



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



**CONTRIBUTING FACTORS TO TEACHERS' TURNOVER IN GAMBELLA
REGION EDUCATION AND HEALTH COLLEGE**

**BY
MULUNEH BERHANE**

**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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ADDIS ABABA, ETHIOPIA**

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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Statement of Declaration

I, Muluneh Berhane declare that this study, “Contributing factors to teachers’ turnover in Gambella Region Education and Health College” is my own work. The study has not been submitted for award of any degree or diploma.

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ACRONYMS

GEHC= Gambella Education and Health College

HO= Higher Officer

HRD= Human Resource Development

HR= Human Resource

SD= Standard Deviation

TM= Teacher Motivated

TO= Turnover

Abstract

The purpose of this study was to assess Contributing factors to teachers' turnover in Gambella Region Education and Health College. Basic questions motivated teachers employees to be employed, the working environment, reasons are for leaving the employees, leadership believe for the turnover of the employee, effects of turnover on performance and measure taken to reduce the problem were asked. The study employed quantitative and qualitative research design methods. Random and purposive sampling techniques were used to select the sample size from the population. Questionnaire and interview were used for data collection. Descriptive statistics such as percentage, mean value, and data gathering from interview were employed for data analysis. Based on the data analysis the following findings were record. The mismanagement, unsuitable work environment were some of the contributing factors for teacher turnover. The recent of turnover including loss of experienced and skilled employees, higher recruitment costs, and higher workload due to leavers. Similarly it was concluded that lack of career advancement, job dissatisfaction, leader's unwillingness to allow staff participation in decision making, and unfair training system were core contributing factors for teacher turnover. It was recommended that managers revise administration system and benefit packages, provide fair and equal training and promotion opportunity, and allow employee to participate in the decision making process.

CHAPTER ONE: INTRODUCTION

This chapter describes the background of the study, statement of the problem, and objective of the study, significance of the study, and scope of the study and definition of key concepts used in the study.

1.1. Background of the study

Labour turnover in the education sector results in an organization's inability to ensure continuity of knowledge. In the current knowledge economy, employees in an organization are considered as the key competitive advantage to the most important asset (Urbancova & Linhartova, 2011 p84)

Leading management thinkers suggest that "it is not technology but the art of human and human management" that is the continuing challenges for executives in the 21 century, (Drucker & Salfo1997).

Encyclopedia Britannica (1963) defines staff turnover/employee turnover as the rate at which employer's gain or loss of human skills.

Organizations at all levels, either governmental or non-government extensively invest a huge amount of money for training and development programs. Murthy (2003) stated that "organizations send their employees to different training programs like courses, seminars, and others just to improve the skill of their employees and thereby increase productivity. However, still employees leave their organizations after improving their skills and knowledge".

Employee's turnover is a much studied phenomenon. However, there is no standard account for why people choose to leave an organization. This is noteworthy because it is typically the occasions where people choose to leave that concern organizations and organizational theorists (Morell, et al, 2004).

However, this can only be possible if they are availed with sufficient resources such as textbooks, laboratory equipments, teaching staff and other services. But of all those, human resources have come to be the most important resource. Maicibi (2003) agrees with this by arguing that when the right quantity and quality of the human resources is brought together, it can manipulate other resources towards realizing the organizational goals and objectives. It has long been argued and established that the quality of the human resources has a high correlation with the level and quality of organizational performance and

productivity. If this were the case, then every school should strive to attract and retain the best quality and right quality of the teachers.

Educational institution is an avenue through which many youth future events and opportunities can be realized; unfortunately, it is the teaching profession that loses thousands of dedicated members each year, putting those most vulnerable youth at a risk of failing to realise opportunities offered to them through quality education (Benner,2000). Indeed, research has shown that approximately one –quarter of all beginning teachers leave teaching within four years (Benner,2000;Rowan et al; 2002). In Chicago, a report on teacher turnover released on June 29th2009 revealed that within 5 years most educational institution lose about half of their teachers. The exit of both new and experienced teachers is a great challenge for educational institution and institution administrators as this usually carries along with negative consequences. Besides, any new initiative or professional development winds up having little time to take root; and turnover forces head teachers to spend a lot of time on recruitment and hiring new teachers. The scenario is even worse in many governmental institution in Gambella like in Gambella education and health science college which apparently loses many teachers every year.

Jones (2000) who carried out a field survey in many African countries the teaching profession in Africa reported that the status of the teaching profession is low; and that recruitment of the teachers has been haphazard and deployment has been mismanaged while their training has been inadequate. According to Gerald (2002), a turnover rate of 25% would be considered perfectly satisfactory by most firms. He went ahead to highlight some of its advantages as: providing an incentive to recruit fresh staff, open up promotion channels for longer-serving employees and enable organizations to shed off more easily when redundancies are realized (i.e. natural wastage).

Employee turnover refers to the termination of an official and psychological contract between an employee and an organization (Memon, et al, 2016). There are two types of turnover, voluntary turnover and involuntary turnover. Voluntary turnover is the type of turnover that is initiated by the employee for many different reasons. Voluntary turnover can be somewhat predicted and addressed in HR, that the focus of this Study. Involuntary turnover is where the employee has no choice in their termination—for example, employer-initiated due to nonperformance (Laura, 2012).

Turnover according to Gerald (2002) refers to the ratio of leavers to the average numbers employed during the course of the year. Maund (1988) labour turnover as a measure of the rate of change of an organization's workforce. The website <http://search-live.com/results> (2008) defines employee turnover as a ratio comparison of the number of employees a company must replace in a given period of time. It is the ratio of the number of workers that had to be replaced in a given time.

In this study, teacher turnover was looked at as the rate at which teachers leave a given educational institution in comparison to the average number of teachers employed in that year ; that is, the inability of institution heads to retain their teaching staff and it was measured by determining the ratio at which teachers leave in a given period of time. Gerald (2002) presented the formula for such a measurement as:

$$\text{Labour turnover} = \frac{\text{Number of staff leaving per year}}{\text{Average numbers employed during a year}} \times 100$$

This study was guided by Herzberg's motivation-hygiene theory of job satisfaction. Hertzberg proposes that every worker has two sets of needs or requirements – motivational and hygiene needs. This theory indicates that teachers will stay in the institution as long as they can satisfy their needs and they are motivated (Job satisfaction), but when their needs surpass their income and they feel they are no longer motivated, they will seek better employment where they will feel motivated.

The study was further guided by the expectancy theory postulated by Victor Vroom in 1964. This theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory , it is assumed that a teacher is likely to remain working in his present job if he/she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and others. Failure to be rewarded as expected, may get a teacher frustrated, reduce his or her effort, be de motivated and may eventually quit the job. The expectancy theory chosen by the researcher therefore, provides a theoretical foundation for factors affecting teacher turnover. School heads need to realise that failure to meet teachers expectations will eventually lead to their frustration and hence forth turnover. However, it should be noted that a stable staff with experience is a pre-requisite for good academic performance. The two theories above were selected because they deal

with job satisfaction, an element which when not met, usually lead to labour turnover and in this reference teacher turnover which was of interest in this study.

The study therefore focused on contributing factors to teachers' turnover in Gambella Region Education and Health College.

1.2. Statement of the Problem

Turnover deeply related with the productivity of an organization. Employee turnover can hamper the overall productivity of an organization and is often a symptom of other difficulties. Productivity is the measures of an organization to achieve its targeted production with the means of workforce, authority's strategies, machineries, equipment and assets (Maertz and Campion, 1998). Authorities must have plans to increase their productivity. Various terms affect productivity such as incentive scheme, line balancing, scheduling, etc. (Griffeth, et al, 2000). The most important single resource in any organisation is people (Gerald, 2002). Teachers therefore have the highest impact on the students because their teaching methods are instrumental in helping them learn and one approach is likely to produce different results from another (Weston and Ganton, 1986).

Nowadays turnover in developing countries like Ethiopia are one of the major victims where brain drain intensifies the problems. A research conducted in different government owned college reveal that pay and poor management system are some of the serious and basic factors for employee to quit. According to the research conducted in 10 agricultural colleges, 82% of employees in the colleges have an intention to leave their current job (Getahun, 2005, p.58).

Another related research conducted in government owned university revealed that 83% of the teachers who left their job stated that poor management system, lack of equal opportunities were one of the basic reason to quit the job. (Admassu, 2003, p.49) In a study conducted in Gambella Regional State in 2004, the turnover rate of secondary school degree holding teachers was 20% (Temesegegn, 2005, p.64).

It is a fact that teachers being one of the major quality inputs, teacher turnover negatively affects the delivery of quality education. As Ingersoll (2001, p.2) explained turnover of teachers reduces the overall effectiveness of the school that leads to the deterioration of quality of learning. Since teachers are crucial to the success of students and the school, continuous turnover of teachers will obviously affect the students achievement and the overall school activity. These days the problem of teacher turnover, are not confined to

secondary schools only. In Gambella government education and health college also experience similar problems. The factors contributing to teachers' turnover at government College could not be identical. However, the problem persists.

In governmental institution in Gambella District, there is evidence of mediocre commitment of staff, which perhaps explains the high teacher-turnover. The College Report indicates that in 2017 alone, out of 164 existing and new teachers, 25 left the college.

The few researches conducted so far in the area focused only on the government secondary schools and not conducted research in a college level in the region. Hence, there is a need research on the issue of teachers' turnover in that government college. Therefore, the purpose of this study is to examine the contributing factors to teachers' turnover in Gambella region education and Health College.

The study attempted to answer the following basic research questions:

Basic research question

1. What does motivated teachers to be employed in the college?
2. How is the working environment in the college?
3. What are the reasons for leaving the job from the college?
4. What does the leadership believe about the turnover of the employees from the college?
5. How for the turnover has affected the college performance?
6. What measure should be taken to address the problem?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess the overall aspects of teachers' turnover in Gambella region Education and Health College.

1.3.2 Specific Objectives

- To determine the factors that motivated the employees to be employed in the area.
- To examine working environment in the study area.
- To identify reasons are for leaving the college.
- To measure the leadership believes about the turnover of the employees from the college.

- To explore how the turnover has affected the college performance in the study area.
- To assess measure should be taken to address the problem in the study area.

1.4 Significance of the Study

Retaining experienced and qualified teaching staff is a major concern to educational planners and policy makers to realize the educational objectives of the country. The results of the study are being significant to the college administrators, policy makers, HR officers, and researchers. The study would yield researched evidences on the factors contributing to teacher's turnover. Therefore this study may have the following significance:-

- Create awareness among policy makers, HR officers, teachers, and other concerned bodies.
- Indicate and suggest possible solutions to minimize teacher turnover and increase teachers' retention.
- Motivate other researchers to undertake further study on the area.
- The result of this study is used as reference for further studied in similar area.

1.5 Scope and Delimitation of the Study

This study is delimited to factors contributing to teachers' turnover. Geographically, the study is delimited in Gambella region, Gambella Education and Health College.

1.6 Operational Definition of Terms

Employees:-refers to a full time worker at Gambella regional State Teachers Education and Health Science College.

Employee Turnover:-refers to the termination of an official and psychological contract between an employee and an organization (Memon, et al, 2016).

Human resource- refers to all civil servants in civil institutions irrespective of their position. (Dessler, 2003:204).

Institution -from Institutional theory, the word „institution“ means different things to different people depending on academic and professional orientation (Peters, 2000).

Management- the interpretation and implementation of the policy set by an institutions board of directors.

Turnover: is ratio of leavers to the average numbers employed during the course of the year (Gerald, 2002).

1.7 Organization of the Study

This research comprises five chapters. The first chapter contains background of the study, statement of the problem, research questions, objective of the study, and operational definition of terms, significance of the study, scope and delimitation of the study and organization of the study.

The second chapter deals with a review of literature pertaining to turnover causes and identifies gaps in the context of formulated conceptual model. It has introduction and detail description of causes of turnover in the ground of different researches.

Chapter three contains a detailed description of design of the study, population and sampling techniques, the type of data and tools/instruments of data collection, the procedures of data collection and the methods of data analysis to be used.

Chapter four contains data analysis and interpretation of survey data and Chapter five presents the summary, conclusion and recommendation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter theoretical review where theories of different schools of thought were evaluated on applicability to the study, general discussion of the topic under the study was done for the purpose of making overall understanding of the topic under study, empirical review was carried out to find out what other scholars have done in the same area and identify the existing gaps and suggested areas for further study of which this research could intervene.

2.2 Definition of Key Concepts

2.2.1 Employee Turnover

Abassi and Hollman (2000) refer employee's turnover as the rotation of workers around the labour market between firms, jobs and occupations; and between the states of employment and unemployment. Labour turnover is the movement of people into and out of the firm (Graham, 1983). In this study labour turnover is considered to be a movement of employees out of the organization. Armstrong (2006) continue to develop some reasons why employees tend to leave their organizations, some of them look for more pay, better prospects (career move), more security, more opportunity to develop skills, better working conditions, poor relationship, bullying or harassment and others.

2.3 Critical Theoretical Review

2.3.1 Herzberg's Motivation Hygiene Theory of Job Satisfaction

Herzberg (1959), proposed a two factor theory or motivator-hygiene theory. According to him there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg proposed that every worker has two sets of needs –motivational hygiene needs. The theory suggest that teachers will stay in their posts as long as they can satisfy their needs and they are motivated (job satisfaction), but when their needs are not meet they automatically call for departure hence teacher turnover.

Gorden, J.M. (2011) provides a theoretical background for this study, Herzberg argued that employee are motivated by internal values rather than values that are external to the work in other words, motivation is internally generated and is propelled by

variables that are intrinsic to the work which Herzberg called “Motivators”. The motivation factors include recognition, sense of achievement growth and promotion opportunities, responsibility, meaningfulness of the work.

There are certain job factors that cause dissatisfying experiences to employees. These factors are extrinsic to work. These factors were referred by Herzberg as hygiene factors. They are also called dissatisfies or maintenance factors as they are required to avoid dissatisfaction. Herzberg (1959) as cited in Bassett-Jones and Lloyd, (2005) argued further that eliminating the causes of dissatisfaction (through hygiene factor) would not result in a state of satisfaction instead it would result in a neutral state. Motivation would occur as a result of the use of intrinsic factor.

The theory however assumes that all human being have no loyalty to any organization and that as soon as their needs are no longer satisfied, they seek other employment, which is not the case in the real world where finding employment is not very easy. The theory also concentrates on the individual’s needs independent of those of the organization or school and it does not put into consideration the fact that there may be times when the individual’s services are not well -intentioned of better pay to satisfy his or her needs and that may be a better replacement would be a welcome change.

2.3.2 Maslow’s Hierarchy of Needs

Building on humanistic psychology and the clinical experiences, Abraham Maslow argued that on individual’s motivational requirements could be ordered as a hierarchy. Once a given level of needs is satisfied it on a longer helps to motivate. Thus, next higher level of needs has to be activated in order to motivate and thereby satisfy the individual (Luthans, F. 2005:240). Maslow (1943) identified five level of needs hierarch:

This theory carries some weakness of not recognizing multiple needs, that you can need physiological, social and esteem needs at the same time and not each at a particular time, and this is the reality, that always an employee who tends to seek and fulfilled all needs which he or she desires to attain. This theory was useful in this study due to its comprehensively specifically esteem needs which tried to explain the most important factors considered if one wants to develop retention scheme in an organization.

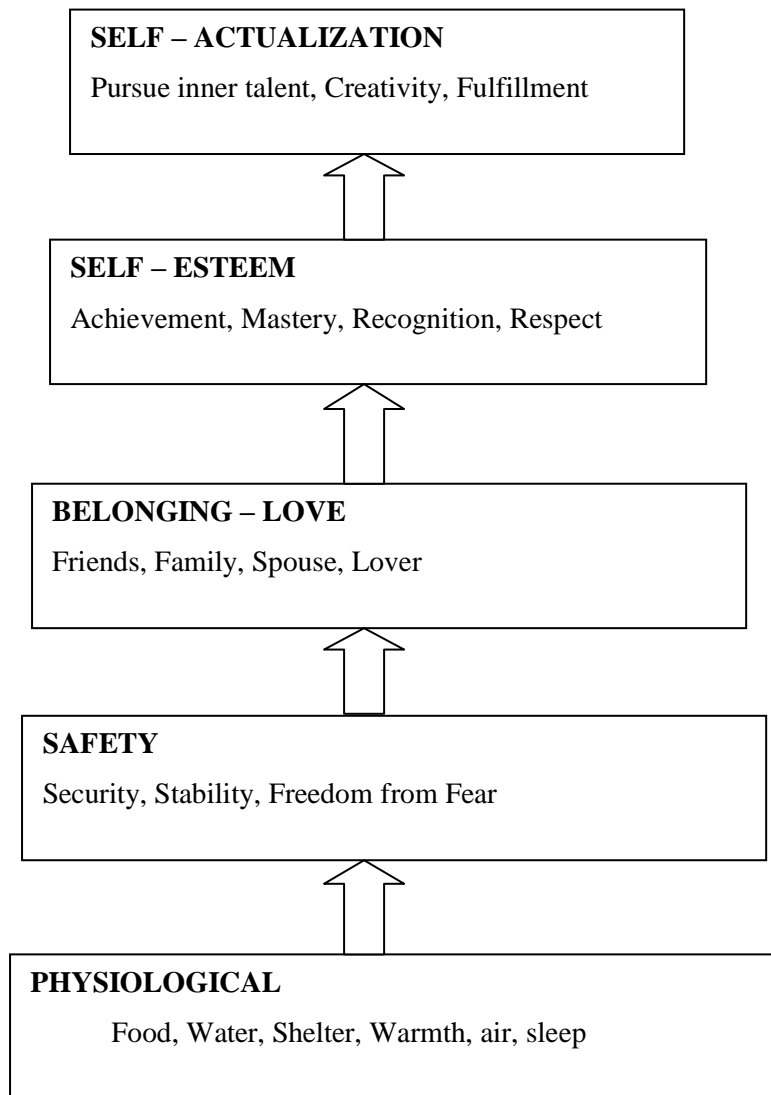


Figure 1.1: Maslow’s Need Hierarchy

Source: Maslow’s Need Hierarchy (1954)

i. Physical needs, this is the lowest and basic need including need for food, clothing, shelter and sex. These are the foremost and powerful motivators as everyone needs them. Therefore the link to our study on this level is management should fulfill this by providing teachers with good salaries, wages and remunerations.

ii. Safety needs, this includes safety and security needs. Any person is in need of economic security, physical protection, stability and freedom. Therefore the need is positively correlated to the topic under the study where it reveal that teachers need job security for old age, insurance planning and job security for removing fear of dismissal.

iii. Social needs, this means need for developing associations with others, belongingness and acceptance. Therefore this relate to our study since management can fulfill these needs to the teacher by effective communication, supervision and work groups formations.

iv. Esteem or Achievement needs: the needs becomes after satisfaction of social needs. Esteem needs divided into self-esteem that is self-respect and esteem of others which include recognition, reputation, status and power.

Management can fulfill this to teachers in order to reduce turnover by appointing teacher to represent the school in some matter such as workshops, promoting teachers or giving them letter appraisal or congratulations for a good work or working hard.

v. Self-actualization, (self-fulfillment and accomplishment through personal growth) Maslow, (1943). It represents self-fulfillment, recognizing once potentials for development, creativity and self-expression to achieve ones wants. The link of this need to our study is that management has to fulfill these by helping employee to achieve their desired wants.

This theory indicates that individual needs are influenced both by the importance attached to various needs and the level to which an individual wants to fulfill these needs. The theory also serves as a good start from which researcher explorer the problem of teacher's turnover

2.3.3 The Expectancy Theory

The expectancy theory was proposed Vroom (1964), the expectancy theory argue that the strength of a tendency to act in a certain way depends on the strength of an expectations that the act will be followed by a given outcome and the attractiveness of the outcome to the individual. In this theory it is assumed that a teacher is likely to remain working in his present job if he or she knows that performance will be measured, evaluated and rewarded with positive outcomes like pay rise, fringe benefits, promotion, recognition and others. The expectancy theory was chosen by the researcher to provide a theoretical foundation for factors affecting teacher's turnover. School heads need to realize that failure to meet teachers expectations will finally lead to their frustration and hence turnover. However it should be noted that a stable staff with experience is a pre-requisite for good academic performance.

2.3.4 Equity Theory, Stacy Adams, (1963)

Robbins, (2005:58), The theory suggest that employees weigh what they put into a job (input) against what they get from it (outcome) and then compare this ratio with the input outcome ratio of the workers. If this ratio is equal to that of the relevant others, a state of equity is said to exist. The rewards increase employee satisfaction only when these rewards are valued and perceived as equitable by the employees.

This theory has a link to our study due to fact that, management should provide valued and equity rewards to teachers in order to remove teachers turnover.

2.3.5 ERG Theory

According to Luthans, (2005), Alderfer, (1969) explored the Maslow's theory and linked it with practical research. He regrouped the Maslow's list of needs: Existence, Relatedness and Growth, there by calling it ERG theory. His classification absorb the Maslow's division of needs into Existence (physiological and security needs), Relatedness (social and esteem needs) and Growth (self-actualization).

Alderfer suggested a continuum of needs rather than hierarchical levels or two factors of needs. Unlike Maslow and Herzberg, Alderfer does not suggest that a lower level need must be fulfilled before a higher-level need becomes motivating or that deprivation is the only way to activate need. Alderfer also deals with frustration regression. That is, if a higher-order need is frustrated, an individual then seek to increase the satisfaction of a lower-order need. According to Maslow an individual would stay at a certain need level unit that need was satisfied. ERG theory counters by noting that when a higher-order need level is frustrated the individual's desire to increase a lower-level need takes place. Inability to satisfy a need for social interaction, for instance, might increase the desire for more money or better working conditions. So frustration can lead to a regression to a lower need.

ERG theory argues, like Maslow, that satisfied lower-order needs lead to the desire to satisfy higher-order needs; but multiple needs can be operating as motivators at the same time, and frustration in attempting to satisfy a higher-level need can result in regression to a lower-level need.

2.4 General Discussion of the Topic

2.4.1 Types Turnover

According to Mbah and Ikemefuna (2012) employees turnover can be categories as voluntary vs. involuntary labour turnover and Internal and External as described below.

2.4.1.1 Voluntary Turnover and Involuntary Turnover

Voluntary turnover occurs when an employee leaves by the employee's own choice, and can be caused by a number of factors. Some of these reasons include better career opportunities, increased compensation, and boredom with current tasks. These may include poor job feedback, job dissatisfaction, unmet job expectations, performance problems, situational constraints, socialization difficulties, greater degrees of job stress, and a lack of career advancement opportunities. Involuntary turnover occurs when an employee is discharged or terminated, often for just cause. The main reason for involuntary turnover is when employees are asked to leave for reasons including poor performance or inappropriate behaviour. There are some factors that are, in part, beyond the control of management, such as the death or incapacity of a member of staff.

2.4.1.2 Internal and External Turnover

Employee's turnover can be classified as either internal or external. It is internal when employees leave their current assignment and take up new roles or positions within the organization. This could bring both positive and negative feelings. The feeling could be positive if the new position brings about increased morale from the change of task and supervisor; alternatively, it could be negative if the new position is project related or relational disruption like holding brief for a colleague in another location. The effect of this internal turnover may be important as to require monitoring just like the external turnover. Human resource mechanism such as recruitment policy and succession planning can be used to control internal turnover.

2.4.1.3 Factors Contributing to Employees Turnover

Kransdorff (1996) asserts that one of the most common reasons given for leaving the organization is the availability of the higher paying jobs, and that minimum wages workers leave their organization for another that pays more. Thus, in a better economy the availability of alternative job plays a role in turnover. Armstrong (2004) point out the reasons for labour turnover are contributed by such factors as the desire for more pay, better prospects (career move), more job security, opportunity to develop skills, better working conditions, avoiding

more opportunity to develop skills, better working conditions, avoiding poor relationship with managers/leaders and avoiding bullying or harassment, and generally avoiding poor management.

Robinsons (2005) perceives four factors to be responsible on the actual decision to leave one's current job namely: the level of job satisfaction, labour market conditions, expectations about alternative job opportunities and length of tenure with the organization. And that job satisfactions entails the conceptions of fair outcomes, fair treatments and fair procedures to employees, including fair pay policies, working conditions, promotional opportunities, training and career development. It can be argued that employees turnover remain as a dependent variable where its occurrence is determined by independent variables such as rate of salaries paid, working condition, allowances payable, availability of career development programs, leadership and management style and job security. If the organization has no proper policy of managing the aforesaid independent variables the rate of turnover will be high hence affecting rate productivity

2.4.1.4 Measures to be taken to Reduce Employees Turnover

Gupta (2006) recommends the following step to be taken to reduce the problem of labour turnover, proper planning of manpower requirements so as to avoid redundancy, improvement in recruitment policy and practices, use of proper tests and interviews in selection of employees, proper orientation and training of employees, better pay and good working conditions, promotion from within and career opportunities, security of service, impartial transfer and promotion policies, introduction of incentive plans, introduction of employee welfare schemes, adequate machinery for satisfactory redressal of grievances, provision of retirement benefits, employee consultation, suggestion, schemes and workers' participation in management, conflict resolution and team building technique to improve human relation and morale proper job design and work scheduling to match skills with job requirements.

Chiboiwa et al., (2010) argued that, employees' intention to remain and be committed to an organization can be explained within the context of Abraham Maslow's hierarchy of needs theory. According to Maslow as cited in Robbins (2005:60), people are motivated to satisfy five need levels and these include physiological, safety, social, esteem and self actualization needs. At the bottom of the hierarchy are the physiological needs that represent basic issues of survival and include things like food, clothing and shelter. Others include safety and social needs. These needs can be satisfied through adequate salaries, job security and social

affiliation. If these needs are not adequately satisfied, then the individual embark on the process of searching for alternative employment. The inability of the organization under study to satisfy the lower level needs of its employees through provision of competitive remuneration, good working conditions and job security might have combined to account for the high rate of turnover amongst the organization's non managerial employees.

Aswathappa (2004) points out that retention plan covers actions which could help reduce separations of employees, and such actions includes, compensation plan, by increasing pay levels to meet competition, improving pay structures to remove inequalities, altering payment systems to reduce excess fluctuations and introducing incentives that would match performance, performance appraisal to assess employee performance for at least once in a year, for cases where employees quit in search of green pastures, the employer should provide better career opportunities and ensure that employees are aware of such schemes, where employees quit because of conflict, the employer should maintain conflict at a reasonable level, and when conflict exceeds safe limits, should take to steps to resolve it, where it is due to induction crisis the employer should improve recruitment and selection procedures to ensure that job requirements are specified accurately, and that the people who are selected fit the specifications, and ensuring that candidates are given a realistic picture of the job, pay and working conditions, developing better induction and initial training programmes and where it is due to unstable recruits the employer should take more care to avoid recruiting unstable individuals by analyzing the characteristics of applicants who are likely of cause instability and using this analysis to select the right candidates.

2.5 Turnover in Education Sector

Currently, the problem of labour turnover is mostly affecting education sector. In this sector, the highest qualified teachers are the ones that are likely to leave the teaching profession as they can easily get alternative employment (Hissom,2009). Moreover the management structure of education system could also be contributing to teachers' job satisfaction or dissatisfaction. If the education system is overly centralized, that means the participation of parents and communities is minimal.

However, it has not been delays in decision-making, ineffectiveness in implementing recommendations, lack of adequate resources and school levels (UNESCO, 2006).

The success of the education system depends on having an operation process that is reliable and fit to satisfy quality demands of its teachers. Unfortunately, some teachers have crossed over to the civil service and private sector where the terms of service are clear and more attractive (Otieno and Wambungu, 2008). This leads to teachers' turnover in the education sector.

2.5.1 The Impact of Employee Turnover

According to Beam, (2009), direct impact of turnover include separation and replacement costs as follows: separation costs, severance costs, unemployment insurance premiums, outplacement fees, replacement costs and advertising costs, training costs, interview time, re-employee assessment and reallocation costs.

Indirect impact is hard to measure since it includes immeasurable variables such as the loss in organizational knowledge and skills, reduced growth lower productivity and negative impact among employees who stay at the organization. However as turnover increases, it reduces the productivity of the organization which leads to perform dismal in competition with other companies. The impact of labour turnover is manifested in schools as well. For instances there is a high rate of teachers attrition on schools, attrition does not simply mean a numerical loss but it also represents the loss of experienced teachers from the system. This is particularly the case where those who are leaving the profession are the more successful or qualified.

2.5.2 The Importance of Controlling Labour Turnover

It is natural and healthy for the employee to leave one organization to another time to time. This movement provides chances for new and fresh ideas to introduce by new employees as well as chance for promotion. Labour turnover is a normal part of organizational functioning but excessively high turnover may be dysfunctional. A certain level of labour turnover is to be expected and can be beneficial to an organization (Armstrong, 2006). The organization which motivates its employees results into increased productivity, lowered turnover, and employees freedom to seek redress (Caldwell, 1978).

2.5.3 How to Prevent Labour Turnover

Employees are important in running of a business, without them the business becomes unsuccessful. However, more and more employers today are finding employees remaining in a firm for approximately 23 to 24 months (Bureau of Labour Statistics, 2009). The following are the ways of preventing labour turnover: Providing a stimulating

workplace environment in which fosters happy, motivated and empowered individuals, which lowers employees' turnover and absenteeism rate. Promoting a work environment that fosters personal and professional growth which will lead to harmony and encouragement in all levels. Continual training and reinforcement develops a work force that is competent, consistence, effective and efficient.

Make sure you describe the job as accurately as possible so candidates will know what is expected. Misconception regarding the job responsibilities and work environment are one of the major causes of employee turnover. Develop compensation and benefits packages. Understanding and research the market pay ranges in your area and consider the value of benefits and employee perks; offering such extra to your workforce may be the key to your retention effort (Pires, M. 2009).

2.6 Causes of Turnover

Many employees in different industries leave their job because of multiple internal and external factors. Different writers states that employees quit because of their supervisors, lack of trust, communication, lack of familiarity, unfair treatment of employee, low wage, hard working environment, and others. Because of this, organizations miss their customers and client face poor operating system or low productivity (Flex, 2012).

2.6.1 Training and Development Programs

Employee training gained the attention of management during the 1950's. Since then top management recognized the importance of establishing formalized programs to develop the talent needed in the organization (Sexton & Adelaid, 1987).

Qualified employees which are the backbone of any organization do not simply emerge hence, management geared towards systematic plan and organize for their development. Saxton and Adelaid (1987) stated major objectives of training and development as to improve individual and organizational performance and prepared selected employees for advancement Training defined as the teaching and learning activities carried on purpose of helping employee of an organization to acquire and apply the knowledge, skills, abilities needed by the organization (Manoj, 2000). In other word training is an act of increasing the knowledge and skills of an employees for doing a particular job.

Organizations are injecting a huge sum of capital for training and education. Brum (2007) stated that the average annual training expenditure per employee reach to \$955. Therefore, it is clear that training has a determinant factor and employers understand the impact that

training has on their organization. Vemic (2007) modern dynamic competition, sophisticated technology, knowledge economy, globalization, has changed the importance of human resource in the organization.

As training and development is an organized procedure by which employee of organization gain knowledge, for new recruited employee training is a transaction or adaptation from theoretical approaches to practical situation. And for experienced employee it is a process of reorientation to meet the additional job requirement (Manoj, 2000). It enables employees to keep-up with rapidly changing technology and the organization gain competitive advantage through its trained or skilled employees..

Frank (2011) on his research commented that the quality of employees and their development through training and education are major factors in determining organizations long term profitability. Accordingly, Frank (2000) stated that training provided by employee raised productivity almost by 16%.

A survey conducted in Kenya sugar factory Hannah (2012) indicated that lack of training and poor training handling system was one of the major factors causing employees to leave their organization. The company conducts or provides limited chance of training for its employees assigned in different work area.

Different researchers identified that inadequate training and development program that not goes to the specific needs of employees led to job dissatisfaction.

Regardless of their position and title, employees forced to leave their organization due to the absence of training (Sandra, 2012).

Manager's inadequate knowledge about the human resource management is one of the core and basic reason for employee dissatisfaction and leave. Davi, Mark, and Ben (2006) on their research made on humanitarian agency revealed that 70% of employees are decided to leave the organization because of the management of the organization. The research stated that project field managers who have technical background like medicine, engineering... work on managerial responsibilities without any further training or knowledge of human resource and this led to employee dissatisfaction and turnover (David, Mark, & Ben 2006). In today's global economy, knowledge is becoming basic capital and the trigger of development. Modern organizations therefore, use their resources (money, time) for training and development of employees and to retain them. The prioritization of training and development retain the knowledge and skill of employee within their jobs and boost competitive advantages of the organization. Different writers agree that training and development can

provide a measurable return on investment are revenue generation, productivity/performance improvement and cost reduction.

2.6.2 Organizational Commitments

If employees are committed to an organization, they are more likely to be more productive. Organizational commitment is the degree to which employees believe in and accept organizational goals and desire to remain with the organization. Research has revealed that job satisfaction and organizational commitment tend to influence each other. What this finding suggests is that people who are relatively satisfied with their jobs will be somewhat more committed to the organization and also that people who are relatively committed to the organization are more likely to have greater job satisfaction.

A logical extension of organizational commitment focuses specifically on continuance commitment factors, which suggests that decisions to remain with or leave an organization ultimately are reflected in employee absenteeism and turnover statistics. Individuals who are not as satisfied with their jobs or who are not as committed to the organization are more likely to withdraw from the organization, either occasionally through absenteeism or permanently through turnover.

2.6.3. Pays and Benefits conditions

Turnover depends on employee perceptions of the desirability and easy of movement. Employees seek to improve their employment conditions when they change job. Therefore, employees in an organization improve their pay level if they obtain a new job before the leave their present job. Herbert, Donald, John, and Lee (2000) stated organizations pay level is a potentially important direct influence on voluntary turnover. In this knowledge era, where pay is one of a determinant factor, employees quits current job and accept the job with higher pay opportunity. Therefore, organizations critically aware that low wage rate will result into higher employee turnover and separation. Pay level is not the only reason for employee's turnover and separation but also, pay system whereby employees can be satisfied or dissatisfied with the organizations pay system. Pay system based on the seniority of employees or per the performance appraisal. Employees are satisfied with existing pay system if they believed that rewards or incentives are paid based on fairness and considered seniority or performance evaluation of all employees (Herbert, Donald, John, & Lee, 2000, pp 514).

For all the concerned with positive relationship and interesting work, it is important to keep in mind that employees definitely care about their earnings. A job is the primary source of income and financial security for most people. Pay is also an indicator of status within the organization and in society at large, so it contributes to some people's self-worth. For all these reasons, satisfaction with pay is significant for retaining employees. Decisions about pay and benefits are so important and complex. With regard to job satisfaction, the pay level is the amount of income associated with each job is important. Employers seeking to attract another organization's employee often do so by offering higher pay. Benefits such as insurance and vacation time are important, but employees often have difficulty measuring their worth. Therefore, benefits influence job satisfaction, employees may not always consider them as much as pay itself (Noe & Gerhart, 2003). Most studies stress the importance of compensation in attracting and keeping or reducing turnover and separation, particularly for workers whose skills and responsibilities are unique or indispensable to the organization or for the worker whom the organization invests considerable resources in recruiting and training programs.

According to Clarence and Alex (2004) companies in highly competitive local labor markets expected to pay highly competitive rates against their competitors in each of their job classifications, either it is semi-skilled or unskilled position.

Merit pay can play in attracting and minimizing employee turnover. Gedefaw (2012) on his research claimed that, salary and benefit were one of the major reasons for teachers' dissatisfaction. Low level pay has made a significant impact on teacher's classroom performance and on the quality of education.

2.6.4. Leadership Style and Characteristics of Work Environment

Staff turnover has been always a key concern issue faced by organizations regardless of its locations, sizes, nature of the organization or strategy of the business. It is believed that in any measure that staff turnover is costly to all levels of organizations regardless of its nature and usually, the productivity and quality of the products or services of all kinds of organizations are always negatively affected. It also brings destruction to the organizations in the form of cost, loss in productivity, declining in number of customers and others (Choi, Lee, Wan, & Ahmad, 2012).

Leadership style is one of the influential factors for employee to leave their job or intent to leave. The study conducted by Jane, Namusonge, & Mike, (2012) in public universities

revealed that, unfavorable leadership practice was one of the basic reason for employees to leave.

Therefore, there is indispensable attention to the importance of leadership style to the operation of the organization in terms of minimizing employee turnover. Employees are one of the most valuable asset in the organization that leader to lead in a way that enhance employees motivation level for effective and efficient accomplishment of the organizational objectives such as productivity, profitability, and growth whereby at the ultimate minimizes staff turnover.

2.6.5. Career Development

David and Stephen (2005) Career development is another leading factor that contributes to employee turnover and separation. It is defined as advancement. Career development is the pattern of work-related experiences that span the course of a person's life. Career development is a process through which the action plans are implemented. It is where individual career plans encounter organizational realities (Herbert, Donald, John, & Lee, 2000).

It is a guarantee for an employee to be promoted. Employee's commitment towards achievement of organizational goal will be developed by creating sense of ownership among the employee of the organization (Dessler, G. 2000).

Dessler,(2000) affirmed that career development programs of an organization helps an individual in the organization to see himself and develop career potential. Therefore, workshop, and other skill assessment and career gap analysis are implemented to identify career-related skills and develop the need they require. Hence, structured and well function development plan encourage employees and enable them to have equal opportunity and make themselves promotable at their firm. Organizations make the system easier for employee to choose and get lateral move. It also provides continues opportunity for each employee to grow, by learning new subject and meet new challenges there by foster commitment.

Such a clear and equal opportunity in career development build sense of organizational ownership and minimizes employee turnover and separation (Dessler, 2000).

From organizational view point Llyod and Leslie (2004) career development can reduce costs due to employee turnover. And from employee's side career improve moral, boost productivity, & help the organization becomes more efficient. Career development has a positive effect on the employee.

Lloyd and Leslie (2004) stated that career development is an ongoing formalized effort by an organization that focuses on developing and enriching the organization's human resources in light of both the organization and individual needs. The organizations develop and communicate career opinions with the organization to employees and employees by their side prepare themselves to receive encouragements, pp 228-229.

2.7. Effects of Employee Turnover and Separation

Employee turnover and separation can have detrimental effects on clients and remaining staff members who struggle to give and receive quality services when positions are vacated and then filled by inexperienced personnel. Also, high rates can bring about client's mistrust and discourage workers from remaining loyal to the organization or even those seeking to enter it. Additionally, labor turnover is costly and unproductively time consuming, and it is responsible for the early cycle of recruitment employment orientation production, resignation that is detrimental to the reputation of organizations which are entangled in it.

Yared D. (2007), on his research conducted at the IRC stated that the organization has been incurred a huge amount of money in a year because of staff turnover. Accordingly, the institute was incurred costs for vacancy posting, medical checkup expense, telephone call for checking references, travel cost, costs related with orientation new recruited employees, relocation expenses and others which estimated to birr 202, 200.00. He also underlined other non-financial values that the organization has lost including, time spend by managers to review the employment process, loss of organizational memory, time and money spent for training of newly employed personnel until he gain the desired level of skills are other major factors that the institute have lost.

2.7.1 Loss in Productivity

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).

2.7.2 High Training and Recruitment Costs

Once new employee come on board, they could have to go through the company's laid down training, orientation/induction programs. These activities are organized at an extra cost to the organization depending on their frequency. However, with a low rate of labor turnover, a greater percentage of this cost could be avoided (Henry, 2007).

Job security takes away the fear which prevents total commitment of employees to the organization. The employment security debate rest upon the crucial question of how much value the company places on stability of employment within its overall philosophy. Whether organizations really believe that job stability gives the business a competitive advantage is determined by their rates of labor turnover, obviously, where job insecurity is the order of the day, employees tend not to give off their best at the workplace as they mostly live in fear of losing their job (Henry, 2007).

2.7.3 Loss of Experienced and Skilled Personnel

Labor turnover results in the loss of some of the very experienced and skilled employees. This adversely affects the organization since quality of output tends to suffer. it will therefore, take some time for new employees to have control over their respective roles whereas existing employees would not have to go through that process. In terms of output however, it is the organization that losses.

2.7.4 Loss of Confidence

When labor turnover rates becomes so alarming the public will began to lose confidence in the operation of the organization. The future or survival of the organization will be in doubt to the public once they see employees moving in and out or quit the organization. In addition to this loss in public confidence can bring a problem in getting of qualified employee to replace those left the organization. This is obvious because it is the employees who demonstrate what the organization represents through the delivery of quality output or service to the public. And if these same employees have uncertain future in the organization then eyebrow will surely be raised (Henry, 2007).

2.8. Conceptual Framework of Employee Turnover

The conceptual frameworks for the study taken Job performance as dependant variable and, work load, employee salary, job satisfaction, and work to family conflict are taken as an independent variable. The dependant variable, employee turnover, can be explained by the independent variables; salary job satisfaction, personal issue, work stress, work load, and organizational performance. As work stress increase among workers, disagreement occurs

and this leads to turnover. Salary and compensation practice, training and career development, and job dissatisfaction are other independent variables which if not managed and implemented properly leads to turnover. The above mentioned independent variables negatively impact turnover, the dependant variable. They can be seen as avoidable variables. Addressing these issues could also be considered as addressing what effects can bring employee turnover on job performance (Candle, 2010)

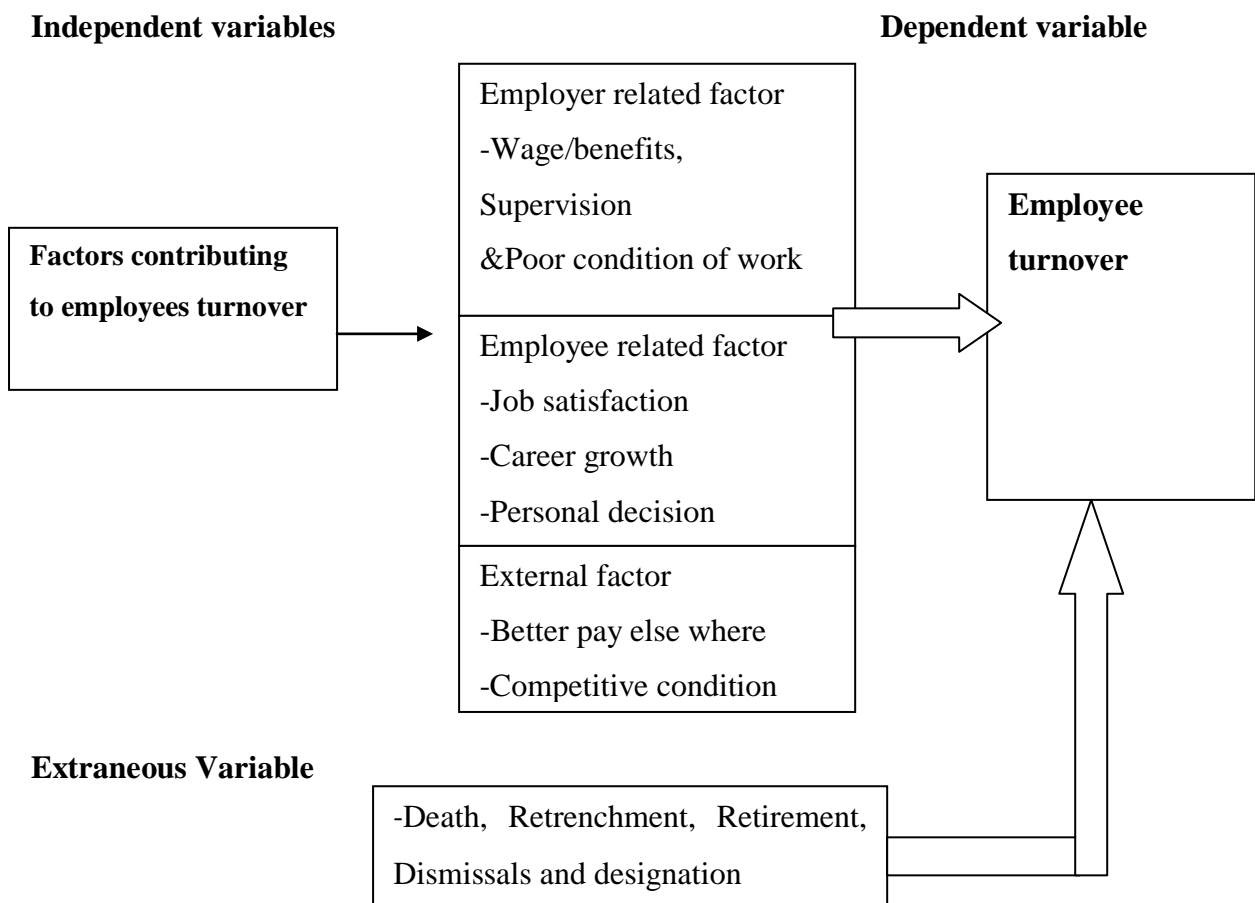


Figure 2.2: Conception Framework

Source: Adopted from Candle: 2010 and developed by researcher: 2012.

Figure: 2.2 above illustrate the factors that contribute to employees’ turnover. These factors are categorized into three categories namely; employer related factors, employee related and external related factors. The three categories of factors and extraneous variables which were regarded as independent variables and employees’ turnover was dependent variable. If the organization lacks proper policy of how to deal with independent variables automatically will result into organization losing its manpower (employees turn). The Figure 2.2 provides a brief relationship between employer related factors, employee related factors, external factors and the extraneous variables on how they contribute to employees turnover. Extraneous variables in the study included death, retrenchment, retirement and dismissals.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

In this chapter, the practical methods are used descriptive survey method. In an effort to investigate the impacts of teacher turnover in Gambella education and Health College descriptive survey method was employed. This is because the study intended to make detail description and analysis of current situations of; employee turnover impact on the college performance. The chapter contains: research design, the study area, study subjects, sources of data, methods of data collection, and method of data processing and analysis are presented independently as follows.

3.1. Research Design

According to Singh (2006), research design is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidences and reporting the findings. From 7 department teachers and staff College employees are selected by using Stratified random sampling and purposive sampling method by assuming representativeness all other employees. Therefore, to make this practical both quantitative and qualitative research methods were used to approach the study subjects. The quantitative method is used by considering 40% of the target population by using Stratified random sampling method for teachers of the institution employees, and questionnaires have been distributed to the respondents. In addition, the qualitative research methods were used to approach the study subject's purposively non-random sampling method for HR departments of the college, and interview were adopted for collect information. After the required data have collected, it is processed, and analyzed by using descriptive Statistical survey method.

3.2. Source of Data

In attempt to address the assessment of impacts of employee turnover, its factors/causes and management practice and to provide possible recommendations, the researcher used both primary and secondary data sources.

3.2.1. Primary data sources

With regard to primary data, the data collected through questionnaire filled by the teachers of the institutions and interview conduct with management and other concerned body.

3.2.2. Secondary data sources

As far as secondary data is concerned, relevant data are collected from the institutions HRM department reports and previous documents about teachers statistical data and other available

sources for understand rule and regulation of HRM in Gambella teacher’s education and health Science College.

3.3. Sampling and Sampling Techniques

3.3.1. Sampling

The target population under study is 139 teachers in the college; the principle of 40% sample size of the total population of the study area by Huysamen (1991) guided the study. Hence 56 sample size of teachers selected and field out questionnaire.

On the other hand by using non probability sampling method/purposively 8 respondents selected from the college HR department for interview. Therefore, total respondents are 64

Table: 3.1 Sample Size Obtained Randomly

Sector	Population	Sample Questionnaire Distributed	Numbers of Questionnaire Considered
Education Teachers	80	$80/139*56=32$	32
Health Teachers	59	$59/139*56 =24$	24
Total	139	56	56

Source: - Gambella Education and Health College HRD office information (2017)

Table 3.2: Sample Size Obtained Purposively

Office	Sample size
Head of college	2
HRD	2
Educational case team office	2
Health Education case team office	2
Total	8
Grand Total	64

Source: - Gambella Education and Health HRD office information (2017)

Table 3.3: Trend of turnover at Gambella teachers Education and health Science College

Years of termination	Total- employees	Terminated	Terminated (%)
2015	122	9	7.38%
2016	129	20	15.5%
2017/18 since December	164	25	15.24%
Total	415	54	13.01%

Source: Institutions HRD, in 2017/18

As indicted in table 1above, during the period between 2015/16 and 2017/18 the total 415teacher’s employees in the Institutions. On the other hand, in the years under review 54 employees had terminated their employment with in institution. The turnover rate in the current year (2017/18) in the table 1above is high (15.24%) in institutions.

According to basic volunteer turnover rate 56 formula this means $9*100/122=7.38$, $20*100/129=15.5$ and $25*100/164= 15.24$ percent respectively with in a period teacher terminated. In this educational institutions within three years the total number of terminated employee are 54 (13.01%).

3.3.2. Sampling Techniques

For the purpose of this study, Stratified random sampling technique is used for the existing teachers and purposive sampling technique for interviewee respondents. Moreover, a Stratified random sampling technique (teachers) is considered suitable technique for selecting a representative sample & to reduce bias. The purposive sampling technique is used to select the employees by considering top management from the college and interviewee respondents in the institutions. The college has about 139 teachers in three years. Among those employees the sample is taken 56 teachers which are $56/139*100=40\%$ of the target population.

3.4. Data Collection Instruments

In this study, questionnaire and personal interview are utilized.

3.4.1. Questionnaire

A questionnaire is one particular type questioner of survey tool which asks for responses to a set of questions. Good research design is a key to gathering good research result (Zikmund, 2003). One can involve large numbers of people by using a questionnaire (Hult, 1986:37). It is the main data collection tool, because of its simplicity for survey study that has large size of respondents. The type of questionnaires was closed-ended item employed Likert scale which 5 levels of from strongly disagree-strongly agree. All questionnaires were prepared in English; it will not be a problem for respondents to understand the questionnaire, taking in to account that, the medium of instruction and their level of qualification at the college.

3.4.2. Interview

An interview is a data-collection method in which an interviewer (the researcher or someone working for the researcher) asks questions to an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data (Johnson and Christensen, 2008:203). The interview conducted on a face-to-face basis. As a result 8 employees from HR managers and dean of college were involved in the study.

The structured and unstructured interview guiding questions which were used in conducting the interview have two parts, the first part contained the background information about the interviewees and the second part contained seven (7) questions and in addition to this, after the necessary explanations were given and consensus was reached among the researcher and the interviewees, the interview was conducted and all the responses of the interviewees were written on a note book.

3.5. Data Collection Procedure

To collect primary and secondary data, varieties of relevant data collection tools were used. According to interview schedule and structured interview were primarily employed to collect primary data.

The interview schedule contains open ended questions and it was used to obtain the perception of contributing factors to teacher turnover. The researcher also used questionnaire for teacher respondent.

3.6. Method of Data Analysis

The study used qualitative (in-depth interview) and quantitative (survey questionnaire) means; to collect information is used quantitative means and to analyze the collection of information or data is used qualitative means of research. Regarding the interpretations for

variables used on Likert scale; measurement was used on the basis of the survey; 5=strongly agree; 4=agree; 3= neutral; 2 = disagree; 1=strongly disagree. The mean level of agreement between the groups is categorized on the percent; To meet the objectives stated in the above section, data collected from structured questionnaire(closed questions) and interview have been analyzed using descriptive statistics such as percentage.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This part of the thesis deals with presentation, analysis, and interpretations of data gathered from teachers and top management of the college. The data was obtained through questionnaire, interview and document analysis. Based on this, the basic questions raised in this study were treated.

4.1. Presentation and Analysis

This section generally deals with detail of the presentation, analysis, and interpretation of the data relating to the background information of the sample population and their responses to the items that are set in the instruments.

These research questions were approached by using the questionnaire based on the Likert Scale, which studied the attitudes of the respondents and informants employees regarding factors/cause contributing to teacher's employee turnover of institution under the study. In addition to these, different documents regarding to the topic of study in institutions under the study have been used for the discussion and analysis.

4.1.1. General Characteristics of the Respondents

The general characteristics of the respondents include personal and professional characteristics of current employees. We can understand from table 2 below, the description of the respondents' general characteristics about sex, age, marital status, educational qualification and work experience.

Table 1: General characteristics of respondents

Item	Measurement	Responses	
		Frequency (No)	Percent (%)
Age Group	Below 25	5	7.8%
	26-30	20	31.2%
	31-35	17	26.5%
	36-40	12	18.7%
	Above 41	10	15.6%
	Total	64	100
Sex	Male	48	75%
	Female	16	25%
	Total	64	100
Marital Status	Single	36	56.2%
	Married	28	43.8%
	Total	64	100
Academic	PHD	0	0
	MA	16	25%
	Degree	38	59%
	Diploma	10	16%
	Total	64	100
Service Year in college	Less than 1 Year	9	14%
	1 to less than 2 years	25	39%
	2 to less than 5 years	16	25%
	5 to less than 10 years	10	16%
	10 years or more	4	6%
	Total	64	100

Source: Computed from *questionnaires, 2018*

As shown in table 2; 7.8, 31.2, 26.5, 18.7 and 15.6 percent of both teacher and HR respondents are in the age below 25, between 26 and 30, between 31 and 35, between 36 and 40 and above 41 respectively. The majority of current teachers' respondents (31.2percent) are below the age of 35. Age is consistently and negatively related to turnover. Younger teacher are more likely to resign than older employees. From this data we deduce the majority of the

respondents are young, it means most college teachers are Younger's, and the Younger teachers are loss in college.

As indicated in table 2, 48(75%) and 16(25%) both respondents are male and female respectively. This implies that the majority of the employees are males. The above table 3, also shows that, 36(56.2%) are single, and the rest, that is 28(43.8%) are married.

As shown in table3, 16(25%) both of teachers and HR a respondents are qualified at second degree level; 38(59%) and 10(16%) of current employee respondents are qualified at first degree and diploma level respectively.

As shown in table 2,9(14%) both of teachers and HR respondents are Less than 1 Year Service in college; 25(39%) both of teachers and HR respondents are 1 to less than 2 years Service in college;16(25%) both of teachers and HR respondents are 2 to less than 5 years Service in college;10(16). and 4(6%) both of teachers and HR respondents are 5 to less than 10 years and above 10 years service years in the college respectively.

4.1.2. The motivated factors for teachers to be employed /join teaching

Table 2: what does motivated factors for teachers to be employed in the college?

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	I went into teaching because it is such a challenging profession.	25	44.6	19	33.9	3	5.3	6	10.7	3	5.3
2	There is a lot of growth potential in the educational field	18	32.1	26	46.4	6	10.7	3	5.3	3	5.3
3	The philosophy of public education inspires me to continue to teach.	3	5.3	6	10.7	3	5.3	25	44.6	19	33.9
4	I love working with student in all areas of the educational setting (teaching, coaching, mentoring, etc.).	9	16	25	44.6	6	10.7	10	17.8	6	10.7
5	I feel challenged in my job as a teacher.	3	5.3	6	10.7	3	5.3	25	44.6	19	33.9
6	Having children learn from me keeps me motivated.	27	48	18	32.1	-	-	5	8.9	6	10.7
7	The joy of teaching young people keeps me motivated year after year.	7	12.5	8	14.2	5	8.9	21	37.5	15	26.7
8	The social status of the teaching profession is encouraging	20	35.7	10	17.8	6	10.7	11	19.6	9	16
9	I feel that I am making a difference in the lives of student	4	7.1	3	5.3	1	1.7	28	49.9	20	35.7
10	I have a strong commitment to the field of education	2	3.5	-	-	-	-	28	50	26	46.4

Source: questioner 2018

As shown table 3 above teachers' respondents were given about what motivated teacher's employees to be employed in the college. Based on data analysis result on item 1, 25(44.6%), 19(33.9%), 3(5.3%) of respondents strongly disagree, disagree and neutral respectively and 6(10.7%) and 3(5.3%) agree and strongly agree respectively. Then respondents 44.6% response was strongly disagree related to teachers as a challenge profession. Similarly some

interview respondent “academic dean” said that most teachers in our college during time of recruited and hired they have highly motive.

As shown table 3, item 2 18(32.1%), 26(46.4%), 6(10.7%), 3(5.5%), 3(5.3%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. As data analysis 26 respondents which cover 46.4% disagree about a lot of growth potential in the educational field. This idea refer to incentive are not a major taken as teacher motivated to employed in the college.

As shown table 3 item 3; 3(5.3%), 6(10.7%), 3(5.3%), 25(44.6%), 19(33.9%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority of respondents 44.6% agree public education inspires continue to teach; currently existing teacher being their motivation lays on public education as create a good track of for their continuities of teaching.

As shown table 3 item 4; 9(16%) 25(44.6%) 6(10.7%), 10(17.8%) 6(10.7%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. with regarding item 4 above 44.6% as they love working with student in all areas of the educational setting. This idea have support response with .item 1 above teacher profession is not challenge a less coaching and monitoring students based on their educational setting. As indicated on item 4 result analysis teacher professions was one of motivated teachers to employee in the college.

As shown table 3 item 5; 3 (5.3%), 6(10.7%), 3(5.3%), 25(44.6%), 19(33.9%)of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority of respondents 44.6% agreed about they feel challenged in their job as a teacher.

As shown on table 3, item 6 27(48%) 18(32.1%) 5(8.9%) 6(10.7%) of respondents strongly disagree and disagree respectively and 5(8.9%), 6(10.7%) of respondents agree and strongly agree respectively about children learn from their keeps them motivated. This result indicated that teachers motivated rose from different angel of their view.

As shown on table 3, item 7; 7(12.5%) 8(14.2%) 5(8.9%) 21(37.5%) 15(26.7%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. Regarding 37.5% respondents responds was agree joy of teaching young people keeps them motivated year after year.

As shown on table 3, item 8 20(35.7%), 10(17.8%),6(10.7%), 11(19.6%) and 9(16%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively. as

design table 3 above, on item 8, 35.7% of respondents responded as strongly disagree about social status of the teaching profession is encouraging. Similarly this data analyzed result the interviewer said that teacher by themselves their arose different motivation to be employee in the college but the surrounding social status was not teaching as profession is encouraging.

As shown on table 3, on item 9 4(7.1%) 3(5.3%) 1(1.7%) 28(49.9%) and 20(35.7%) of respondents strongly disagree, disagree, neutral, agree and strong agree respectively. As demonstrated on table 3 on item 9 majority 35.7% of respondents response was strongly agree with as they feel that there were making a difference in the lives of student. This result show that teacher motivated to teaching students in proper manner.

As shown on table 3, on item 10; 2(3.5%), 28(50%) and 26(46.4%) of respondents strong disagree, agree and strongly agree respectively. Around 50% respondents were agreeing about the statement of a strong commitment to the field of education. This result shows that teacher highly motive towards their committed to the field of education.

As shown on table 3, on item 11; 17(30.3%) 21(37.5%) 8(14.2%) 10(17.8%) of respondents strongly disagree, Disagree, agree and strongly agree respectively. The majority of around 37.5% were response was disagree about the public has negative views of the teaching profession. Information gathers from “higher education Officers” regarding motivation of teacher employees in the college there was not specific identification of what they lead to motive but their motivation was very high, not in general in particular the surrounding environment has negative views of the teaching profession.

Overall data analysis indicates that 50.55 % of respondent’s agree what motivated teacher’s employees to be employed in the college with the statement that examine to motivated to be employed in the college that was their motivation a positive of think teacher profession are chosen. Similarly interviewee suggested that the same idea about what motivated teachers employees to be employed in the college “HRD” respondents were response was teachers during recruited in our college very warm full to their profession and talked to enthuses to serve a community as well.

4.1.3. Working environment in the college

Table 3: How is the working environment in the college?

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	My administrators support my decisions and actions	17	30.3	14	25	4	7.1	11	19.6	10	17.8
2	My administrators create an endless amount of unnecessary paperwork.	5	8.9	6	10.7	10	17.8	19	33.9	16	28.5
3	Too many duties related to my job do not involve instruction	3	5.3	4	7.1	-	-	30	53.5	19	33.9
4	My academics dean is very supportive of the staff when teaching methods are being implemented.	40	71.4	11	19.6	-	-	5	8.9	-	-
5	The administrators ensure that teachers are not isolated and overwhelmed in their new assignment.	37	66	10	17.8	9	16	-	-	-	-
6	The organization of the education department in my building creates too much paperwork for the general education teacher.	17	30.3	13	23.2	2	3.5	14	25	10	17.8
7	My department head ensures that we have the necessary materials to carry out our teaching assignment.	7	12.5	9	16	20	35.7	16	28.5	4	7.1
8	The college climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach.	40	71.4	16	28.5	-	-	-	-	-	-
9	My administrators deal with difficult students very effectively.	33	58.9	8	14.2	10	17.8	4	7.1	1	1.7
10	Violence and major discipline problems exist in my college.	-	-	1	1.7	5	8.9	37	66	13	23.2
11	A large majority of the students in my building have no respect for teachers; however, the administrators impose strong discipline.	-	-	-	-	6	10.7	32	56.1	18	32.1
12	The administrators set the tone for a very safe environment	44	78.5	11	19.6	-	-	1	1.7	-	-
13	The college climate in my building is positive and creates a high level of staff morale	36	64.2	13	23.2	7	12.5	-	-	-	-

Source: questioner 2018

As shown on table 4 above, item 1; 17(30.3%), 14(25%), 4(7.1%), 11(19.6%) and 10(17.8%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively about administrators support decisions and actions. With regard to data analysis 30.3% and 25% strongly disagree and disagree respectively. As demonstrated the result analysis administrators were not support decisions and actions of teachers in the college.

As shown on table 4 above, item 2; 5(8.9%), 6(10.7%), 10(17.8%), 19(33.9) and 16(28.5%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively about administrators create an endless amount of unnecessary paperwork. Based on the data obtained 33.9% and 28.5% of respondents agree and strongly agree on item 2. This result indicated that administrators loaded a teacher by unnecessary works.

As shown on table 4 above, item 3; 3(5.3%) 4(7.1%) 30(53.5%) and 19(33.9) of respondents strongly disagree, disagree, agree and strongly agree respectively about statement of duties related job do not involve instruction. The respondents around 53.5% and 33.9% agree and strongly agree respectively. The result analysis revealed that management does not response their duties and set out instruction as well.

As shown on table 4 above, item 4; 40(71.4%), 11(19.6%) and 5(8.9%) of respondents strongly disagree, disagree and agree respectively about academics dean is supportive of the staff when teaching methods are being implemented. The respondents around 71.4% strongly disagree regarding the statement of item 4. This result indicated that even academic dean also was not supportive and eager to implemented teaching methods in the college.

As shown on table 4 above, item 5; 37(66%) 10(17.8) and 9(16%) of respondents strongly disagree, disagree and neutral respectively about administrators ensure that teachers are not isolated and overwhelmed in their new assignment. Almost 66% of respondents strongly disagree teachers are not isolated and overwhelmed in their new assignment. This result analysis indicated that in the college there is isolated into teacher of the college. Regarding this the working environment of the college were not create good opportunity for current teacher where exist in the college.

As shown on table 4 above, item 6; 17(30.3%) 13(23.2%), 2(3.5%) 14(25%) and 10(17.8%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively about the organization of the education department in building creates too much paperwork for the general education teacher. The majority of respondents 30.3% strongly disagree and

25% agree respectively the organization in building creates paperwork for the general education teacher. This analysis result show that the working environment in the college is negative but some level of refers to the department at positive level of working environment in the college.

As shown on table 4 above, item 7; 7(12.5%) 9(16%) 20(35.7%) 16(28.5%) 4(7.1%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively about department head ensures that have the necessary materials to carry out for teaching assignment. 35.7% of respondents were neutral regarding on item7. This result shows that there is no Constance of material distribution for teaching purpose in the college.

As shown on table 4 above, item 8; 40(71.4%) and 16(28.5%) of respondents strongly disagree and disagree respectively about the college climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach. almost 100% of respondents were disagree on item 8. This result demonstrated that regarding to the college climate not created strong leadership team it makes negative environments in the college.

As shown on table 4 above, item 9; 33(58.9%) 8(14.2%) 10(17.8%) 4(7.1%) and 1(1.7%) of respondents strongly disagree, disagree, neutral, agree and strongly agree respectively about administrators deal with difficult students very effectively. The majority of respondents 58.9% strongly disagree on item 9. This show that administrators are not deal with difficult students acts like to disturbance of the college environments, based on this the level of working environment in the college were under status.

As shown on table 4 above, item 10; 1(1.7%), 5(8.9%), 37(66%) and 13(23.2%) of respondents disagree, neutral, agree and strongly agree respectively about Violence and major discipline problems exist in college. The majority 66% of respondents agree on item 10 where there is major discipline problems exist in the college. The results of data analysis shown that discipline problems existing in the college result of a negative working environment could make in the college.

As shown on table 4 above, item 11; 6(10.7%) 32(56.1%) 18(32.1) of respondents disagree, neutral, agree and strongly agree respectively about majority of the students in building have no respect for teachers; however, the administrators impose strong discipline. 56.1% of respondents were response was agree on item 11. This result problem of student discipline

regarding to respect for giving to teacher this inversely the college working environment lead to negative.

As shown on table 4 above, item 12; 44(78.5%) 11(19.6%) and 1(1.7%) of respondents strong disagree, disagree and agree respectively about administrators set the tone for a very safe environment. The majority 78.5% of respondents strongly disagree on item 12. The result indicated that there is no safe environment in the college.

As shown on table 4 above, item 13; 36(64.2%) 13(23.2%) and 7(12.5%) of respondents strong disagree, disagree and neutral respectively about the college climate in building positive and creates a high level of staff morale. 64.2 % of respondents were response was strong disagree on item 13. The data analysis result show that the college climate not building positive staff morale.

Overall data analysis indicates that a negative working environment in the college with regarding the statement that assess to how the working environment is in the college. However, the majority item on above table response was, for positive item of working environment the data shown a negative response, and for negative item of working environment, the data shown a positive response. This resulted show that there is no positive working environments in the college, and the data also gathered from “higher officer” interview similar idea where given response regarding to “how the working environment is in the college” as mention that most of the time there were discipline problems exist in my college, Violence as major discipline problems, and the top management are not supportive for create conducive environment in the college.

4.1.4 The reasons for leaving the job from the college

Table 4: What are the reasons for leaving the job from the college?

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	The organization is impartial for overall employee benefits	25	44.6	19	33.9	3	5.3	6	10.7	3	5.3
2	Managers encourage team works	18	32.1	26	46.4	6	10.7	3	5.3	3	5.3
3	Your immediate boss arrange flexible working conditions	3	5.3	6	10.7	3	5.3	25	44.6	19	33.9
4	Organization provides necessary tools to complete the jobs	9	16	25	44.6	6	10.7	10	17.8	6	10.7
5	Mismanagement is one of the reason employees leave their jobs.	3	5.3	6	10.7	3	5.3	25	44.6	19	33.9

Source: questioner 2018

As shown in the table 5 above item 1, respondents of teachers were asked about the organization is impartial for overall employee benefit, 25(44.6%) and 19(33.9%) respondents responded strongly disagree and disagree respectively, 3(5.3%) neutral, 6(10.7%) agree, and 3(5.3%) strongly agree with the statement. The majority 44.6% of respondents strongly disagree on item 1.

As shown in the table 5 above item 2, respondents of teachers were asked about the Managers encourage team works, 18(32.1%), 26(46.4%), 6(10.7%), 3(5.3%) and 3(5.3%) of respondents strong disagree, disagree, neutral and agree respectively on item 2. the major 32% and 46.4% respondents strongly disagree and disagree. This result indicated that managers were not encouraging team work as if it is a one reason teacher employee to leave the college.

As shown in the table 5 above item 3, respondents of teachers were asked about their immediate boss arrange flexible working conditions, 3(5.3%), 6(10.7%), 3(5.3%)25(44.6%) and 19(33.9%)of respondents strong disagree, disagree, neutral and agree respectively on item3. 44.6% of respondents were response was agree immediate boss arrange flexible

working conditions. The result of data indicated that the immediate boss is not a reason for teacher employee leaves the college.

As shown in the table 5 above item 4, respondents of teachers were asked about Organization provides necessary tools to complete the jobs, 9(16%), 25(44.6%), 6(10.7%), 10(17.1%) and 6(10.7%) of respondents strong disagree, disagree, neutral and agree respectively on item4. 44.6% of respondents were response was disagree provides necessary tools to complete the jobs. The result indicated that the necessary tools to complete the jobs not provides so it is a one reason teacher employee leaves the college.

As shown in the table 5 above item 5, respondents of teachers were asked about mismanagement is one of the reason employees leave their jobs, 3(5.3%), 6(10.7%), 3(5.3%) 25(44.6%) and 19(33.9%) of respondents strong disagree, disagree, neutral and agree respectively on item 5.

44.6% of respondents were response was agreed mismanagement is one of the reason employees leave their jobs. The result indicated that the mismanagement is one of the reason teacher leave the college.

The overall data analysis indicates that 78.5% of teachers of the GEHSC and HR respondents agree that mismanagement is one of the reasons for teacher to leave the college. The same question was asked using interview why employee are leaving their job. “Higher officer” responded that, unattractive benefit packages, unfair staff treatment by managers like act of nepotism, unfair promotion procedure, unwillingness of leaders not allowing employees to participate in the decision making process are some of main and basic reasons for employee to quit the job.

4.1.5 Leadership belief about the turnover of teachers from the college

Table 5: what does the leadership believe about the turnover of the employees from the College

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	Relation b/n managers and employee is good	30	53.75	20	35.7	1	1.7	4	7.1	1	1.7
2	Higher officials allow you to participate in decision making	4	7.1	20	35.7	30	53.7	1	1.7	1	1.7
3	Our management understands current work condition as means of turnover of teacher.	25	44.6	19	33.9	3	5.3	6	10.7	3	5.3
4	College leadership confirm there is mismanagement in the college	-	-	-	-	56	100	-	-	-	-

Source: questioner 2018

The research also investigated the leadership belief about the turnover of the employees from the college. With regard to this, as shown in table 6 above item 1, 30(53.75%) of respondents strongly disagree with the statement and 20(35.7% disagree, 1(1.7%), 4(7.1%), 1(1.7%) neutral, agree and strongly agree with the statement respectively. Response indicates that majority of respondent 64% of respondents are disagree with the statement item 1. The result revealed that the college leadership believes create a good relation between managements and teachers are not as a means of teacher turnover.

As shown in the table 6 above item 2, respondents of teachers were asked about Higher officials allow you to participate in decision making, 4(7.1%), 20(35.7%), 30(53.75%) 1(1.7%), and 1(1.7%), of respondents strong disagree, disagree, neutral and agree respectively on item 2. 53.7% of respondents were response was neutral Higher officials allow you to participate in decision making. The result indicated that teacher respondent's no in decision making the leadership believes teacher turnover in the college are not identified in specific manner.

As shown in the table 6 above item 3, respondents of teachers were asked about management understand current work condition as means of turnover of teacher. 25(44.6%), 19(33.9%), 3(5.3%) 6(10.7%), and 3(5.3%), of respondents strong disagree, disagree, neutral and agree respectively on item 3. 44.6% of respondents were response was strong disagree management understand current work condition as means of turnover of teacher. The result of data indicated that leadership are not believes for the turnover of the employees from the college.

As shown in the table 6 above item 4, respondents of teachers were asked about College leadership confirm there is mismanagement in the college, 56(100%) of respondents neutral on item 4. The result of data analysis shown that teacher respondents still the leadership were not believe there are teacher turnover in the college.

The summarized response indicates that majority of respondent 64% are disagree with the statement of leadership believes teacher turnover in the college. The management of the college feels the presence of significant teacher turnover. In interviewee “higher officers” suggested that the turnover have the impact on the training process under: quality training, training programme and the work overload on the worker. This leads employee less job satisfaction, this also pull other employee turnover.

4.1.6. Effect of turnover on the college performance

Table 6, How the effect of turnover on the college performance

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	Student achievement in my college became less time to time	3	5.3	6	10.7	-	-	23	41	24	42.8
2	I believe novice teacher performed in the college than expert teachers	26	46.4	16	28.5	3	5.3	4	7.1	7	12.5
3	Change of terminated teacher replacement did not affect the college performance	44	78.5	12	21.4	-	-	-	-	-	-

Source: questioner 2018

As shown in the table 7 above item 1, respondents of teachers were asked Student achievement in my college became to less time to time, 3(5.3%), 6(10.7%), 23(41%), and 24(42.8%), of respondents strong disagree, disagree, agree and strongly agree respectively on item 1. 42.8% of respondents were response was strongly agree Student achievement in college became to less time to time. The result of data indicated that the teacher turnover affected the college performance.

As shown in the table 7 above item 2, respondents of teachers were asked believe novice teacher performed the college than expert teachers, 26(46.4%), 16(28.5%), 3(5.3%), 4(7.1%) and 7(12.5%) of respondents strong disagree, disagree, neutral, agree and strongly agree respectively on item 2. 46.4%of respondents were response was strongly disagree novice teacher performed the college than expert teachers. The result of data indicated that expert teacher turnover affected the college performance.

As shown in the table 7 above item 3, respondents of teachers were asked Change of terminated teacher replacement not affect the college performance, 44(78.5%) and 12(21.4%) of respondents strong disagree and disagree on item 3. 100% of respondents were response was disagreement teacher replacement not affect the college performance. The result indicated that teacher replacement affect the college performance.

The summarized response indicates that majority of respondents’ response was teacher turnover affect college performance from the interviewee of “dean, HRM, and higher officer” the researcher understand the impact of turnover on all over performance of college was high, because if there is the teacher turnover the institutions should be replace that teacher, during that time it has the impact under the: cost, time and also the replaced teacher as soon as adapt the work it affects the quality. These all affects the general performance of the institutions.

4.1.7. Measure should be taken to address the problem

Table 7: what measure should be taken to address the problem?

No	Item	SD		DA		N		A		SA	
		N	%	N	%	N	%	N	%	N	%
1	Our college leaders actively involved to address the problem.	26	46.4	16	28.5	3	5.3	4	7.1	7	12.5
2	Top management of the college taken currently the college faced teacher turnover.	44	78.5	12	21.4	-	-	-	-	-	-

As shown in the table 8 above item 1, respondents of teachers were asked college leaders actively involved to address the problem happen for any direction, 26(46.4%) 16(28.5%) 3(5.3%), 4(7.1%) and 7(12.5%) of respondents strong disagree, disagree, neutral, agree and strongly agree respectively on item 1. 46.4% of respondents strongly disagree college leaders actively involved to address the problem. The result indicated that no measure taken by leadership to address the problem.

As shown in the table 8 above item 2, respondents of teachers were asked Top management of the college currently the college faced teacher turnover.

44(78.5%) and 12(21.4%) of respondents strong disagree and disagree on item 2. 100% of respondents were response was disagreement top management of the college extremely measurement taken currently the college faced teacher turnover. The result of data indicated that no measure taken by leadership to address the problem. All the “dean, higher officer and HRD” interviewees’ side taken from that we had giving teacher orientations and training during recruitment time, but it is not satisfactory 100%. So, it indicates there was shortage of training and orientation during recruitment time in the college. In addition to, the above interviewee’s side taken from “dean, higher officer and HRD” on the mechanisms of retention to reduce the teacher’s turnover, institution is tried to use different mechanisms such as:

1. Gives the education chance for teachers and other member staff of the college diploma to degree level and for degree-level to second degree-level, by full sponsor with keeping the other benefits.
2. Given summer training with wage

4.2. Discussions and Results

The main purpose of this study was to assess factors contributing for teacher turnover. Thus, the finding of the study has been interpretation and result as follows.

4.2.1 Motivated teachers to be employed

Overall data analysis indicates that 50.55 % of respondent’s agree what motivated teacher’s employees to be employed in the college with the statement that examine to motivated to be employed in the college that was their motivation a positive of think teacher profession are chosen. Similarly interviewee suggested that the same idea about what motivated teachers employees to be employed in the college “HRD” respondents were response was teachers during recruited in our college very warm full to their profession and talked to enthuses to

serve a community as well. This finding is consistent with the finding of Herzberg (1959), proposed a two factor theory or motivation-hygiene theory. According to him there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction. According to Herzberg the opposite of satisfaction is no satisfaction and the opposite of dissatisfaction is no dissatisfaction. Herzberg proposed that every worker has two sets of needs –motivational hygiene needs. The theory suggest that teachers will stay in their posts as long as they can satisfy their needs and they are motivated (job satisfaction), but when their needs are not meet they automatically call for departure hence teacher turnover. Similarly the result of this finding consistent with the finding of (Luthans, F. 2005: 240). Maslow (1943) once a given level of needs is satisfied it on a longer helps to motivate. Thus, next higher level of needs has to be activated in order to motivate and thereby satisfy the individual. This theory carries some weakness of not recognizing multiple needs, that you can need physiological, social and esteem needs at the same time and not each at a particular time, and this is the reality, that always an employee who tends to seek and fulfilled all needs which he or she desires to attain.

4.2.2. Working environment in the college

According to the data analysis result indicates that a negative working environment in the college with regarding the statement that assess to how the working environment is in the college. However, the majority item response was, for positive item of working environment the data shown a negative response, and for negative item of working environment, the data shown a positive response. This resulted show that there is no positive working environments in the college, and the data also gathered from interview similar idea where given from “HO and HRD” respondents regarding to how the working environment is in the college as mention that most of the time there were discipline problems exist in my college, Violence as major discipline problems, and the top management are not supportive for create conducive environment in the college. This finding result consistent with the finding of Weiss (1999). Teachers has a significant contribution in the education process through implementing the designed curriculum to achieve the desired educational goal. And the successful implementation of the curriculum depends to a large extent on a positive working environment that reinforces teaching job satisfaction, career commitment and plan to remain in the profession. Thus having Poor working conditions could lead teachers to develop negative perceptions that could become obstacles which affect teaching and weaker teachers’ commitment to their work and their decision to stay or leave their profession or their school.

4.2.3. The reasons for leaving the job from the college

The overall data analysis indicates that 78.5% of teacher of the GEHC respondents agree that mismanagement is one of the reasons for teacher employee to leave the college. The same question was asked using interview to “Academic dean, Higher Officers and HR” respondents why employee are leaving their job. They were responded that, unattractive benefit packages, unfair staff treatment by managers like act of nepotism, unfair promotion procedure, unwillingness of leaders not allowing employees to participate in the decision making process are some of main and basic reasons for employee to quit the job. This finding result similar with the finding of David, Mark, and Ben (2006) Manager’s inadequate knowledge about the human resource management is one of the core and basic reason for employee dissatisfaction and leave. Similarly this finding result harmony with the finding of Jane, Namusonge, & Mike, (2012) Leadership style is one of the influential factors for employee to leave their job or intent to leave. The study conducted by in public universities revealed that, unfavorable leadership practice was one of the basic reasons for employees to leave.

Therefore, there is indispensable attention to the importance of leadership style to the operation of the organization in terms of minimizing employee turnover. Employees are one of the most valuable asset in the organization that leader to lead in a way that enhance employees motivation level for effective and efficient accomplishment of the organizational objectives such as productivity, profitability, and growth whereby at the ultimate minimizes staff turnover.

4.2.4. Leadership belief about the turnover of the teacher from the college

The summarized response indicates that majority of respondent 64% disagree with the statement of leadership believes teacher turnover in the college. The management of the college feels the presence of significant teacher turnover. The interviewee taken from “dean and higher officers” suggested that the turnover have the impact on the training process under: quality training, training programme and the work overload on the worker. This leads employee less job satisfaction, this also pull other employee turnover. This finding result constant with the finding of Choi, Lee, Wan, & Ahmad (2012) Staff turnover has been always a key concern issues faced by organizations regardless of its locations, sizes, nature of the organization or strategy of the business. It is believed that in any measure that staff turnover is costly to all level of organizations regardless of its nature and usually, the productivity and quality of the products or services of all kinds of organization are always negatively affected.

It also brings destruction to the organizations in the form of cost, loss in productivity, declining in number of customers and others.

4.2.5. The turnover has affected the college performance

The summarized response indicates that majority was teacher turnover affect college performance from the “teachers” and from the interviewee, “Dean and HO” response the researcher understand the impact of turnover on all over performance of institutions was high, because if there is the teacher turnover the institutions should be replace that teacher, during that time it has the impact under the: cost, time and also the replaced teacher as soon as adapt the work it affects the quality. These all affects the general performance of the institutions. This finding result similar to Beam,(2009), direct impact of turnover include separation and replacement costs as follows: separation costs, severance costs, unemployment insurance premises, outplacement fees, replacement costs and advertising costs, training costs, interview time, re-employee assessment and reallocation costs.

Indirect impact is hard to measure since it includes immeasurable variables such as the loss in organizational knowledge and skills, reduced growth lower productivity and negative impact among employees who stay at the organization. However as turnover increases, it reduces the productivity of the organization which leads to perform dismal in competition with other companies. The impact of employee turnover is manifested in schools as well. For instances there is a high rate of teachers attrition on schools, attrition does not simply mean a numerical loss but it also represents the loss of experienced teachers from the system. This is particularly the case where those who are leaving the profession are the more successfulness or qualified.

4.2.6. Measure should be taken to address the problem

All the interviewees that we had giving teacher orientations and training during recruitment time, but it is not satisfactory 100%. So, it indicates there was shortage of training and orientation in the college. From this data the researcher understand full training and orientations are necessary for Gambella teacher and health college teacher because, the college strategy and curriculum are change with in the short period based on our country industry growth and 100% of respondents response was disagreement top management of the college extremely measurement taken currently the college faced teacher turnover. The result of data indicated that no measure taken by leadership to address the problem. This study result harmony with the finding result of Aswathappa (2004) points out that retention plan

covers actions which could help reduce separations of employees, and such actions includes, compensation plan, by increasing pay levels to meet competition, improving pay structures to remove inequalities, altering payment systems to reduce excess fluctuations and introducing incentives that would match performance, performance appraisal to assess employee performance for at least once in a year, for cases where employees quit in search of green pastures, the employer should provide better career opportunities and ensure that employees are aware of such schemes, where employees quit because of conflict, the employer should maintain conflict at a reasonable level, and when conflict exceeds safe limits, should take to steps to resolve it, where it is due to induction crisis the employer should improve recruitment and selection procedures to ensure that job requirements are specified accurately, and that the people who are selected fit the specifications, and ensuring that candidates are given a realistic picture of the job, pay and working conditions, developing better induction and initial training programmes and where it is due to unstable recruits the employer should take more care to avoid recruiting unstable individuals by analyzing the characteristics of applicants who are likely of cause instability and using this analysis to select the right candidates.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In the previous chapter, analysis and interpretation of the study was made based on the data obtained through questionnaire distributed to teachers and interview conducted with college human resource management and academic dean. Based on the analysis and interpretation, conclusion and recommendations of the study were made as follows.

5.1 Summary

This chapter summarizes the main finding of the study and forwarded recommendations based on the studies finding and conclusion.

The main purpose of this study was to assess contributing factors to teacher turnover. To achieve the objective of the study, the following basic questions were formulated:

1. What does motivated teachers to be employed in the college?
2. How is the working environment in the college?
3. What are the reasons for leaving the job from the college?
4. What does the leadership believe about the turnover of the employees from the college?
5. How for the turnover has affected the college performance?
6. What measure should be taken to address the problem?

Based on the data, analysis and interpretation made in the previous chapter the major findings are summarized as follows.

In order to deal with the basic questions, two types of data gathering instruments (questionnaire and interview) were used. The colleges currently have 139 teachers. Out of these 10 (2.45%) employees have a service year of 10 or more. For the last three years the college had lost 54 teachers. The sample population included were 32 teachers from education, 24 from health teachers and 8 top management of sample population. In selecting the participants of the study for reasons explained in chapter three different sampling technique was used accordingly current teachers were selected by using proportional stratified, stratified random and simple random sampling technique and the top management of the sample college were included by employing purposive sampling technique. The statistical tools used to analyze the data were frequency, percentage, mean value, mean rank.

This study found that, inadequate environment working condition, lack of leadership, discrimination/partiality and disciplinary problem was the major factors that results in turnover of teachers in the college. And among the factors inadequate mismanagement and poor working environment conditions had more of an impact on teachers' turnover than the other factors described in this study. Moreover the finding of this study indicated that in Gambella education and Health College the factors that were identified by respondents' of this research as causes for teachers' turnover are similar.

In addition this study found that increasing leadership style, improving working environment of the college, improving benefit, facilitating professional development of teachers, improving the disciplinary problems, recruiting interested teachers to the profession are measures that should be taken to minimize teachers turnover. Those affect performance of institutions. Summary of findings as follows:

- Most of the current teacher employee respondents are found to be young and first degree holders who have more intention for turnover, male, single and had been in the institutions for less than five years.
- A positive think of teaching profession motivated teacher to be employed in the college.
- Negative work environment has been one factor contributing to teacher turnover in the college.
- Mismanagement is the major reason for teacher to leave from the college.
- The management of the college feels the presence of significant teacher turnover.
- Though the management of the college believes in training, most of the employees did not receive training and development effectively.
- Teacher turnover affects college performance, the impact of turnover on performance of institution was high, because if there is teacher turnover the institution should replace that teacher, during that time it has the impact under the: cost, time and also it affects the quality.
- Teacher orientations and training during recruitment time, but it is not satisfactory
- Interpersonal relationship in the institutions was not attractive.
- Management of the institutions was partial for overall benefits of the institutions.

5.2. Conclusions

On the basis of data analysis and summary made so far, it may be fair to conclude that government Gambella education and Health College in Gambella region are facing a challenge of losing teachers because of voluntary turnover.

Turnover is a burning issue for any institutions. For the steady quality of institution it is essential to maintain its skilled workforce. But most of the times it is very difficult to control the turnover rate within college. There are so many factors that affect turnover and also this turnover has different impacts on employees, customer's service, training process and institution growth. According to the analysis many solutions to reduce turnover has been discussed.

This turnover of teachers reduces the overall effectiveness of the institution which leads to the deterioration of quality learning. Because, teachers are crucial to the success of students and the college, the continuous turnover of teachers will affect the students' achievement and the overall institution activity.

Thus addressing the problem of teacher retention is an important concern for college. The data from this study suggest that that improvement in the condition of teaching job would bring about the desired outcome. Particularly improvements in teachers' benefit, avoid mismanagement, improving working environment of the college, Facilitating professional development of teachers, improve impartiality, improving the disciplinary problems of students contributes to lower rate of turnover and ultimately enhance the performance of the college.

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations are suggested to reduce turnover and increase retention of teachers given to the Gambella Education and Health College.

- ✓ To minimize/avoid teacher turnover and its impact on the institution performance, the management has to consider all the causes of teacher turnover.
- ✓ Poor working conditions could lead teachers to develop negative perception that could obstacle to effective teaching and weaken teachers' commitment to their work. Therefore the college management should try to improve class room condition, teachers' workload, instructional material supply and the overall working condition of schools to enhance teachers to do their job.

- ✓ Since the management of the college are aware of turnover and its impacts, it could strongly work on retention mechanisms like encourage employees to participate in decision making, giving promotions, sharing benefits based on their performance, giving clear path for career advancement, give Training and Development mechanisms etc as much as possible to increase the retention rate through well-developed training programs and reduce the impacts.
- ✓ Management motivates teachers in different angel to stay in the institution and convince employees to get in the future better benefits than the current benefit.
- ✓ The management should empower each employee and make them to participate in decision making to make them to feel sense of belongingness to their institution.
- ✓ The college Management has to create smooth and conducive interpersonal relationship since informal group contribute to effectiveness of work carried out by employees of the institution.
- ✓ Finally, most, if not all, of practices used to retain employees fundamentally depend on a sound approach to communicating with employees. Without communications, many of the employee retention mechanisms would be difficult to implement, or it would be difficult to implement them with the goal of retaining employees. Therefore, the management of college should work on its intentions, programs and benefits to the employees effectively

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APPENDICS I

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Appendix 1: Questionnaire for teacher

Introduction

My name is Muluneh Berhane EDPM student at Addis Ababa University of Ethiopian. The purpose of this questionnaire is to collect information about teacher turnover in Gambella regional state in Gambella Education and Health college. Your response to few questions below will make this study success. Your information will be treated confidential and will be used for research purpose only.

SECTION A: background characteristics

1. Tick your appropriate gender

Male ()

Female ()

2. Tick your appropriate age

25-40 years ()

41-60 years ()

60 and above ()

3. Indicate your education level

Diploma ()

Degree()

Master ()

Phd()

4. Time spent in college (year).....

Strong agree (5)

Agree (4)

Nuetral (3)

Disagree (2)

Strongly disagree (1)

Thank you for your participation

Section B: General Statements About teacher motivated

No	Suggested reason for teacher motivated	5	4	3	2	1
		SA	A	N	DA	SD
1	I went into teaching because it is such a challenging profession.					
2	There is a lot of growth potential in the educational field					
3	The philosophy of public education inspires me to continue to teach.					
4	I love working with student in all areas of the educational setting (teaching, coaching, mentoring, etc.).					
5	I feel challenged in my job as a teacher.					
6	Having children learn from me keeps me motivated.					
7	The joy of teaching young people keeps me motivated year after year.					
8	The social status of the teaching profession is encouraging					
9	I feel that I am making a difference in the lives of student					
10	I have a strong commitment to the field of education					
11	The general public has negative views of the teaching profession					

Section C: General Statements about working environment

No	Suggested reason for working environment	5	4	3	2	1
		SA	A	N	DA	SD
1	My administrators support my decisions and actions					
2	My administrators create an endless amount of unnecessary paperwork.					
3	Too many duties related to my job do not involve instruction					
4	My academics dean is very supportive of the staff when teaching methods are being implemented.					
5	The administrators ensure that teachers are not isolated and overwhelmed in their new assignment.					
6	The organization of the education department in my building creates too much paperwork for the general education teacher.					
7	My department head ensures that we have the necessary materials to carry out our teaching assignment.					
8	The students at my college are very well behaved.					
9	The college climate created by a strong leadership team and support from the staff helps to create a positive environment in which to teach.					
10	My administrators deal with difficult students very effectively.					
11	Violence and major discipline problems exist in my college.					
12	A large majority of the students in my building have no respect for teachers; however, the administrators impose strong discipline.					
13	The administrators set the tone for a very safe environment					

Section D: The reasons for leaving the employees from the college

No	Statement	5	4	3	2	1
		SA	A	N	DA	SD
1	The organization is impartial for overall employee benefits					
2	Managers encourage team works					
3	Your immediate boss arrange flexible working conditions					
4	Organization provides necessary tools to complete the jobs					
5	Mismanagement is one of the reason employees leave their jobs.					
6	Organization's higher officials allows you to participate in decision making					
7	The relationship between employees and managers is good					

Section E. Leadership believe for the turnover of the teacher from the college

No	Item	SD	DA	N	A	SA
1	Relation b/n managers and employee is good					
2	Higher officials allow you to participate in decision making					
3	Our management understands current work condition as means of turnover of teacher.					
4	College leadership confirm there is mismanagement in the college					

Section F. The turnover has affected the college performance

No	Item	SD	DA	N	A	SA
1	Student achievement in my college became to less time to time					
2	I believe novice teacher performed the college than expert teachers					
3	Change of terminated teacher replacement not affect the college performance					

Section G. Measure taken by leadership to address the problem

No	Item	SD	DA	N	A	SA
1	Our college leaders actively involved to address the problem happen for any direction.					
2	Top management of the college extremely measurement taken currently the college faced teacher turnover.					

Thank you for your participation

Appendix II

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Appendix 2: Interview Guiding Questions for college Management

Introduction

My name is Muluneh Berhane EDPM student at Addis Ababa University of Ethiopian. The purpose of this interview guideline is to collect information about teacher turnover in Gambella regional state in Gambella Education and Health college. This work is for academic purpose only. To make this work successful, I request your cooperation and voluntary participation.

1. What motivated the Teachers to be employed in your college?
2. How is the working environment in your college?
3. Why the reasons for leaving the Teacher from the college?
4. What does the leadership believe about the turnover of the Teacher from the college?
5. How for the turnover has affected the college performance?
6. What measure should be taken to address the problem?

Thank you for your participation