



ADDIS ABABA UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
MBA PROGRAM

**THE FACTORS CAUSING ACADEMIC STAFF TURNOVER IN
JIMMA UNIVERSITY (2003-2007).**

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ADDIS ABABA UNIVERSITY
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All praises are due to Allah, the Almighty!

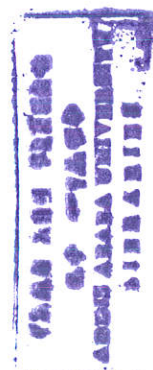
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Table of Contents

<i>Items</i>	<i>Pages</i>
Acknowledgements -----	i
List of Tables-----	iii
List of Figures-----	iv
Abstract-----	v
Chapter One.....	1
1.1 Introduction-----	1
1.2 Statement of the problem -----	4
1.3 Significance of the study-----	6
1.4 Purpose statement /the objective-----	7
1.5. Delimitation -----	7
1.6. Limitations -----	8
1.7 Methodology -----	8
1. Data-----	9
i. Sources of Data-----	9
ii. Sampling -----	9
ii. Data Collection Methods and Instruments-----	10
iii. Data Analysis-----	10
2. Measurement-----	11
Chapter Two- Review of the Literature.....	14
Chapter Three- Data Analysis and Discussion-.....	21
Chapter Four- Summary, Conclusions, and Recommendations.....	34
4.1 Result Summary -----	34
4.2 Conclusions-----	35
4.3 Recommendations -----	38
Bibliography-----	40
Appendices-----	43



List of Tables

<u>Tables</u>	<u>Pages</u>
Table 1.1 Turnover rate of the University-----	11
Table 3.1 The University's Academic Staff Profile-----	21
Table 3.2 Age Distribution of the Respondents -----	22
Table 3.3 Education Background of the Respondents-----	22
Table 3.4 Description of Respondents' Age, Ex-salary, Service years-----	23
Table 3.5 Impact of Salary and Other Benefits -----	23
Table 3.6 Improved Salary's Influence on the Respondents' decisions-----	24
Table 3.7 Job Satisfaction Facets-----	25
Table 3.8 Job Dissatisfaction Impact on Turnover-----	26
Table 3.9 Was there nepotism in JU and Dominant Nepotism? -----	28
Table 3.10 Work Environment Facets-----	29
Table 3.11 Reason for Leaving JU-----	30
Table 3.12 Reasons for Staying in JU-----	31

List of Figures

<u>Figures</u>	<u>Pages</u>
Figure 2.1 Model of Voluntary Turnover -----	15
Figure 2.2 Model of the Consequences of Pay Dissatisfaction-----	19
Figure 3.1 Respondents' whereabouts-----	27



Abstract

The main purpose of this study was to identify the main factors that caused academic staff turnover in Jimma University (JU) from 2003 to 2007. The study used self administered questionnaires to gather data. The main sources of the data were the ex-academic staff of JU. The sample size was 42 respondents and snowball sampling was used to get the sample size. The major tool used to analyze the data was descriptive statistics and the data entry was done using SPSS version 11. The study showed that absence of graduate study opportunity was the main cause of turnover in the University. This is followed by poor salary. These factors are both from 'compensation and other benefits' section. On the other hand almost all respondents were satisfied with their jobs in the University. In addition to this, job dissatisfaction found to be not among the factors that caused turnover. Work environment was also among factors that caused turnover in the University. Geographic location of Jimma, family responsibility, and relationships with the University administration were among factors that caused the academicians to leave the University. To solve these problems, it is better to consider the following remedies. Creating more opportunities of further studies, increasing income of the academicians using different means, acknowledging the staff for their performances.

CHAPTER ONE

1.1 Introduction

This is a survey type research undertaken under the title ‘The *factors causing academic staff turnover in Jimma University.*’ The central question of the research is “What are the major factors causing academic staff turnover?” Having served in Jimma University for more than two years, the student researcher has had experiences and observations on academic staff turnover which is perhaps one of and of course the leading chronic problems that seek immediate but well studied solution in the university. This is mainly because without having experienced and talented personnel (core resource of an organization) it is *hill-run* for the university to achieve its missions.

In fact, Jimma University is not the only higher learning institution experiencing the academic staff turnover, but the available time is not long enough to analyze other institutions cases.



A high rate of labor turnover in an organization means increased recruiting, selection, and training costs. It can also mean a disruption in the efficient running of an organization when knowledgeable and experienced personnel leave and replacements must be found and prepared to assume positions of responsibility (Robins et. al., 1994).

Labor turnover refers to the inflow and outflow (described by the author as influx and efflux) of the working force (Jucius, 1963). The definition clearly indicates the dynamic nature of personnel in an organization and it also points out that people come-in and go-out (separate) from organization.

Labor turnover can be voluntary or involuntary. Voluntary turnover refers to terminations initiated by employees. Leaving one's current employer for a higher-paying job is one example. Involuntary turnover alternatively, is initiated by the employer. Major examples include layoffs (when organization no longer needs the employee) and dismissals (when the employee is discharged for incompetence, rule violation and so for the). (Heneman et. al., 2000).

All organizations, of course, have some turnover. If the right people are leaving the organization-the marginal and sub marginal employees turnover can be positive. It may create the opportunity to replace an employee with higher skills or motivation, open-up increased opportunities for promotions and add new and fresh ideas to the organization. But turnover often means the loss. So when a turnover is excessive, or when it involves valuable performers, it can be a disruptive factor, hindering the organization's effectiveness. (Robbins et. al., 1994).

Not only academic staff but also other employees seek to improve their employment conditions when they change jobs. (Heneman et.al. 2000). This indicates that there are some organizations in a given industry or even other industries that pay higher than the ex-organization, that also have better conditions than the previous organization (s).

Separations and their consequent replacements can be surprisingly expensive. The cost of labor turnover increases when employees are more specialized, more difficult to find and require more training.

It is made up of some or all of the following:

- Lower production during learning period
- Lost production while the employee is being replaced
- Overtime payment to other employees while waiting for a replacement
- Cost of recruitment, selection and medical examination
- Investment in training
- Errors and wastage by new staff (particularly if less skilled). (Graham and Roger, 1998; Pratt and S.G. Bennet 1990)

Many of the above costs, if not all, apply for the both the service sector such as universities and manufacturing industries.

Therefore, turnover cost should not be undermined by management of an organization as it results in financial loss and other practical difficulties such as negative public image.

Universities in Ethiopia loose their skill labor force through brain drain. After long years of investment many young professionals and future leaders leave the country. (Teshome, 2004). In fact, this tells that universities in Ethiopia are suffering from skilled labor turnover which need, if possible, immediate solution. To solve a problem, however, it is mandatory to identify the main causes of the problem. Likewise, causes of turnover in higher education should be identified clearly so that solutions will be provided.

Different authors defined labor turnover as voluntary and involuntary permanent withdrawal from the organization. (E.g. Robbins et.al., 1994). But in this particular

proposal, employee turnover is defined as voluntary termination of performance by employees. To state specifically, it refers to academic staff who left Jimma University voluntarily and it includes:

- The academicians who left the university while teaching
- The academicians who did not return to the university after completing different programs (for example, masters) sponsored by the university.
- The academicians who left for abroad in different ways from the university.

By and large, academic staff turnover in this paper (survey) did not include those who left involuntarily. For example, because of discipline problems, retirement etc.

Voluntary turnover present different sets of issues for management to consider and it is caused by many factors such as compensation, job satisfaction, work environment (organizational context), and some other factors (Heneman et. al., 2000). These variables are the most focus areas of this study and the correlation between each factor and turnover (in Jimma University) will be uncovered.

1.2 Statement of the Problem

Ethiopian higher learning institutions are nowadays facing great problem particularly employee turnover. And this problem needs immediate solution to achieve the objectives for which the institutions are established. One can easily observe that many faculties and colleges of state owned higher institutions are staffed with expatriates and this has its

own implication on stability of local instructors in many institutions. The question is “Why local instructors are not staying?”

It is not always good to choose silence as solution to problems. So, managers are required to propose ways of solving chronic problems as they occur in their organizations. But unfortunately, Jimma University has done nothing special (to the student researcher’s knowledge) toward solving the problem of qualified academic staff turnover which is without any doubt costly.

It is not uncommon to hear some important statements such as *understanding the real causes of the problem is half way of solving the problem*. This is true. It is quite important for Jimma University to respond to this problem in systematic and feasible manner so that it can at least reduce the problems if not elimination.

The cost of labor turnover is too high particularly for universities, because they are loosing talented and experienced staff which could contribute a lot in various means (research, teaching, community service etc) and it is obvious that to replace these personnel it might take long time and may require huge investment .

The research was designed basically to answer the following major questions. In addition to this there are many sub questions that would be raised from the major questions.

- ✓ *Were salary and/or compensations the factors that caused academic staff turnover?*
- ✓ *Was job dissatisfaction among the factors that caused the turnover?*
- ✓ *Was work environment a cause for academic staff turnover in JU?*



1.3. Significance of the Study

A study of causes of academic staff turnover; defined here as a voluntary termination of teaching post, in Jimma University is important for various reasons.

- Understanding the main causes of employee turnover enables the University to tackle the problem.
- It is not only problem of Jimma University but rather it is problem of majority, if not all, of Ethiopian higher educations. So, others can use it as a base to conduct further investigations in the field.
- It provides information, though specific, to other organizations such as Ministry of Education to tack necessary measures to solve the problems.
- It can be used as supplementary reference for further researches in the field.

By and large, the problem of turnover is one of the major problems which seek immediate solutions in the higher institutions, because it is costly, there might not be right person for right position, and it is also not easy task nowadays to get back once left employee because they have many other alternatives (though this might not be true for all faculties or schools).Because of all these, it was worth studying the topic.

1.4. Objectives of the Study

The general purpose of the study was to identify and clearly show the main causes of academic staff turnover in Jimma University.

Specifically, the study focused on:

- Indicating whether the salary and other compensations caused academic staff turnover.
- Showing whether Job Dissatisfaction was among factors that caused the turnover.
- Indicating whether work environment was among the reasons or the turnover.
- Providing possible recommendations that will enable the university and other concerned parties to alleviate the prevailing problems.



1.5. Delimitation

The study confined it self to questioning ex-academic staff of Jimma University who left the University voluntarily from 2003 to 2007. However, the academic staff who left both Ambo Agricultural College (Ambo University College) and Jimma University Agricultural and Veterinary Medicine College were not included in the study. This was mainly the Colleges do not have the same nature (in such factors as geographic location, experience or year of establishments etc) with the main campus and it may not be logical to include the colleges.

1.6. Limitations

The major problems associated with the study were:

- Inability to generalize the findings to other higher institutions because it dealt only with one university's sample respondents.
- Some respondents were not willing to respond to the questionnaires, though the student researcher tried a lot to let them know the questionnaire was highly anonymous.
- The questionnaires were not fully returned because some respondents were changing their addresses or they were not in place where they received the questionnaires during the collection period. It was risky to wait for these respondents as the time given was really very short. So, this finding may lack full information as intended for and the findings should be considered carefully.

1.7 Methodology

This, survey type, study used data collected at a point of time and it was cross-sectional by its nature. The main purpose of the study was to clearly identify the main causes of academic staff turnover in Jimma University.

1) Data

i) Sources of Data

The study mainly used primary data. The primary data sources were ex-academic staff of Jimma University who terminated their job in the university voluntarily. The secondary data were used to obtain the right number and the names of the academic staff who left the University. Some academic staff currently working in the university were also contacted on some issues to gather some important data for the survey. The data were collected in May 2008.

ii) Sampling

The population of the study was all academic staff who left Jimma University voluntarily from 2003 to 2007. The total population of the study was 182 and the sample size was 23% of the population i.e. 42 individuals. *The student researcher thought this size was enough to gather the required data given the time limitation.* To get the widely scattered ex-academic staff of Jimma University easily, snowball sampling was used. This sample helped very much in solving problem of getting the respondents which could be very difficult to get them otherwise, because there was not much information on the whereabouts of the respondents. Some of (34) currently teaching staff were also contacted to gather up-to-date data. To select these staff, purposive sampling was used. This method was used because it was easy to include academic staff who had more experience and those with less experience i.e. staff with different experiences.



iii) Data Collection Methods and Instruments

The study, as mentioned above, was focusing on one time data collection than longitudinal because the later was too expensive and there were not sufficient sources of data existed particularly secondary data such as exit interview and other records concerning the topic. So it was better, for this particular study, to use the former one. The data was collected using self-administered questionnaires.

Self-administered questionnaires were designed for this particular study with 24 close ended questions of which 21 close-ended items measuring factors on five point Likert-type scale. The questionnaires were then distributed to 42 sample respondents where only 4 respondents declined to return. (90% of the questionnaires were returned).

In addition to the above, separate questionnaires were designed for currently working academicians in Jimma University to gather some important data on factors that caused them to stay in the University. The questionnaires were distributed to 34 currently teaching academic staff and 32 (94%) of them gave back the questionnaires. This was done using ranking of listed 13 with one “others” factors, where the respondents were asked to rank the factors according their importance in influencing decisions of the academicians to stay in Jimma University with the 1st ranked factor assigned the highest weight. Both questionnaires included some common questions such as demographics.

iv) Data Analysis

The collected data were checked for errors and overlaps thoroughly before the analysis begun. To analyze data descriptive statistics was the major tool used. Specifically,

measures of average and measures of dispersion were used to come up with results of the data collected. This was because it is possible to show the central trend and variations of responses. SPSS version 11.0 was used to enter and compute the data using descriptive statistics. This tool helped the student researcher to easily find errors and analyze the data within short period of time, which could have been too difficult otherwise to complete in the time given.

2) Measurement

This section indicates how the measurement for main points in the research question was made.

a) Turnover

Turnover- refers to voluntary termination of academic staff in Jimma University.

Table 1.1 Turnover rate of the University's academic staff (*main campus only*)

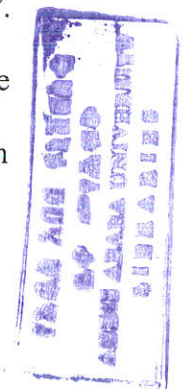
Year	No of available academic Staff (<i>a</i>)	No of academicians who left the University voluntarily(<i>b</i>)	Rate of turnover (<i>b/a</i>)
2003	330	18	5.5%
2004	439	24	5.5%
2005	646	35	5.4%
2006	561	59	10.5%
2007	686	46	6.7%
Average Turnover Rate			6.72%

Source: Secondary Data. (Except the computed rates)

Labor turnover or academic staff turnover in Jimma University included both those who left the University while teaching and those who did not return to the University after completing programs sponsored by the University (For example-Masters program)

b) Compensation

Compensation as defined above (Robbins et al. 1994 and Heneman et al. 2000) refers to reward employees receive in exchange for their performance. It can be direct or indirect. The compensation variable was measured using multi facets which were measured in turn using five-point Likert-type scale ranging from “*Strongly Agree*” to “*Strongly Disagree*”. The respondents were asked to indicate their level of agreement or disagreement on some factors related to compensations. The impact of recently improved salary scale on academicians’ decisions was also assessed using the same scale.



c) Job Satisfaction

Academic Staff attitude toward his/her job and other related factors such as amount of independence one had in choosing his or her own method of doing work. The measurement of this variable was done in two main ways. (1) The overall job satisfaction. “All things considered, how satisfied are you with your job, in general?” and (2) listing down the job satisfaction facets which were highly related to this particular study. Even though, early researches advise to use the first method, some authors (such as Heneman, 2000) suggest using the combination of the two because the combination provides somewhat different information for managers. Accordingly, this survey employed combination of the methods. This could help in easily pointing out the factors showing

great dissatisfaction and recommending possible solutions for further actions. These, (both 1 and 2 above), were measured using five-point Likert-type scale ranging from “*Strongly Satisfied*” to “*Strongly Dissatisfied*”. The respondents were asked to show their degree of satisfaction or dissatisfaction to overall job and each facet.

d) Work Environment

Academic staff work environment, *in this study*, included some facets that the student researcher thought could best describe the work environment. All factors were assessed on five-point Likert-type scale ranging from “Strongly agree” to “Strongly Disagree.” The respondents were asked to respond to such questions as ‘Absence of good relationship with the University administration caused me (was one factors that caused me) to leave JU.’

CHAPTER TWO

REVIEW OF LITERATURE

This section reviews various literatures related to the topic under study. It summarizes different points touched by previous studies; methods used, and identifies the gaps that remain uncovered in relation to the current study.

Many researchers have devoted a great deal of study of employee turnover. Much of this research has focused on turnover as an outcome of a sequential process (Kackmar et. al., 2006). The proposed study also tries to identify what factors cause academic staff turnover in Jimma University.



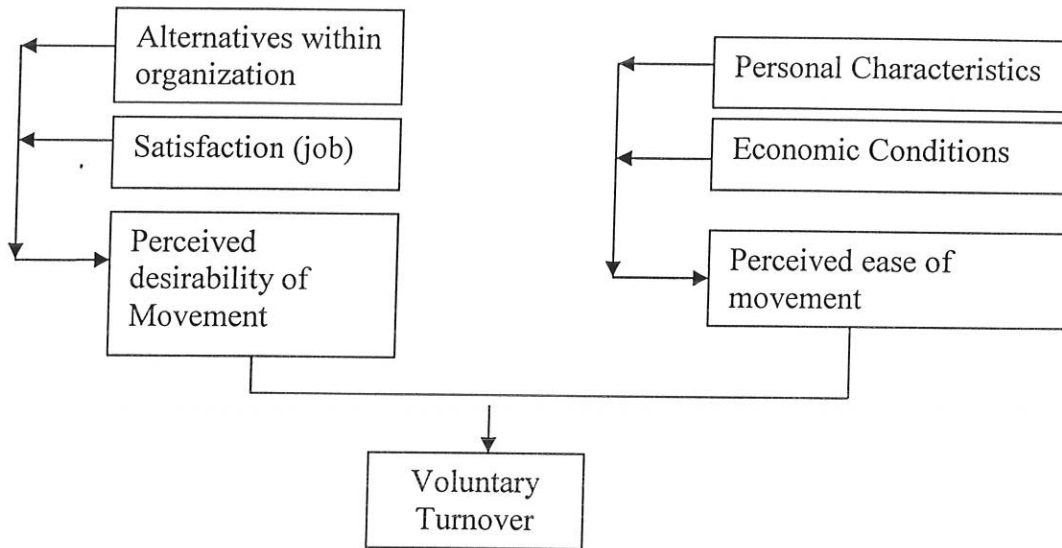
Turnover, (in this case the voluntary termination made by employees to leave one organization (Heneman, 2000)), not only erodes performance by depleting organizational skill banks but, perhaps more dramatically by altering the social structure and fabric of an organization. (Shaw et.al. 2005). So it is very much important to take due care to control turnover because it is costly as discussed earlier.

As discussed above, this study dealt with only voluntary turnover-defined as termination initiated by employees (Heneman et. al., 2000). So far, authors tried to cite out what main factors result in voluntary turnovers, and the following model indicates some of the major ones.

Voluntary turnover is caused by many factors. It can be seen from the above model (Heneman, 2000) that voluntary turnover is a function of many factors. One can easily

observe from the following model that the factors range from personal characteristics to job satisfaction.

Fig 2.1: Model of voluntary turnover



Though, the above model expresses the factors or variables that influence voluntary turnover, it fails to show the degree of influence, to indicate specifically what elements are more dominant to others, which in turn may confuse others (especially those outside the field). This study, therefore, tries to show the real factors influencing the turnover in more specific manner.

There was also a research conducted (Murnane and Olsen, 1990) to indicate the impact of pay level on stay length in teaching profession. The research concluded that increase in starting salary significantly reduce turnovers among beginning teachers. But the finding also noted that a uniform salary scale creates difficulties in retaining teachers in some fields-the fields that are also needed in other business. The remedy for this, according to

the study, was to pay salary premiums to teachers in these fields. The data were collected from a single source (secondary) 1980's US census of population.

The research indicated clearly the impact of pay level, but its shortcomings are: it did not consider other social, organizational and other factors; it failed to contact the teachers (face to face) to get more information on other mediating variables that could have changed or strengthened more the findings. So, the research to be conducted now will fill this gap. The researchers in previous study should have used more methods of data collection such as questionnaires to extract more data.

Performance level is affected by turnover, which in turn is affected by other factors such as managerial turnover, i.e. the more the managers leave an organization, the less loyal subordinates to the organization; disruptions, and behavioral commitment. (Kackmar et. al., 2006).

This research, in fact, indicated the other side of factors that influences turnover, that is, it focused on non-financial aspects, but it lacks comprehensiveness. Besides this, the data collection system does not allow for generalization and it remains important only as reference than applying the findings as generally true finding. Taking this in to consideration, this paper tried to combine both financial and non-financial factors that influenced turnover.

Other studies (such as Teshome, 2004) tried to show the main factors behind less organizational commitment and staff turnover intention particularly the study tried to relate work environment to the above mentioned variables. The study, beautifully,

concluded the relationship between these above mentioned variables. Accordingly, less salary, less favorable staff-officials work relation and the like are negatively tied to turnover intention and commitment. The data was collected using questionnaires distributed to all faculty members who were teaching in the University (Debu University).

The research lies good ground for further studies, but its draw back are that-it cannot be generalized because only those instructors who were teaching were communicated and this could not lead to conclusion regarding turnover rate-but in fact it can show intention, it did not use cross-checking method of data collection i.e. to check for reliability of data collected from instructors the study should have included data collected from those who left the University.

On the other hand, this paper disclosed the main factors that caused academic staff turnover by questioning the ex-academic staff who left the University. In addition to this, the research used data collected from the currently working academic staff. This helped the student researcher to identify some of the real factors behind turnover.

Furthermore, some researchers (Farrell, 1979) tried to test hypothesis concerning quits (turnover in this case) and specific current and previous training, and the study concluded there is negative relationship between quit rate (turnover rate) and trainings given to the employee. The study was conducted in manufacturing industry for series periods.

The study showed how training and development influences the turnover rate, but the study was conducted in manufacturing firm, and it might not be possible to generalize for

service sectors such as university. This particular study , on the other hand, focused on pure service industry.

Earnings are strongly related to turnover for both sexes (Ragan, JR et. al., 1981). The study tested hypothesis of which one is the above stated sentence. The hypothesis is supported by empirical studies. The study used data collected from different organizations on both sexes and tried to test some hypothesis.

The study mainly focused on economic-side impact on employees' turnover, i.e. pay differentials of male and female in determining turnover. So it lacks integrity because it did not integrate other factors such as social and environment conditions. But this project tried to integrate both economic and other factors.

The relationships among employees have also impact on employee turnovers (Mossholder et. al, 2005). This research revealed that *network centrality* defined here as the relative number of direct and indirect links and individual has with others comprising a social network measured through an individual's relation to other, assistance one offers the others influences labor turnover significantly. The study also confirmed that those forming a greater number of ties with coworker become more embedded and more likely to identify with those around them. This study used the data collected in 5 years interval.

Though it indicated the social context in organization and its impact on employees' turnover, the research failed to consider the in-between factors that could have influenced the findings. It should have used, the data in continuous periods, but it failed to do so. In addition to this it did not show specifically how other confounding factors influenced the



turnover. Some authors (Werther and Davis, 1996) describe the impact of pay dissatisfaction on employees' decisions to stay or leave an organization.

It is not surprising that the authors are focusing more on pay level because desire for pay may result in strikes, grievances, absenteeism and so on which are merely beyond economic factors. The following model describes the relationship or connectivity of pay dissatisfaction and turnover.

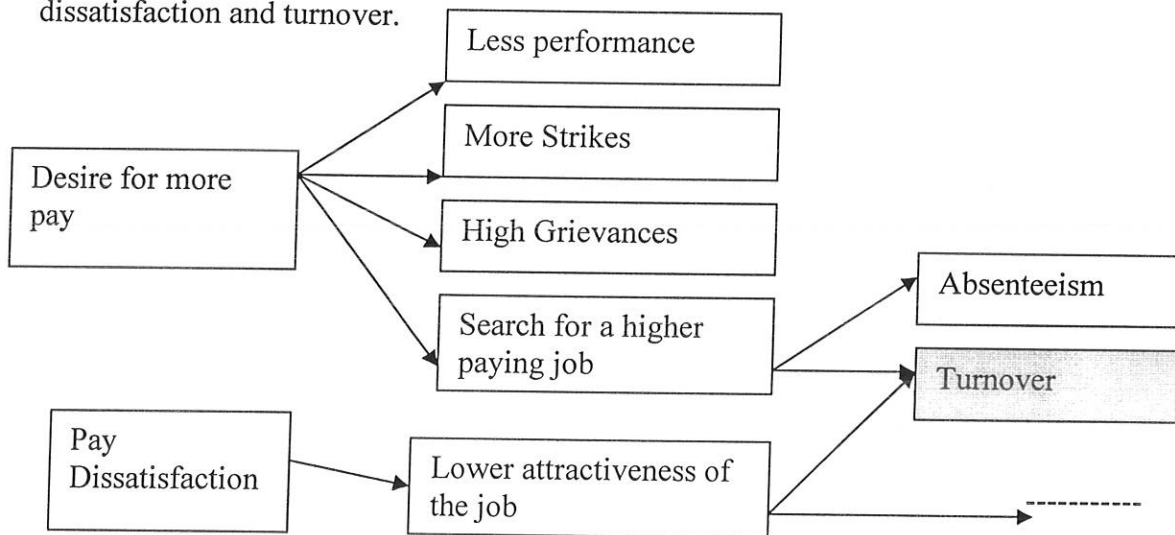


Fig 2.2. Model of the consequences of pay dissatisfaction

As it can be seen from the above model (Werther and Davis, 1996) both desire for more pay and pay dissatisfaction lead to turnover of employees.

Though the model describes the theoretical relationship among various factors, it fails to show how frequent the relationship is. It also lacks comprehensiveness in indicating other causes of turnover. Instead it focused only on one element, that is, payment.

The theoretical framework highly supports the fact that employees who desire for more pay start to search for a higher-paying jobs, and mostly leave the organization after getting better paying organization. The employees who are dissatisfied with pay system are also attracted less by their job(s) which ultimately or gradually lead to turnover.

By and large, the theoretical frameworks discussed above try to show causes of turnover in different industries and fields but they are not in integrative manner. Besides this, only few studies try to show service sector turnover causes. Thus, this study, against the above theories and empirical works, tried to:

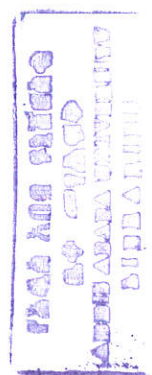
- Show main causes of turnover in Jimma University
- Show whether non-economic factors (job satisfaction, equity of employees or nepotism) in the University influenced turnover or not.

CHAPTER THREE

DATA ANALYSIS AND DISCUSSION

3.1 Background of the Organization

Jimma University (JU), Ethiopia's first innovative community oriented education institution of higher learning, is a public higher educational institution established in December 1999 by the amalgamation of Jimma College of Agriculture (founded in 1952), and Jimma Institute of Health Sciences (established in 1983). The two campuses are located in Jimma city 335 km southwest of Addis Ababa with an area of 167 hectares. Ambo College of Agriculture (1931), located at Ambo town, 125 km west of the capital Addis Ababa, had been also affiliated to JU as of May 2003 but separated as independent University College recently. .



Jimma University is organized in eight faculties, a college and School of Graduate Studies. The Faculties and College of the University are: Business & Economics, Education, Humanities, Law, Medical Sciences, Natural & Information Sciences, Public Health, Technology, School of Graduate studies, Jimma University College of Agriculture and Veterinary.

Currently the University has more than 900 academic staff with different academic ranks.

Table 3.1 The University's Academic Staff Profile (June 2008)

Educational Background	Diploma	BA/BSc	MA/MSc	MD*	PhD	<i>Total</i>
Number	92	440	283	78	15	908

* MD (Doctor of Medicine) includes those with specialty and equivalent degrees.

Currently more than 25,000 students are studying in the University in different fields and programs.

3.2 Demographic characteristics of the respondents

Table 3.2 Age distribution of respondents.

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
25-29	20	52.6	52.6
30-34	12	31.5	84.1
35-39	2	5.3	89.4
40-44	3	8	97.4
45-49	1	2.6	100
50-54	-	-	-
>=55	-	-	-
Total	38	100	

Source: Questionnaire

As it can be seen from the above table, more than half (52.6%) of the respondents are aged below 30. Surprisingly, the large percentage (84.1%) of the respondents who left Jimma University are aged below 40. This implies that the University is losing its younger (perhaps not well experienced but with high potential) professionals who could have done more things if they had been retained.

Table 3.3 Educational Background of the respondents

<i>Educational Level</i>		<i>Responses</i>			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	PhD	1	2.6	2.6	2.6
	BA/BSc/LLB	9	23.7	23.7	26.3
	MBA/MA/MSc/MPH	28	73.7	73.7	100.0
	Total	38	100.0	100.0	

Source: Questionnaire

It is clear from the above table that majorities (73.7%) of the respondents are holders of Master's degree and this is without doubt costly to the university.

3.3 Main Items in the Research Questions

Table 3.4 Description of respondents' age, ex-salary, service span, current salary.

<i>Items</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Age of Respondents	38	26	45	31.29	4.472
Salary in JU	38	850	3384	1615.37	537.971
Years of Service in JU	38	.50	5.00	2.5263	1.27315
Current Salary	37	2400	6500	3873.84	998.554
Valid N (list wise)	37*				

* A respondent from the sample has **no job currently** and current salary cannot be computed for him.

(Source: Questionnaire)

It can be seen from the above table that the average age of the respondents is 31 that is most respondents are in youth age area; the mean of salary in Jimma University is 1613 Birr compared to the salary mean respondents are getting now 3874 Birr. Though it is not distributed normally, the mean of the current salary is more than twice of the ex-salary mean. This indicates that there is huge difference between current salary and ex-salary on average. In addition to this, JU is losing young workers according to the sample, the average service duration or experience in the University is 2.5 years.

Table 3.5 Impact of Salary and Other Benefits (Scale: 1=strongly disagree to 5= strongly agree)

<i>Items</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
Poor salary.	38	1	5	4.11	.924
Absence of compensation.	38	1	5	3.66	1.122
Inadequate allowances.	38	1	5	3.66	1.169
Absence of graduate studies scholarship/or opportunity.	38	3	5	4.26	.601
Absence of transportation services.	38	1	5	2.63	1.101

Source: Questionnaire

As it can be seen from the above table which presents impact of salary and other benefits on turnover, all facets have above average (>3) scores but absence of transportation service which is below the average score. *Note here that the higher the mean means the more the respondents did agree about a question.* The absence of graduate studies scholarship/opportunity had great impact on employees turnover with the mean score of 4.26. It is followed by poor salary with mean score of 4.11; and both absence of compensation and inadequate allowances with mean score of 3.66 each. But the absence of transportation service was not important factor in influencing academic staff turnover. Because it bears almost disagreement value (mean=2.63).

From the above table it is possible to conclude that there were other non-monetary factors, such as opportunity for further education, that caused academic staff turnover in JU. Of course, salary was also one of the main factors (from the table) that caused academicians to leave the university. It should also be noted here that absence of compensation and inadequate allowances were important factors in causing academic staff turnover according to the respondents' opinions.

Table 3.6 Improved Salary's influence on the decision of academicians to leave or not to leave (Scale: 1=Strongly Disagree to 5=Strongly Agree)

<i>Item</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
If I were in JU when the salary scale was improved, I would not leave JU.	35	1	5	2.26	1.178
Valid N (list wise)	35*				

**n=35 because 35 respondents left the University before the Salary Scale was improved. (Source: Questionnaire)*

One can simply see from the above table that the average score of improved salary's scale is below average (<3). This shows that majority respondents disagree to stay in the University even after the improvement of the scale. In other words, the majority of the respondents had no regret in leaving the University as far as the salary is concerned.

In general, from the above tables it is possible to conclude that the salary and other benefits were among the factors that caused academic staff turnover in Jimma University. The results show that absence of opportunities for further education was the main factor than salary and other benefits in causing academicians to leave the University. It is followed by salary. But surprisingly; though the salary was improved greatly, the respondents disagreed (with average score of 2.26) to stay in JU if they were in the University when the salary scale was improved.

Table 3.7 Job Satisfaction facets. (Scale: 1=Strongly Dissatisfied to 5=Strongly Satisfied)

<i>Items</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Relation with your colleagues.	38	3	5	4.76	.542
Relation with your immediate boss.	38	1	5	3.18	1.182
Freedom in your work.	38	3	5	4.29	.694
Total workload.	38	3	5	4.05	.655
Compensations you were receiving (if any).	38	1	4	1.82	.865
With your Job in general.	38	2	5	4.00	.771
Valid N (list wise)	38				

Source: Questionnaire

The above table shows the level of respondents' job satisfaction. All the facets have the good mean score (>3) save one facet. The scores indicate that majority of the respondents

were satisfied with their job. The respondents were almost very satisfied (mean=4.76) in relationship with colleague. Freedom in work was also fantastic with mean score of 4.29 which indicates that the respondents were satisfied with their freedom in work. The respondents were also satisfied (mean=4.05) with the total workload in JU. Overall job satisfaction (with mean=4) was also good. But the compensation is still the poorest among the facets listed to measure the job satisfaction with very low score (1.82). This implies that respondents were satisfied with their job when they were in the University. It was however worth asking some other question to check whether job dissatisfaction caused them to leave the University. This is important particularly because some literatures indicate that the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction (Gupta-Sunderji, 2004). Accordingly, the following table presents whether job dissatisfaction was among the factors that caused turnover in the University.



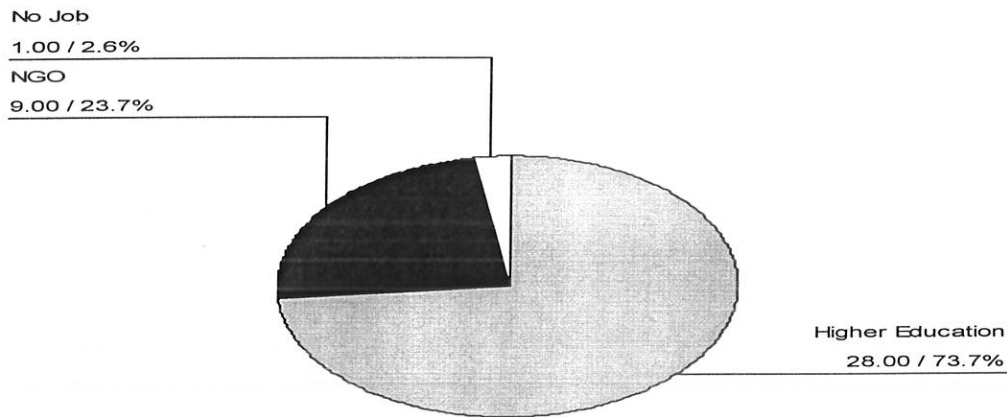
Table 3.8 Job Dissatisfaction's Impact on Turnover (Scale: 1=Strongly Disagree to 5=Strongly Agree)

<i>Item</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Job dissatisfaction caused me to leave JU.	38	1	4	1.92	.912
Valid N (list wise)	38				

Source: Questionnaire

The above table shows that the impact of job satisfaction on decision of leaving the university. The low score (1.92) indicates that most respondents did not agree that job dissatisfaction was among the reasons for leaving Jimma University. So, it can be said that respondents were satisfied with their job (Table 3.7) and job dissatisfaction did not cause them to leave JU.

Fig 3.1 Respondents' whereabouts (Organizational wise). (Source: Questionnaire)



The above figure, astonishingly, indicates majority (74%) of the respondents are working in higher education (of course privately or governmental) currently. The main point in this data is that majority of the academicians who left JU joined similar industry-*higher education*, 23% of the respondents joined NGO (local or international). This indicates the majority respondents did not hate their job and they were satisfied (as shown in Table 3.7) with their job but some other factors caused them to leave the university.

The type of organization respondents are working in after leaving JU indicates to some extent how much the academic staff were satisfied or not with their former job. In the above figure, majority of them joined similar area (higher education institutions) and also most respondents said they were satisfied with their overall job. (See Table 3.7).

The above table shows that majority of the respondents (71%) said that there was nepotism in JU. Further, more the following table indicates the most dominant or common nepotism type in the University

Table 3.9 (i). Was there nepotism in JU and (ii) Which one was dominant?

<i>Questions</i>	<i>Responses</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
<i>i,</i>	Yes	27	71.1	71.1	71.1
	No	11	28.9	28.9	100
	<i>Total</i>	<i>38</i>	<i>100</i>	<i>100</i>	
<i>ii,</i>	Racial/Ethnicity	20	52.6	74.1	74.1
	Religious	7	18.4	25.9	100
	<i>Total</i>	<i>27</i>	<i>71.1</i>	<i>100</i>	
Missing System		11	28.9		
Total		38	100		

Source: Primary Data Analysis

* Valid percent is the only value to be considered in the above table part *ii*, because it is computed based on the previous question (i). That is, it shows the percent of respondents who said “Yes” to the existence of nepotism in JU. (*Source: Questionnaire*)

According to the result, 74% of the respondents who said there was nepotism in JU responded that racial/ethnicity discrimination was the most common followed by religious discrimination. The remaining 29% responded that there was no nepotism in Jimma University. The questions were covering both faculty and the overall university wise.

Though majority respondents claimed that there were racial and religious discriminations in JU, it is beyond the capacity of this paper to show which race discriminated which one

and/or which religion was discriminated by which. Here the student researcher highly recommends the concerned parties to conduct further studies to uncover the specific types of discrimination and solve this awful problem.

Table 3.10 Work environment Facets. (Scale: 1=Strongly Disagree to 5=Strongly Agree)

<i>The following factors caused me to leave JU!</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
Absence of good relationship with the University administration.	38	2	5	3.03	1.000
Absence of effective measures against undisciplined students.	38	1	4	2.34	.781
Absence of recognition from the University administration.	38	2	5	3.97	.972
Lack of research support.	38	1	5	3.11	1.034
Geographic Location of Jimma.	38	1	5	4.08	1.075
Nepotism from the boss.	38	1	5	3.24	1.344
Lack of transparency in decisions regarding academicians.	38	2	5	3.63	1.101
Overall work environment.	38	3	5	4.03	.753
Valid N (listwise)	38				

Source: Questionnaire

As it can be seen from the above table, all facets have above average (>3) score but one facet-*absence of effective measures against undisciplined students*. This implies that majority respondents agree that work environment was one of the factors that caused them to leave Jimma University. Particularly, geographic location of Jimma was the main factor that respondents agree greatly (mean=4.08) to be the factor for their leaving the University. The overall work environment was also not good to retain the academic staff and of course it is the second highest score (mean=4.03) next to geographic location of

Jimma. Absence of recognition from the University administration is also not minor issue; it comes third after the above factors with mean score of 3.97. Lack of transparency in decisions regarding academicians, nepotism problem, lack of research support, and absence of good relationship with the university administration also contributed in causing academicians to leave JU with mean scores of 3.63, 3.24, 3.11, and 3.03 respectively.

Table 3.11 Reasons most frequently selected by respondents for leaving the University.

<i>Factors</i>	N	Minimum	Maximum	Mean (Weight)	<i>Rank*</i>
Absence of graduate(post-graduate) education opportunity	38	3	10	9.16	1
Poor Salary	38	2	10	8.42	2
Geographic Location	38	2	10	6.24	3
Family Problem	38	2	10	5.58	4
Relationship with the University Administration	38	1	9	5.03	5

**The respondents were asked to rank the top five reasons from among ten reasons for leaving JU. The factor ranked 1st has more weight than the factor ranked 2nd etc. (Source: Questionnaire)*

The above table shows the most important factors causing academic staff turnover in JU as ranked by ex-JU academic staff who currently work or study in other areas. As it can be seen from the table, absence of post graduate opportunity or scholarships at Jimma University was the main reason (many respondents' ranked it number 1 and it has a mean weight greater than 9) why academic staff left JU according to the respondents' responses, it is followed by poor salary which is ranked second by most respondents with mean weight of almost 8.5. Geographic location of Jimma was also among factors that caused academic staff turnover in JU. Family problem is ranked fourth and, surprisingly,

relationship with the university administration was among the top five reasons respondents forwarded for leaving the University.

The factors listed in the questionnaire were 10 and respondents were asked to rank the reasons for their decision to leave the University, where the factor ranked 1st was the most important factor in influencing the academicians decision to leave the University. Accordingly, the top five reasons responded frequently by the respondents were presented above. The main reason majority respondents gave priority was absence of graduate study opportunity.

Table 3.12 Reasons most frequently selected by current academic staff of Jimma University for remaining in the University.

<i>Factors</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Rank*</i>
Opportunity for further education (graduate/post-graduate)	32	6	12	10.97	1
Freedom in work	32	5	12	9.47	2
Good Relationship with Peers	32	3	12	7.81	3
Family Responsibility	32	4	12	7.78	4
Low workload	32	2	11	7.28	5
Geographic Location	32	1	12	6.41	6
Good Salary	32	2	12	6.25	7
Good Research Support	32	2	12	6.09	8
Good Reputation of the University	32	1	12	5.75	9
Good Relationship with the University administration	32	2	12	4.06	10
I stay here simply!	32	1	10	2.91	11
Good Bonuses and compensations	32	1	6	1.44	12
Valid N (listwise)	32				

** The respondents were asked to rank factors that influenced them to stay in Jimma University. Respondents were given twelve factors and asked to rank them according to their importance to them in staying in the University. Where the factor ranked 1st is the most important. (Source: Questionnaire)*

The above table indicates the factors that influence academic staff's decision to stay in Jimma University. As it is presented in the table, many respondents are staying in JU because they think that they might get further education opportunity. Freedom in work is the next reason why academic staff stay in the University. It is followed by good relationship with faculty peers, family responsibility, and low workload with rank of 3rd, 4th, and 5th respectively.

One can see from the above tables (*Table 11 and Table 12*), though academic staff who left the university thought that the main reason for leaving JU was absence of further education opportunity, the current staff think they will get it if they stay in the University. So it is the main concern for both who left and who stayed. If those who stayed do not get the opportunity of further education, they will leave because those who left put the absence of opportunity of further education as number 1 problem (factor). In addition to this, it should be noted here that the respondents did not say they stayed because they got opportunity of further education but rather they said they stayed because one day they might get it.



While reading the above last two tables it could be noted that the first table (table 3.10) shows the main reasons for leaving JU. The respondents were asked to rank the main reasons for their leaving the University from many factors. So, the table indicates the most sever problems respondents ranked from 1 to 5. The higher the rank of a factor means the more sever it is (the more weight it has). *For example*, absence of postgraduate study opportunity is the worst problem than others listed in the table. The second table (table 3.11), on the other hand, presents the main factors that contribute for currently

academic staff staying in the University. The respondents were asked to rank the main factors that influence them to remain in the University. Unlike the ranks of factors in table 3.10, the ranks in table 3.11 show favorable conditions or factors i.e. the higher the rank the better the factor in retaining the academic staff. But factors in the same table with least rank are almost problems and need solution. *For example*, opportunity for further education is the most powerful factor in retaining academicians according to the respondents. Good compensation and good relationship with the University administration, on the other hand, are the least powerful factors or they are almost problems that need solution to retain academic staff according to the respondents.

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CHAPTER FOUR

RESULT SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Result Summary

The major findings of the project are summarized as follows:

- Majority of the respondents are Masters Degree holders, aged 31 on average, and 74% of them are working currently in higher education (private or governmental).
- Absence of graduate study scholarships/opportunity was the main factor (mean=4.26) that respondents did agree causing them to leave JU. It is followed by poor salary (mean=4.11). The other factors in the salary and other benefits facets-absence of compensation and inadequate allowances were also importantly responded with mean score of 3.66 both.
- The respondents did disagree to stay if they were there when the salary scale was improved with the mean score of 2.26.
- The respondents were satisfied with their overall job. Almost all facets' mean scores are ≥ 4.00 except relationship with boss and compensation received in JU which have mean scores of 3.18 and 1.82 respectively.
- The respondents disagree with job satisfaction as a reason for leaving JU. The mean score is 1.92 (almost disagree).
- 71% of the respondents said there was nepotism in JU and among these respondents 74% said the dominant nepotism was racial/ethnicity discrimination followed by religious discrimination (26%).
- The respondents did agree with some work environment's facets influence on their decision to leave JU. Among these, the major ones were geographic location

of Jimma, absence of recognition from the University administration, and lack of transparency in decisions regarding academicians with mean score of 4.08, 3.97 and 3.67 respectively. The overall work environment was among the factors that caused the respondents leave JU with mean score of 4.03.

- The top five reasons of turnover as ranked by the respondents were - *absence of post graduate opportunity or scholarship, poor salary, geographic location of Jimma, family responsibility, and relationship with the University administration.* These factors are written in terms of their severity.
- Some of the factors that influenced the current academicians to stay in JU were – *opportunity for further education (seeking the opportunity), freedom in work, and relationship with faculty peers, family responsibility, and low workload.* These factors are written in terms of their importance.

4.2 Conclusions

From the data analyzed and discussed above the following conclusions are drawn.

Like many literatures on the topic, this survey also comes across that salary and benefits are among factors causing turnover in general. Absence of graduate studies opportunities and poor salary are the main factors or facets that caused academic staff turnover in particular. Though not as high as the above stated facets (poor salary and absence of graduate opportunities), poor allowances and poor compensations are also contributing in academic staff turnover. The other important point worth mentioning here is that it may not be ultimate solution to increase salary scale to retain academic staff, for example, majority respondents disagree with the recently increased salary scale's importance in

retaining them if they were in JU at that time. In stead both financial and non-financial factors need due consideration as they both cause academic staff turnover.

Job dissatisfaction is not among the factors that caused academic staff in JU. The academic staff (respondents) were highly satisfied with their Job! Not were they satisfied with their jobs but also they disagree with the job dissatisfaction as a factor that caused them to leave Jimma University. Majority of the academic staff who left JU are currently working in higher education (private or governmental). This indicates that they were fleeing not the teaching job but something else. Some questions might be raised in this concern citing to such concepts as the *opposite of job dissatisfaction is not job satisfaction, but rather no job dissatisfaction* (Gupta-Sunderji, 2004). So, it can be said that even though someone may think that job dissatisfaction was there, from the responses it was not among factors that caused academic staff turnover in the University.

Work environment (measured using different facets-please refer to table 3.10) is among factors influencing the academicians in deciding to leave the university in general. The majority respondents agree that the overall work environment caused them to leave JU. Most problems or factors are easily solvable, for example lack or recognition from the University administration, lack of transparency in decisions regarding academicians, nepotism from the boss were the factors that caused the staff to leave the University and solutions to most of them is in hands of the University administration. Not all factors are 'solvable', for example, one of the main reasons related to work environment (according to the respondents) that caused academic staff turnover is geographic location.

Discrimination mainly in ethnicity and religion to the favored employees caused academic staff to leave the University.

Lastly, the major factors causing academic staff turnover in the University are *absence of post graduate studies opportunities, poor salary, geographic location of Jimma, family problem, relationship (poor) with the University administration*. These factors can be compared with the factors causing academic staff to stay in the University: *opportunities (seeking) for further education, good relationship with peers, freedom in work, family responsibility, and low workload*. These responses seem supporting each other; of course both responses start with *opportunity for further education* but the connotation is different. While the former refers to absence of post graduate or hard to get it, the latter is about seeking opportunities by staying in the University. Poor salary is one of the main reasons for academic staff turnover, but good salary was not listed or ranked in the top five reasons for staying in JU. That is, the existing salary is not such important factor in retaining the academic staff. See also one of the work environment facets—relationship with the University administration- which is one of the top five reasons for leaving JU. This response is strengthened by the reasons for staying in JU (please see table 3.12). As it can be seen from the table, good relationship with the University administration is ranked 11th from 12 factors, the second worst factor in other words! So, poor relationship with the University is also one of the main factors that results in turnover.

4.3 Recommendations

The following recommendations are forwarded based on the above conclusions. The recommendations are targeting no one or personality.

a) Salary and Other benefits

- ✓ It is better if the University tries its best to create opportunities of further education for its academic staff. This might be possible, for example, through creating cooperation with other higher learning institutions.
- ✓ The University might not be able to increase the basic salary in short period of time independently. But it is possible to try to increase the income of its academic staff by creating different opportunities such as short term training to governmental and non-governmental organizations as much as possible, increasing the rates of over time work payments, for example evening classes etc. This will help to retain those academicians who leave the University for more paying jobs or institutions.
- ✓ It is also solution or part of it if the University tries to provide rewards or recognitions for academicians who perform well in different areas such as research work in addition to the teaching activity.
- ✓ Allowances that have been in the University need to be improved based on the real situations in the market.



b) The work environment related points

- ✓ It is worth undertaking further investigations (studies) to come across and solve nepotism (discrimination) problems in the University.

- ✓ It is much important to provide research support for academicians in the University.
- ✓ The University administration is expected to create good relationship with academic staff.

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Addis Ababa University
Faculty of Business and Economics
Master of Business Administration (MBA) Program

Dear Respondent;

This is a questionnaire to be filled by the academic staff who left Jimma University voluntarily from 2003 to 2007.

This questionnaire is designed to collect data for survey research on the topic “The Factors Causing Academic Staff Turnover in Jimma University (2003-2007).” The research is conducted entirely for academic purpose (Master of Business Administration-MBA Program) and no part of the information (data) you provide will be disclosed to the third party subjectively by any means. It is totally an anonymous questionnaire; please *do not* write your name.

Thank you so much for your time and cooperation in advance!

Read the following items and respond to each of the items by writing figures, ticking in boxes or circling numbers to the points given.

Part I. Demographic Elements

1.1 Age _____

Put the (✓) mark in the box that fits you!

1.2 Sex: Male Female

1.3 Marital Status

Unmarried Married Divorced Widowed

1.4 Educational Level

Diploma MA/MBA/MSc/MPH MD
BA/BSc PhD Other (please specify) _____

1.5 Ex-Faculty/School _____

1.6 Salary you were getting at Jimma University *when* you left the University _____ per month.

1.7 For how long you had worked in Jimma University _____.

1.8 Salary you are getting from the current employer (or average income from your own business only for those who are running their own business _see question number 1.9 _____ per month.

1.9 Type of organization you are working in currently, put the (✓)mark in box that fits you;

Education Sector (Higher Education)

Private

Governmental

Non Governmental Organization (NGO)

Local

International

Other Government Organization

(Please specify) _____

Private owned business enterprise (as employee)

Running Own Business

Other (Please Specify) _____

No job for time being because of education or other factors



Part II. Items in the research questions.

After reading the following items thoroughly, please *circle* the number that fits your choice about the statement or phrase corresponding to each choices. The greater the number the more agreement/or satisfaction you show toward the statement written.

A. Compensations and other benefits

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

S.No	<i>The following factors are the major factors that caused me to leave Jimma University.</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Poor Salary (Inadequate salary).	5	4	3	2	1
2	Absence of compensation (bonuses or rewards) for well performing academicians at the end of an academic year.	5	4	3	2	1
3	Allowances (E.g. House allowance) were not adequate	5	4	3	2	1
4	Absence of graduate (postgraduate) program scholarship opportunity for further education.	5	4	3	2	1
5	Absence of transportation services	5	4	3	2	1

Salary Scale improvement's impact on the decisions to leave.

S.No	<i>Please indicate your agreement level to the following item by circling to the number that fits you best.</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	If I were in JU when the salary scale was improved, I would not leave JU,	5	4	3	2	1

B. Job Satisfaction

Please circle in numbers that fit your choice best among the given alternatives.

5=Very Satisfied 4=Satisfied 3=Neutral 2=Dissatisfied 1=Very Dissatisfied

S.No	What was your satisfaction level in the following items?	Very Satisfied	Satisfied	Neutral	Dissatisfied	Strongly Dissatisfied
1	Relationship with your colleagues	5	4	3	2	1
2	Relationship with your immediate boss / department head (Faculty deans) or else.	5	4	3	2	1
3	Freedom (autonomy) in your work	5	4	3	2	1
4	With total workload per week	5	4	3	2	1
5	Compensation you were receiving for doing best	5	4	3	2	1
6	With your job, in general	5	4	3	2	1

Please indicate your agreement level to the following item by circling to the number that fits you best.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The overall job dissatisfaction was one of the reasons for my leaving the University.	5	4	3	2	1

C. Work Environment

i) Put the (✓) mark in the box that fits you most.

1. Was there nepotism or discrimination in the University (Faculty /School)?

Yes No

2. If 'Yes' for the above question, which of the following was (were) committed mostly?

(Incase you came across more alternatives, please write the number indicating their rank)!

- Racial (Ethnicity)
- Gender
- Religious
- Others (Please specify) _____



3. If your answer for question number 1 is 'Yes', was it (were there) among the factors that caused you to leave the University?

Yes No

ii) Please circle in numbers that fit your choice best among the given alternatives after reading the main point.

5=Strongly Agree 4=Agree 3=Neutral 2=Disagree 1=Strongly Disagree

S.No	<i>The following factors were the major factors that caused me to leave Jimma University.</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Absence of good relationship with the University administration	5	4	3	2	1
2	Absence of effective measures on undisciplined students.	5	4	3	2	1
3	Absence of recognition from the university administration for doing good in my performance	5	4	3	2	1
4	Lack of research support	5	4	3	2	1
5	Geographic location of Jimma	5	4	3	2	1
6	Nepotism from the boss toward their favored employees.	5	4	3	2	1
7	Lack of transparency in decisions regarding academic staff. (E.g. Apartment allocation, promotion granting etc)	5	4	3	2	1
8	Overall weak work atmosphere (environment)	5	4	3	2	1

D. Summary.

Dear respondent, you are about to complete the questionnaire with the following summarizing questions! Please rank the following factors if they were among the factors causing academic staff. (Rank 1st, 2nd, 3rd ...where the 1st rank has more weight)

Reasons

Rank

A. Poor Salary	<input type="text"/>
B. Family Problem.....	<input type="text"/>
C. Geographic Location.....	<input type="text"/>
D. Lack of research support.....	<input type="text"/>
E. Absence of freedom in work.....	<input type="text"/>
F. Relationship with colleagues.....	<input type="text"/>
G. Seeking more challenging job.....	<input type="text"/>
H. Relationship with the University administration.....	<input type="text"/>
I. Relationship with the Faculty/School administration.....	<input type="text"/>
J. Absence of graduate (post-graduate) education opportunity.....	<input type="text"/>
K. Other(s) (Please specify). Write other factor(s) that you think should be included in the factors	<input type="text"/>

Thank You Very Much for Your Cooperation!

The End.

-----B-----

Addis Ababa University
Faculty of Business and Economics
Master of Business Administration (MBA) Program
Academic Year 2007/08

Dear Respondent;

This is a questionnaire is be filled by the academic staff who are currently teaching at Jimma University.

This questionnaire is designed to collect data for survey research on the topic “The Factors Causing Academic Staff Turnover in Jimma University (2003-2007).” The research is conducted entirely for academic purpose (Masters of Business Administration-MBA Program) and no part of the information provided by you will be disclosed to the third party subjectively by any means. It is totally an anonymous questionnaire; please *do not* write your name.

Thank You Very Much for your cooperation in advance!

Read the following items and respond to each of the items by writing figures, ticking in boxes or circling numbers to the points given.

Part I. Demographic Elements

1.1 Age _____

Put the (✓) mark in the box that fits you!

1.2 Sex: Male Female

1.3 Marital Status

Unmarried Married Divorced Widowed



1.4 Educational Level

Diploma

BA/BSc

MA/MBA/MSc/MPH

PhD

Other (Please Specify) _____.

1.5 Faculty/School _____.

1.6 Total years of service in Jimma University _____.

Part II. Variables related to the research.

Please rank the following items in their influencing power on your decision to stay and work in the University. (Rank 1st, 2nd, 3rd... where the 1st rank has great impact on your decision to stay and it has highest weight).

<u>Items</u>	<u>Rank</u>
A. Good Salary-----	<input type="checkbox"/>
B. Low workload-----	<input type="checkbox"/>
C. Freedom in work-----	<input type="checkbox"/>
D. Geographic Location-----	<input type="checkbox"/>
E. Family responsibility-----	<input type="checkbox"/>
F. Good research support -----	<input type="checkbox"/>
G. Good reputation of the University -----	<input type="checkbox"/>
H. Good bonuses and compensations-----	<input type="checkbox"/>
I. Good relationship with Faculty peers-----	<input type="checkbox"/>
J. Good relationship with Faculty administration -----	<input type="checkbox"/>
K. Good relationship with the university Administration-----	<input type="checkbox"/>
L. Opportunity for further (graduate or postgraduate) program---	<input type="checkbox"/>
M. I stay here simply because I might not get other job-----	<input type="checkbox"/>
N. Other(s). Please specify. Write other(s) factors only if you think will be among the top 10. _____	<input type="checkbox"/>

Thank You Very Much for Your time and Cooperation!

Declaration

I, the undersigned, declare that this project is my original work and has not been presented for a degree in any university, and that all source of materials used for the project have been duly acknowledged.

Declared by:

Name: Juhar Yasin

Signature: JY

Date: July 25/2008



Confirmed by Advisor:

Name: Dr. Meheret Ayenew

Signature: Meheret Ayenew

Date: 25 July 2008

Place and date of submission: _____