of turnover observed at the CNCS in general and on Support staff in particular?

4. What possible strategies/mechanisms do you suggest for CNCS to reduce turnover of support staff?

An Interview Guideline for Discussion with the Resigned Staff

1. How do you describe compensation and benefit packages of CNCS in relation to its administrative performance for support staffs?

2. Do you think that is there harmonious work environment?

3. Have you taken exit interview when you leave CNCS?

4. What reduction strategies do you suggest for support staff turnover?

Declaration

I the undersigned declare that this thesis is my original work and has not been presented for the Masters Degree in any other universities and that all sources of materials used for the thesis have been fully acknowledged.

Name: Negesse Kassie

Signature _____

Date   _____

Submitted to: The Department of Educational Planning and Management

This thesis has been submitted for examination with my approval as the CNCS advisor.

Melaku Yimam (Ato)

Signature _____

Date   _____