

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF BUSINESS EDUCATION**

**Causes and Consequences of Trainers Turnover in Some
Selected Government Owned TVET College in Addis Ababa**

Addis Ababa

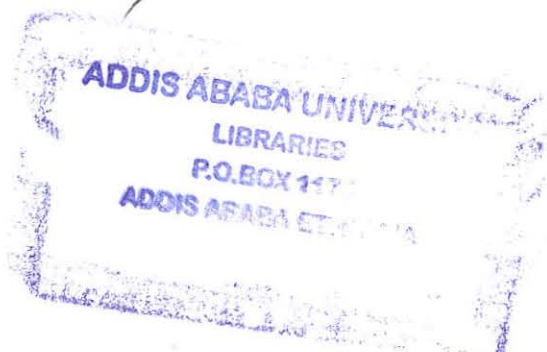
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Acronyms

COC	Center of Competency
FMECG	Federal Ministry of Economic Cooperation of Germany
HRM	Human Resource Management
ECBP	Engineering Capacity Building Program
ESDP	Education Sector Development Program
ETPS	Education and Training Program Strategy
ETQF	Ethiopian Technical Vocational Education Training Qualification
EOS	Ethiopian Occupational Standard
MoE	Ministry of Education
OS	Occupational Standard
TVET	Technical Vocational Education Training

Abstract

The main purpose of this study is to access the cause and consequences of trainer turnover in some selected government owned TVET Colleges of Addis Ababa .The method used to gather data was destructive survey method. The data collecting instruments utilized were questionnaires, interviews and documentary analysis. Questionnaire of the same type was prepared, one for existing trainers and the other for ex-trainers. In addition to this interviews were conducted to Deans and administrators of the TVET College. To elicit the cause and consequence of turnover questionnaire s were distributed to 174 existing trainers which are 30% of the total population and 35 ex-trainers of TVET College. The sampling technique employed to select the existing trainer respondents was stratified sampling, to select main departments and random sampling was used to select from strata each main department. Regarding ex- trainers available sampling was used. In relation to the deans and administers of the college purposive sampling were used. In analyzing Data Percentage method was applied. Accordingly, the research finding shows that the main cause of turnover in the order of severity are: poor managerial activity, dissatisfaction with pay and benefit, limited opportunity for advancement, lack of training and development and dissatisfaction with working condition. Furthermore this research discloses that the college still up to now do not use exit interview. Depending on the findings of the research study were forwarded on the possible ways by which the college must determine the extent and the causes why the trainers leave the college through exit interview. And this turnover needs to be examined and monitored since it involves the most important resource of the college and it has adverse effect upon the quality of training.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Education and Training Policy of Ethiopia envisages bringing-up citizens endowed with human outlook, country wide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large. As it was stated in the educational structure of the Technical and Vocational Training has provided for those who complete grade ten for the development of middle level manpower.

One of the primary objectives of this strategy is to position TVET institutions and colleges as a tool for empowering the trainers, especially the youth, for sustainable livelihoods, the socio-economic development of the country and also alleviate poverty through the acquisition of employable skills.

So as to implement the Education and Training Policy properly, it is necessary to combine human, material and financial resources. Among these, human resource is the most valuable asset in any organization operation. In other words, human resource has been taken as the strategic process of productivity for organizations. This is due to the fact that an organization with enough materials and financial resources can not operate its function without appropriate human resources. From this perspective, talented, key trainers and personnel in college establishment are prerequisite to the implementation of intended objectives. On the other hand, a loss of these high potential trainers is a great worry for the education system.

Turnover is a phenomenon that can be considered from different perspectives, depending on the subject in question. Regarding to trainers, turnover refers to the rate of departure among trainers engaged in colleges for a given time frame or period.

According to Good (1973: 626) teacher turnover viewed as the loss and subsequent replacement of teachers, usually expressed as the proportion of change in a specific teacher group during a stated time period.

In general, the employee turnover has positive and negative impact to the organizations, individuals, and society. From the organizational perspective, employee turnover can represent a significant cost in terms of recruiting, training, socialization investments, and disruption and replacement costs, and a variety of indirect costs. Conversely, employee turnover can have positive organizational benefits via, for example, displacement of poor performers, creation of promotion opportunities, and infusion of new people with new ideas.

In the free market economy labour and capital are mobile in search of opportunities that enable them to maximize the return. Hence labour mobility is normal and sometimes seen as a healthy phenomenon in free market economies when it is under manageable situation. A certain degree of labour turnover may be desirable, since it creates opportunities to induce wider experience and new ideas to the organization, as well as providing career development opportunities for existing workers. Persistently high level of labour turnover, however are costly to both individual organizations and the economy as a whole and adversely affect efficiency, productivity and profitability and morals.

The main purpose of Technical and Vocational Education Training (TVET) program is to produce middle level skilled manpower to the world of work. To implement this program efficiently and effectively in its broad scope the requirement of qualified trainer is unquestionable. In relation to the National TVET strategy (MoE 2006:31) stated as follows:

Highly skilled, qualified, motivated, flexible and creative TVET instructors are the backbone of any TVET system, capable and adjusting to changing technological environments and creating conducive learning environments for different target groups.

Regarding the above point, for TVET colleges, to have a sustainable learning environment, motivated trainers who stay long in their job is critical. However it is currently seen that trainers in TVET colleges are leaving their work.

1.2 Statement of the problem

Since education is considered the key to effective development strategies, Technical and Vocational Education and Training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help to achieve sustainable development. Nowadays the increasing importance of TVET mainly attach to poverty reduction strategy. So as to meet this demand of today, TVET colleges require building and retaining a loyal and motivated trainers and staff. But finding and keeping quality trainers can pose a challenge.

The success of any institution depends upon the behavior and interest of staff. The institutional goals are achieved through the right direction of human behavior in a desired manner. Hence, the college deans as well as administrators should take an interest in their staff responsible persons should able to identify what their staff want and expect from them.

Organization need a practical procedure for measuring and analyzing the costs of employee turnover, especially because top managers view the cost of hiring, training and developing employees as investments that must be evaluated just like other corporate resource. The objective in costing human resources is not just to measure the relevant costs, but also to develop methods and programs to reduce the cost of human resource by managing the more controllable aspects of those costs, (Aswathappa, K.1999: 50-51).

Otherwise, the total cost of turnover costs would increase at alarming rate which will have an impact upon the performance and the total costs of the colleges which are related to different costs such as separation costs, replacement costs and training costs. The sum of the above three cost elements represents the total cost of training replacements for those who leave the colleges. Hence, studying the causes and consequence of trainer's turnover will be vital in measuring turnover costs which will improve the management of colleges in decision making, creating good working condition and turnover-reduction strategy.

Whereas, as we observe Government owned colleges trainers with many years of experience frequently leave. The leaving of its high skilled and well experienced worker adversely affects the performance of the college. To replace these experienced trainers who are leaving the college require a significant number of years with a lot of turnover cost.

Researchers conducted their research about turnover in relation to other sectors of the economy. In this regard Haimanot Tesfaye on his (1998) senior essay focused on about the impact of turnover and separation of employees in an organization particularly talent the case of Ethiopian airlines. He concluded that low salary payment or remuneration existing in the company associated with unsatisfactory incentive in the Airlines were cited as major causes associated with poor living standards.

The study conducted by Motuma Hirpassa (2006), was in relation to the causes of teacher turnover in Oromia Government Secondary Schools. Based on the research, the major finding of the study disclosed that the main cause of teacher turnover and the major to be taken. However, researcher did not investigate the consequence of it.

The other study made by Getahun Girma (2005) on the assessment of instructors' turnover intention in Agricultural Technical and Vocational Education Training Colleges in Ethiopia indicate the seriousness of the problem . The major finding of his study shows that the determinant factors of turnover and disclosed the existing instructors' turnover intention is high. The researcher further disclosed that considering the job related factors of turnover (pay, profession, management, job security) and environmental condition correlation with turnover is instituted. Specially, distributive, justice, profession, job security and pay found to have significant correlation with turnover intention. High satisfaction with the above variables indicated low turnover intention of instructors in the college. Hence, this research was not interrelated with TVET College.

Zemenu Gashaw (2003) made research in relation to trends, causes and consequence of employee turnover in Unity University College. The major findings are as follows.

These are: most of the instructors of Unity University College have feeling of insecurity in their job due to the fire and hire practice of the college without good cause. Besides the management of college made interference with academic freedom of the instructors involved in grading the students' results made technical supervisions like factory workers.

A thesis made by Ager Mekuriaw (2005) on the impact of socialization on employees' turnover in a case of Development Bank of Ethiopia indicate the following major findings. Majority of current professional and high level supervisors employee respondents, ex-employees and management said that the psychological contract, selection, organization's rules, procedures and policies and trial and error method are used in organization as means to socialize employees but not in a strict sense of socialization.

This research was given emphasis with the respect of socialization rather than directly related to causes and consequence of turnover. The researcher initiated to conduct the research on this topic, due to the fact that no research was conducted in relation to Government owned TVET College in Addis Ababa.

The researcher was very much interested to the problem due to two reasons. There are:

1. I have been working as the trainers in TVET College since 2002 G.C.
2. In my observation the problem of turnover was manifested in college where I am working

Hence, as the result of the above reasons, I am eager to make research in relation to turnover.

Taking the above reasons as well as points as pressing problems of trainers' turnover in colleges, the researcher attempts to investigate the true picture of the problem by raising the following basic questions.

- ◆ What internal and external factors that have forced trainers to leave their jobs from the government colleges?

- ◆ What is the trainers turnover trend in the government colleges?
- ◆ Is there any relationship among service year, sex, age, occupational area and trainer's turnover?
- ◆ How much time & cost taken to obtain new employees in place of the leaving one?
- ◆ What practical measures should be taken to overcome the problem?

1.3 Objectives of the Study

- ◆ To investigate the internal and external factors of trainers turnover.
- ◆ To assess trend of turnover rate over the last three year (2008-2010 G.C)
- ◆ To demonstrate the actual consequences of turnover on the performance of the college.
- ◆ To suggest some practical solutions (measures) that should be taken by management of the colleges and other stakeholders to solve the problem permanently
- ◆ To demonstrate what consequence of trainers turnover have in college resource and goal achievement.
- ◆ To evaluate the college's human resource situation and identify drawback.

1.4 Significance of the study

This study has the following value:

- ◆ It provides an opportunity to understand the situation about turnover and its impact on college activities.
- ◆ It will help the management of college to take necessary motivation measures to encourage the trainers moral and improve the working atmosphere of colleges.
- ◆ It will remind the TVET Agency, deans and administrators of college that turnover is a serious issue and should be given consideration to reduce it.
- ◆ It will serve as a good ground for further studies.

1.5 Operational Definition

Incentives: The factors and forces that incite or motivate one to action. (Good, 1973:294).

Job Satisfaction: The quality, state or level of satisfaction, which is the result of various interests and attitudes of a person toward his job. (Good, 1973:320).

Motivation: Broadly considered, the process of arousing activity, a concept limited to some aspect such as the energetic of behavior or purposive regulation.(Good, 1973:424).

Trainer Turnover: The loss and subsequent replacement of trainers, usually expressed as the proportion of change in a specific trainer group during a stated time period, for example, 1 year.(Good, 1973:626).

1.6 Scope of the Study

The study is delimited to accredited Government Colleges of Addis Ababa City Administration. The study carried out based on three years (2008 – 2010 G.C.) that obtained from the colleges.

Since any research has to be conducted in a manageable size to ensure its success. Hence, it has to be delimited both in depth and scope for its effective implementation under Addis Ababa City Administration Education Bureau, there are seven government owned colleges. Out of these seven colleges, the researcher is limited to four them. These are namely:

1. Entoto TVET College
2. Tegebre Ede TVET College
3. General Wengete TVET College
4. Nifas Silk TVET College

From the seven TVET colleges, the above four colleges purposely chosen for this study, due to the fact that they have more or less similar background in providing training. All four colleges offer training in Business, Construction, Industrial and Home management

field of study. They also began to provide new scheme of TVET training in the same year in 2002 G.C. with similarly equipped materials and for the same objectives.

Another reason is that it creates opportunity to the researcher in order to stay long time in the above four colleges so that they provide better information to the study.

1.7 Limitation of the Study

The limitation of the study was lack of good personnel file record in the in relation to ex-trainers of the college.

1.8 Organization of the study

This research paper contains five chapters organized in such a way that the first chapter contains Back ground of the study, Statement of the problem, Research question, objective of the study, Significance of the study, Scope of the study, Limitation of the study, Definition of terms & Organization of the study. The second chapter includes Review of Related Literature. The third chapter includes Research methodology. The forth chapter include data presentation, interpretation and analysis part of the study and chapter five discuss the summary of findings, conclusion and recommendation part of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. Historical Development of TVET in Ethiopia

The development of TVET in Ethiopia starts from ancient civilization. This is of course linked to Ethiopian civilization that contributed to the overall civilization of mankind (Teklehaimanot: 2002). After progress measure taken by the state, the need for vocational training has increased in the 19th century and at the beginning of the 20th century. With this, training institutions such as Addis Ababa Technical School (1941), Addis Ababa Commercial School (1943) and Bahir Dar Polytechnic Institute (1964) were established hoping that it support the economy (MOE, 1998)

Next to the introduction of different training institutes in 1963 comprehensive secondary schools were opened without the necessary preparation for skilled man power. Accordingly, they were not effective in addressing the objectives for which they were established (Psacharo Poulos, 1990)

In order to provide options for the increasing number of school leavers, the government embarked on a massive expansion of formal TVET some years ago. Between 1996/7 and 2004/5, the number of TVET schools providing formal non-agricultural TVET increased from 17 to 199, and the enrollment from 3,000 to 106,300 (ECBP, 2006). Despite all ups and down in TVET programs, important steps have been introduced in Ethiopia after the adoption of the national TVET strategy 2002 and 2004 TVET proclamation.

The House of People Representative declared a proclamation number 391/2004 on page 2552 providing for the organization of TVET system. Accordingly, the objectives of the proclamation are as follows:

- To enable the country's production, trade and service rendering establishments have a competitive and enduring organizational set up through the employment of trained manpower.

- To organize TVET system that would assist the younger generations to be prepared psychologically have discipline and the potential to work as competent employees and creator of work.
- To ensure that a TVET program produces capable manpower, and to establish a system under which trainees under go apprenticeship training in the productive and service rendering enterprise.
- To establish a uniform system for determination of levels of competence and accreditation of training institution and for the certification of trainees.
- To establish a mechanism providing for the participation in the preparation of governmental and non-governmental organizations in the preparation of training programs and curricula as well as in their evaluation and management.

According to this proclamation the organization of TVET programs are divided in to three. These are namely

- 1) Basic Level TVET
- 2) Junior Level TVET
- 3) Middle Level TVET

Since November 2005, Vocational Education and Training (TVET) sector of Ethiopia has been reforming its overall system in the framework of the Engineering Capacity Building Program (ECBP).

The new TVET strategy outlines the paradigm shift to the reformed TVET system, which will be demand driven and outcome – based. The main vision of TVET is creating competent and self-reliant citizens that contribute to the economic and social development of the country.

Now in 2002 E.C. (2009/10) in Addis Ababa city Administration there are seven government owned colleges. These colleges are providing training in business, industrial, construction and medical and other fields of training. They are registered pre-accredited and accredited by Addis Ababa TVET Agency. These colleges providing training to young people to equip the youth with employable skills at different levels.

The TVET program should focus on creating a quality and demand driven system that can produce sustainable development and poverty reduction strategy settled by Federal and Regional Governments.

2.2. Model of Job Satisfaction

The Ethiopian Education and Training Policy (April, 1994) states the following “Parallel to general education diversified technical and vocational education will be provided for those who leave school from any level of education.” This policy further states that technical training will be provided for those who complete grade ten for development of middle – level manpower.

Training for high- quality skills requires appropriate training equipment and tools, adequate supply of training materials and practice by trainees, other requirements include relevant text books, training manuals and qualified trainers.

From all of the above factors, human resource contributes very much to the implementation of Education and Training Policy. This is because of the fact that a college with enough materials and financial resource cannot operate its functions without appropriate human resource. The delivery of quality TVET is dependent on the competence of the trainer; competence measured in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast with new technologies in the workplace.

From the above point of view we can conclude that talented, key trainers in a college set up are the prerequisite to accomplish the intended objectives efficiently. On the other hand a loss of these high potential trainers is a great worry for education system in general.

March and Simon (1958:99) indicate in their model of determinants of labor turnover that job satisfaction is the principal level affecting “employee perceptions of the desirability of movement.”

According to them the account of motivation is based on the theory of “organizational equilibrium” which can be traced back to Barnare (1938). This describes how a balance is struck both for the organization and its employees in terms of inducements and contributions which ensures continued survival of the organization. The organization offers inducements (i.e pay) to encourage employees to participate, and contribute (i.e work) where these inducements are increased, this reduces the propensity of the employee to leave and vice versa. Leaving is ultimately determined by two distinct factors “namely, perceived desirability of movement” which is influenced by job satisfaction and “perceived ease of movement” i.e assessment of perceived alternatives of opportunity (Hom and Griffeth 1995: 51-53) limitation of the model is an over emphasis on the importance of pay as a motivator, at the expense of other intrinsic source of satisfaction.

Wherever we deal with the theories of turnover we came across with job satisfaction. Now let us look through the main theories of job satisfaction as follows.

1. Theories of job satisfaction

According to Seyfarth (2005), psychologists have advanced several theories to explain how people become motivated to perform a job and what factors within the individual or in the work setting influence the level of motivation experienced. Three theories are of particular interest to college deans and administrators because of their potential for improving understanding or work motivation among trainers. This can be classified into four major theories. These are expectancy, equity, goal- setting and discrepancy theory.

A. Expectancy Theory

This theory is based upon the belief that motivation is determined by the nature of reward people expect to get as a result of their job performance.

Prinder (Cited in Seyfarth, 2005) stated that psychologists who have studied human motivation developed and elaborate theories about the relationship between tangible rewards and employee performance. This theory helps to explain the condition under which tangible rewards and recognition lead to an increase in employee productivity. It

is based on premise that workers perform tasks to gain incentives and that motivation is a function of the value of the incentive to the individual.

However Herzberg argued that when the hygienic factors are absent, employees are likely to be dissatisfied even if, the presence of hygienic factors does not necessarily motivate employees for higher productivity. As such motivators relate to the intrinsic factors or actual content of a job, not just to extrinsic factors are present they relate to a high level of motivation and job satisfaction.

This theory separates job satisfaction and dissatisfaction by postulating that satisfaction is related to intrinsic factors or motivators, while dissatisfaction results from extrinsic factors or hygiene. The hygiene factors are the environmental factors in the work situation, which need constant attention in order to prevent dissatisfaction. These factors include pay and other rewards, working conditions, securities, supervisory styles, and so forth. Motivation and satisfaction, says Herzberg, can only come from internal source.

B. Equity theory

Equity theory advocates believe that people expect a balance between effort and rewards received and lose motivation when that balance is missing Seyfarth (2005) stated that when rewards are distributed on the basis of performance, employees who do not receive a reward or receive a smaller than- average reward might feel they have been treated unfairly. It is therefore important to be aware of the issues of equity in distributing work related rewards. Researchers who have studied equity find that employees compare themselves to people with whom they work who perform the same or similar jobs. An employee who feels that he or she worked harder but received a smaller reward than another employee will feel unfairly treated.

Inputs and outcomes were the premise of equity theory (Mowdy, 1992). Employees evaluated their inputs (outcomes) by comparing them with the inputs /outcomes of other individuals. Equity existed of the ration of inputs to outcomes was similar to the inputs and outcomes of other individuals. Conversely, inequity existed when the ratio of inputs to outcomes was unequal to the inputs and outcomes of other individuals, perception of

equity were associated with job satisfaction, while perceptions of inequity were associated with job dissatisfaction.

According to the researcher this theory is most appropriate than the other theories. This is due to the fact that trainers usually expect balance between effort and rewards.

C. Goal- Setting theory

Goal – setting theory advocates believe that people are motivated to achieve identified goals. The deans and the management of college who subscribe to goal-setting theory will attempt to identify long- and short – range goals that are personally meaningful to employees and help the employees to achieve those goals.

D. Discrepancy theory

Discrepancy theory, as described by Lawler (1973), was the result of the difference between an actual outcome a person received and some other expected outcome level. A comparison, in which an actual outcome level was lower than an expected outcome level, would result in dissatisfaction.

2.3 General Overview of Employee Turnover

Employee turnover has positive and negative impact to the organizations, individuals, and society. From the organizational perspective, employee turnover can represent a significant cost in terms of lost recruiting, training, socialization investments, and disruption and replacement costs, and a variety of indirect costs. Conversely, employee turnover can have positive organizational benefits via, for example, displacement of poor performers, creation of promotion opportunities, and infusion of new people with new ideas.

From the individual perspective, turnover can have potentially positive and/or negative consequences. For example, the decision to quit a job can be positively associated with the pursuit of an individual's career objectives or with the movement away from a stressful situation. Alternatively, turnover can have negative implications for the individual. For example, the individual may lose non vested benefits, may disrupt the family's social support system. Further, turnover can have positive and/or negative implications for the individuals who remain with the organization.

Finally, from the societal perspective, turnover again can be seen to have potentially positive and/or negative consequences. Turnover is associated with mobility and migration to new industries and organizations - necessary for economic development. Conversely, excessive turnover could serve to depress productivity growth and orderly development.

The significance of turnover from these three perspectives, it is important for the manager and prospective manager to be able to analyze, understand, and effectively manage employee turnover.

Turnover is one of the significant indexes of organizational effectiveness that means it disclose the extent to which an organization is productive and satisfies the demands of its interested parties. This is due to the fact that turnover of employees whether it is involuntary or voluntary detracts from organizational effectiveness is one or another way (Dubrin1992:402).

Technical and Vocational education and training is an essential, if not sufficient condition for the development of the economy and society. It is used to resolve the problem of unemployment by training young people and adults for various skilled and service occupations (FMECG, 1992:3).

2.4 Classifications of Employee Turnover

Labour turnover rates are divided into two parts – accession or addition to employment, and separation or termination of employment. Separation can be considered as voluntary or involuntary.

Voluntary Turnover

The worker for reasons such as financial, personal or social initiates voluntary separation. Voluntary separation may be a result of job dissatisfaction, marriage, and maternity, acceptance of another employment, poor health or voluntary retirement.

Two Major types of Voluntary turnover are Quits and Retirements

Quits: Separation initiated by the worker, this depends on:

- a) The employee's level of dissatisfaction with the job
- b) The number of alternatives the employee has outside the organization. This is difficult for an organization to plan; because it can occur at any time.

Retirements: It is similar to quit in that the employee initiates both. However retirement differs from quit in a number of respects.

- ◆ It occurs at the end of an employee's career
- ◆ It usually results in the individuals receiving retirement benefits from the organization. Managers can assist employees in planning their retirement, and can plan in advance to replace individuals by grooming current employees or recruiting new ones to fill the anticipated job vacancies.

What should cause concern to the Human Resource Management is the avoidable turnover. Avoidable turnover gives an excellent measure of Human Resource climate as it directs attention to that part of the turnover which can be reduced. The specific actions that will help minimize employee turnover shall be better hiring practices, orientation training, working conditions, remuneration and benefits, and opportunities for advancement. What is significant is that a low turnover rate is worse than a high turnover if the top performers are not retained. Therefore, quality of turnover is more important than the quality of people leaving the people joining an organization (Aswathappa, 1999: 587-588).

Involuntary Turnover (Separation)

These types of turnover are usually initiated by the employer or they occur when management decides that it needs to terminate its relationship with an employee due to economic necessity or poor fit between employee and the organization. It is the result of very serious and painful decisions that can have profound impact on the entire organization, especially the employee losing his/her job.

As it was cited by Zemenu Gashaw (2003) employee separations are choices made by other employers or employees or both, to terminate the employment relationships. Thus one way to categorize them is according to whether they are initiated by employer or the employee:

- Resignation- is separation decision initiated by the employee. They include quits (employee decision to leave the organization when retirement is not the major factor) and retirements (employee decision to leave the organization affected by retirement related consideration)
- Dismissals are separation decision initiated by the employer. Discharges occur for individual.
- Specific reasons for discharge include such as incompetence, violation of rules, dishonesty, laziness, absenteeism, insubordination and failure to pass the probationary period. Layoff occurs because of the need to reduce the size of the work force

Two major types of involuntary separation are Discharges and Layoff

Discharges: takes place when management decides that there is a poor fit between an employee and the organization. The discharge is a result of poor performance or a failure by the employee to change some unacceptable behavior that management has tried repeatedly to correct.

Layoff: It differs from discharge in several ways. In a lay off, employees loose their jobs because a change in a company's environment or strategy forces it to reduce the size of its workforce. Global competition, reductions in product demand, changing technologies that reduces the need for workers. Lay off has a powerful impact on the organizations' remaining employees, who fear losing their jobs in the future.

Whether the problem of turnover stems from voluntary or involuntary turnover must be correctly identified before implementing control process. However, this research paper intends to look at the problems of voluntary turnover of employees of the organization under study.

2.5 The role and responsibilities of TVET College Trainer

One of the important factors to ascertain the performance of Technical and Vocational Training College is the trainers' qualification. Because an effective teaching-learning process is the crucial role of the trainers who are adequately trained and understand both the practical and theoretical aspect at their subject area.

2.5.1 Responsibilities of Trainer

Training quality of TVET depends on a complex combination of factors that come together at the colleges and classroom levels. The most important of these factors is widely understood to be quality of trainers. The role of trainers in overhauling the technical and vocational training system and improving the quality and standard of training is very crucial. Teachers being one of the major quality inputs, the efforts made so far to increase the number of qualified teachers and the attempts to improve their professional capacity are commendable.

As stated in the manual for standard management and human resource organization in TVET institutions (2006: 14-15). Every instructor is accountable to his respective department head, and has the following duties and responsibilities

- Perform the daily teaching and training activities and accomplish different formative and summative evaluation.
- Observe whether classrooms, laboratories (workshops) are well organized according to the curriculum.
- Supervise the safe handling of tools and equipments in the workshop.
- Develop the necessary teaching aids as required.
- Be involved in observing the performance of training during internship.
- Give support to graduates of self-employed in small-scale industries.

In order to bring about improvement in job opportunity for technical and vocational trainees, it is essential to make reasonably accurate research on locally available and emerging occupations and employment potential in the area.

2.5.2 Role played in Research and Curriculum Development

Teachers are the most essential forces in a given education system. Such common understanding is not without reason. According to Sears and Marshall (1990:10) they are helping students grow and become self-actualizing persons. In other words, teachers are in the front line of implementing the curricula.

Any curriculum innovation has to involve the teachers from the beginning so as to minimize teachers from the likely burdens of incompetence which would lead to rejection or inadequate implementation. Moreover, teachers are expected to have various curricular skills (instructional planning and implementation, use of instructional media etc.) and above all, skills for diagnosing their students' readiness to learn such professional orientations will also build the confidence of teachers to play active roles in the education system.

The above assumptions all reveal that teachers' role in curriculum planning and development is increasingly emphasized because of growing belief that no curriculum derived from outside or imposed on them is successful without teachers' commitment.

In addition to the above responsibilities, the college trainers have the following roles in relation to research and curriculum development and cited in the manual (2006: 16):

- Involve in research and curriculum development units and perform.
- Assess trainees' needs and identify occupations, which are relevant to local needs in collaboration with the vocational guidance and counselor.
- Develop curriculum guide for occupations identified locally, based on occupational standard prepared by Ministry of Education.
- Assess recognition and contribution of TVET quality and graduates in the economy.
- Review the technical and vocational training through curriculum evaluation to ensure quality and continuous relevance.
- Perform labor market analysis.
- Promote and popularize TVET program in the community.
- Conduct tracer study.

In order to improve quality of TVET trainer further training, capacity building programmes for TVET trainer training departments will be initiated immediately. This will include the establishment of TVET research capacities and programmes at the universities, in order to cross-fertilize teaching and research in TVET (TVET Strategy 2006: 32).

2.6 The Major Causes of Trainers Turnover

There are a number of factors that contribute to employee turnover. Among these the major factors are as follows:

1. **The economy** - in exit interviews one of the most common reasons given for leaving is the availability of higher paying jobs. Some minimum wage workers report leaving one job for another that pays only 50 cents an hour more. Obviously, in a better economy the availability of alternative jobs plays a role in turnover, but this tends to be overstated in exit interviews.
2. **The performance of the organization** - an organization perceived to be in economic difficulty will also raise the specter of impending layoffs. Workers believe that it is rational to seek other employment.
3. **The organizational culture** - much has been written about organizational culture. It is sufficient to note here that the reward system, the strength of leadership, the ability of the organizations to elicit a sense of commitment on the part of workers, and its development of a sense of shared goals, among other factors, will influence such indices of job satisfaction as turnover intentions and turnover rate.
4. **The characteristics of the job** - some jobs are intrinsically more attractive than others. A job's attractiveness will be affected by many characteristics, including its repetitiveness, challenge, danger, perceived importance, and capacity to elicit a sense of accomplishment. A job's status is also important, as are many other factors.
5. **Unrealistic expectations** - Another factor is the unrealistic expectations and general lack of knowledge that many job applicants has about the job at the time

that they receive an offer. When these unrealistic expectations are not realized, the worker becomes disillusioned and decides to quit.

6. **Demographics** - empirical studies have demonstrated that turnover is associated in particular situations with demographic and biographical characteristics of workers. But to use lifestyle factors (e.g. smoking) or past employment history (e.g. many job changes) as an explicit basis for screening applicants, it is important for legality and fairness to job applicants to verify such bio data empirically.
7. **The person** - In addition to the factors listed above, there are also factors specific to the individual that can influence turnover rates. These include both personal and trait-based factors. Personal factors include things such as changes in family situation, a desire to learn a new skill or trade, or an unsolicited job offer. In addition to these personal factors, there are also trait-based or personality features that are associated with turnover. These traits are some of the same characteristics that predict job performance and counterproductive behaviors such as loafing, absenteeism, theft, substance abuse on the job, and sabotage of employer's equipment or production. These traits can be measured and used in employee screening to identify individuals showing lower probability of turnover.

2.7 Advantage and Disadvantage of Labour Turnover

"Turnover, especially voluntary, is often viewed as undesirable, although this is not always true. From the individual's perspective, turnover is a major way to improve employment opportunities. When such mobility results in improved income and/or satisfaction society and the individual are both benefited. Employee initiated turnover may also have positive benefits for the organization if poor performers are the ones most likely to leave." (Heneman et.al 1996:187) cited by Melkamsew K. (2008).

Employee turnover can be seen from three different perspectives. These are:

- 1) From organization perspective
- 2) From Individual perspective
- 3) From society perspectives and it has it own advantage and disadvantage

Advantages

- It provides an incentive to recruit fresh staff
- It enables organization to shed staff more easily when redundancies are planned (i.e. through natural wastage)
- It opens up promotion channels for long-serving employees
- It introduces an element of 'self selection' among new employees, which may have dismissals at a latter date

Disadvantage

- Additional cost of replacement recruitment
- Disruption to production of goods or services caused by leavers
- Additional training costs, especially induction and initial job training
- Wasted investment in people
- May lead to difficulties in attraction new staff

2.8 Costs of Turnover

Analyses of the costs associated with turnover yield surprisingly high estimates. The high cost of losing key employees has long been recognized. However, it is important for organizations to understand that general turnover rates in the workforce can also have a serious impact on an organization's profitability, and even survival. There are a number of costs incurred as a result of employee turnover. These costs are derived from a number of different sources, a few of which are listed below.

- Recruitment of replacements, including administrative expenses, advertising, screening and interviewing, and services associated with selection, such as security checks, processing of references, and, possibly, psychological testing.
- Administrative hiring costs.
- Lost productivity associated with the interim period before a replacement can be placed on the job.
- Lost productivity due to the time required for a new worker to get up to speed on the job.

- Lost productivity associated with the time that coworkers must spend away from their work to help a new worker.
- Costs of training, including supervisory and coworker time spent in formal training, as well as the time that the worker in training must spend off the job.
- Costs associated with the period prior to voluntary termination when workers tend to be less productive.
- In some cases costs associated with the communication of proprietary trade secrets, procedures, and skills to competitive organizations.
- Public relations costs associated with having a large number of voluntary or involuntary terminations in the community spreading gossip about the organization.
- Increased unemployment insurance costs.

Measuring Turnover

As it was cited by Aswathappa (1999 : 71) there are several quantitative methods for computing turnover. Some of the Traditional formulas are as follows:

Labour Turnover Index (Separation rate):- It rates number of employees leaving during the year to average numbers employed during the year.

$$\text{Labour Turnover Index} = \frac{\text{Number of Employees Leaving During the Year}}{\text{Average Number}}$$

The above labour turnover index is useful in broad terms, it has some distinct limitations:-

1. It doesn't indicate in which area of the organization the rate of leavers is high
2. It doesn't identify the length of service of the leavers.
3. It doesn't indicate any sudden change in the number employed from one year to the next.

Labour Stability Index:- In addition to labor turnover index, some organizations make use of labor stability index, which links leaving rate with length of service. This index is usually expressed as follows.

$$\text{Labour stability index} = \frac{\text{Number of Leavers with more than one year's service}}{\text{Numbers employed one year ago}}$$

The result of applying this measure of performance is to identify the extent to which new recruits leave, rather than long-servicing employees. However, it still doesn't identify which units are producing more early leavers than most. It is also not very satisfactory to have a figure that includes as long-serving employees' people with only just one year's service.

2.9 Factors Contributing to the Reduction of Employee Turnover

Managers have a responsibility to see that the work of their organization is done both efficiently and effectively.

Equally management has a responsibility to try to provide staff with work that they satisfy and reward them.

To improve motivation at work, we need to consider three distinct factors:

1. The link between effort and performance
2. The link between performance and outcomes (Rewards/Punishment)
3. The types of outcome available

If a labour turnover is your main worry, job satisfaction of the workforce as a whole would be more relevant.

Since, every college must determine why turnover takes place through different techniques such as exist interview, telephone, in person interview, questionnaire and the like. Among the above techniques, the questionnaire is much better approach than the others due to the fact that it gives the employees some protection.

To sum up, turnover needs to be examined and monitored properly because it involves the critical resource of an organization. Therefore, the college, deans and administrators expected to distinguish trainers who are leaving, why they are leaving and ways of alleviating turnover problem.

2.9.1 Motivating Employee

The level of motivation of workers represents the potential human energy available for production purposes. The mobilization and canalization of this energy makes it imperative for the management to activate the source of energy by the application of incentives. Presumably, the magnitude of incentives required is negatively related to the motivation level because as indicated, motivation and productivity are directly related to each other. The higher the level of motivation of workers, the higher would be their productivity potential. Organizations use different techniques to get more productive and motivated employee. Among these techniques, the following are very important:

A) Designing Motivating Job

Jobs are the foundation organizational productivity and employee satisfaction or lack thereof. How well jobs are designed will play an increasingly important role in the success, even survival of much organization (Werther and Davis, (1982:145).

B) Train Employees

When employee turnover is great, it is more important for the organization to provide formal technical training for employees. Among the benefits that organizations might expect from an increased training effort are:

- Greater productivity and better quality
- Greater versatility from the work force
- Better job satisfaction (as evidenced by lower absenteeism and lower turnover) and greater motivation
- A reduce need for supervision
- The development of a more confident and competent workforce

2.9.2 Factors of Job Satisfaction

Amongst the most important attitudes in an organizational setting are attitudes of job satisfaction. Managers have been concerned about the job satisfaction of their employees for many years. High job satisfaction contributes to organizational commitment, job involvement, improved physical and mental health, and a greater quality of life both on and off the job. Job satisfaction results from the employee's perception that the job

content and context actually provide what an employee values in the works' situation. People who are satisfied with their jobs are unlikely to intend to quite and the reverse is also true.

There are four factors which have to mention in this regard. These are namely:

I. Organizational Factors

a) Improving Selection Process

Job should be outlined (specified) in such a manner that it should be a realistic and show the realistic preview of the job presented; so that the reality of the new employee. A good way to eliminate voluntary turnover is to improve selection process and to better match the applicants to jobs. By fine tuning the selection process and hiring people who will not have disciplinary problems and low performance, employers can reduce involuntary turnover.

b) Good Employee Orientation

Orientation (Induction) is designed to provide a new employee with the information he/she needs to function comfortably and effectively in the organization. Orientation is a planned introduction of employees to their jobs (Aswathappa, 1999:175). This also will help reduce turnover, because new employees are more likely to leave than employees who have been on the job longer. In addition to this, employees who are properly inducted into the company and are well trained tend to be less likely to leave. If people receive some basic information about the company and the job to be performed, they can determine early whether they want to stay or not.

c) Compensation

A fair and equitable pay system can help prevent the turnover of employees. An employee who is underpaid relative to employees in other jobs with similar skills may leave if there is an inviting alternative job available.

The human resource perspective discusses findings that inadequate rewards may lead to voluntary turnover. Therefore, when deciding what an employee should be paid, the organization/company must compare the pay to labour market, job category, performance and time on the job.

Being aware of employee problems and dissatisfaction may provide a manager with opportunities to resolve them before they become so severe that employees leave.

Hence, salaries and wage play a significant role in determining the level of job satisfaction irrespective of the level of position that an employee holds in the organization. Studies indicate that pay is a primary determinant of job satisfaction, especially when it is perceived as fair and equitable compared to others and relative to employee's efforts and contributions. Pay is also a prime mover since it satisfies the first level needs of Maslow's model of motivation. It is also considered a symbol of achievement since higher pay reflects a higher degree of contribution towards organizational operations and welfare.

Therefore, remuneration (compensation) occupies an important place in the life of an employee. His/her standard of living, status in the society, motivation loyalty, and productivity depend upon the remuneration he/she receives (Aswathappa, 1999:266).

d) Career Planning and Internal Promotion

This can help organizations keep employees, because if individuals believe they have no opportunities for career advancement, they may leave the organization. Career “shocks” that may lead to turnover included being turned down for a promotion. Being transferred to a new location without adequate training and believing that the immediate supervisor will not be fair as a result of a negative performance review.

Career planning is the process of choosing occupations, organizations, and routes that will help you achieve your career goals.

Even though some turnover is inevitable, organizations must take steps to control turnover; particularly that which is caused by organizational factors. The Human Resource activities of organizations should be examined as part of turnover control effect.

Promotion is an improvement in pay, prestige, position and responsibilities of an employee within his/her organization. A mere shifting of an employee to a different job which has better working hours, better location and more pleasant working conditions does not amount to promotion.

The purpose of promotion may be:

- To motivate employees to higher productivity
- To attract and retain the services of qualified and competent people
- To recognize and reward the efficiency of an employee
- To increase the effectiveness of the employee and of the organization
- To fill up higher vacancies from within the organization
- To build loyalty, morale and a sense of belongingness in the employee

To impress upon others that opportunities are available to them too in the organization, if they perform well (Aswathappa, 1999: 495-496).

while the researcher look through Internal promotion, it has a positive impact on the organizational members and the internal working environment. The opportunity for advancement has three distinct benefits; it can reduce turnover, provide incentive to learn jobs quickly, and assist in making the individual a functioning member of the organization faster because the person already knows the policies and expectations of the company. (Plunkett and Attner, 250).

e) Company Policies

Organizational structure and organizational policies play an important role in establishing an environment which is conducive to job satisfaction. Liberal and fair policies are usually associated with job satisfaction.

f) Organizational Change

Organizational change refers to a relatively enduring alteration of the present state of an organization or its components or interrelationships amongst the components, and their differential and integrated functions, in totality or partially, in order to attain greater viability in the context of the present and anticipated future environment.

Organization change may embrace activities such as amalgamation and bifurcation, diversification, reorganization, restructuring, change in design or the introduction of new system involving the total organization or its sections. It may also include change of people, task, and technology as well as changes in processes, customs, norms and culture of the organization.

The organizational change has a number of goals, explicit and implied. The most obvious increased motivation, greater innovation, enhanced cooperation, decreased turnover, etc... Underlying these goals, there are two basic objectives - change in an organization's level of adoption to its environment and change in the internal behavioral patterns of employees.

g) Organizational Development

Organizational development refers to a series of strategies, systems, and processes for effectuating planned organizational change as a measure to meet the altered situations in which modern organizations exist, or actively adopt themselves to their environments. It is an integrated type of training or educational strategy which embraces the entire culture of the organization with a view to bring about planned change. It support to change all the elements of the organizational culture, involving beliefs, attitudes, values, structures etc... to enable the organization to cope with the current technological and other changes occurring in its environment.

II. Working Environment Factors

a) Supervisory Style

Whenever supervisors are friendly and supportive of workers, there is job satisfaction. A close relationship between the supervisor and the worker participation in decision making about such issue that directly concern the worker are highly conducive to job satisfaction.

b) Work Group

The group size and the quality of interpersonal relation with in the group play a significant role in worker happiness. Large group size usually lead to lower level of job

satisfaction due to the fact that large group lead to poor interpersonal communication, reduced feeling of togetherness and difficulty in getting to know each other more closely. Smaller group provide greater opportunity for building mutual trust and understanding.

c) Working Condition

Good working conditions are highly desirable because they lead to greater physical comfort. People put a high premium on clean and orderly workstation and factors such as heating, air conditioning, humidity, lighting, and noise level, availability of adequate tools and equipment and desirable work schedules which contribute to higher level of satisfaction. While such desirable working conditions are taken for granted, and may not contribute heavily towards job satisfaction, poor working conditions do become a source of job dissatisfaction, simply because they lead to physical discomfort and danger.

III. Work Related Factors

By and large, the work itself plays a major role in determining the level of job satisfaction. The job content has two aspects. One is the job scope which involves the amount of responsibility, work pace and the feedback provided. The higher the level of these factors, the higher the job scope and the higher the level of satisfaction. The second aspect is variety. It has been found that a moderate amount of variety is most effective. Excessive variety produces confusion and stress and too little variety causes monotony and fatigue which dissatisfy an employee. Additionally, lack of autonomy and freedom over work methods and workplace created a sense of helplessness. It is not very motivating for the employees to have their every step and every action determined by their supervisor. It is highly dehumanizing and causes dissatisfaction.

IV. Personal Factor

Equally important is the intrinsic source of satisfaction which comes from within the person and is a function of the employee's personality. Some of the personality traits that are directly related job satisfaction are self-assurance, self-esteem, maturity and decisiveness, sense of autonomy, challenge and responsibility. It can be concluded that the higher the person is on Maslow's model of hierarchical needs, the higher in the job satisfaction.

In summary, turnover needs to be examined and monitored since it involves the most important resource of an organization. The firm needs to know who is leaving, why they are leaving, and whether an effort on their part can decrease turnover.

V. Other methods of Reducing Turnover

Many organizations are trying to determine the reasons as to why their turnover takes place. The following additional methods are used so as to reduce employee's turnover.

Exit Interview

When a firm wants to determine the reasons that individuals decided to leave, it can use the exit interview and/or the post exit questionnaire. The exit interview encourages the employee to tell the reasons for resigning openly and freely. This helps managers of an organization to make reasonable self-review and retain their employees by meeting their needs so that others will not leave since their needs are fulfilled.

Absenteeism

Absenteeism might be argued that it appears to be illness related; but it is not always the case. Sometimes people might be absent from the job for the reason of being dissatisfied on their job. Therefore, organization, whenever practical, seek promote health and fitness among their employees.

On the other hand studies examining the interrelationships between turnover and absenteeism show that in general these factors are interrelated. That is, if turnover is high. Absenteeism is also likely to be high. These studies also found that both were caused by the same factors. In general, employees first exhibited high absenteeism, which led to high turnover. Thus absenteeism and turnover are not alternative methods of showing dissatisfaction rather high absenteeism is a sign that high turnover is likely in the future. (Ivancevich. 1989:876).

Generally, the management of an organization, especially the Human Resource Management (HRM) has to be well organized. It has the responsibility of organizing the department by continuously making a study and research to maintain the workforce of the organization so as to remain competitive, long lasting and productive.

If also should identify what are the reasons of employee turnover and over come these challenges facing organizations. Though the above mentioned related literature to employee's turnover is not exhaustive, most of the points raised are very much important for the next chapter of the topic under study.

Managing human resource as economic factor of production at the same time recognizing the need to treat people ethically and on one hand, any resource has a monetary value to the organization which must be managed prudently. On the other hand, people hold resources that differ from other factors of production in rather especial way. They can, for example be hurt.

Once you can do this and command of a few appropriate technique, you do not need to treat the design and operation of each human resource management produce as separate matter. Working from a root definition one can design, operate and evaluate your own, always making reference to environmental constraints like company policy and law.

2.10 Factor Affecting Trainers Turnover and Retention

2.10.1 Administrators-Trainers Relationship and School Climate

The study of workplace relationships in any organization is important. In TVET college trainers' provision of training appear to be influenced by administrative behavior and collegiality, for instance deans and administrators being role models in providing administrative support for trainers by establishing collegiality. Administrators who provide a continuing support, encouragement and timely feedback with a balance of challenge have also been shown to aid professional learning. It is undeniable that the importance of positive administrators-Trainers relationships for teachers' growth and development in may aspects. It is again the responsibilities of deans and administrators to create a good working relationship with trainers in the college because trainers are less likely to leave if they feel they are a valued member of a team.

The most prominent theme in the workplace of most trainers is that of inter collegial relationship with peers and administrators. It has become clear that college based collegial relations are extremely important and affect many educational phenomena, including trainer and trainee training – that a focus on one necessarily affects, and involves, a focus on the other. The essential processes and detail of lived experiences that illustrate administrators reveal what works and what does not can lead a staff to professional well being and learning.

According to Corbly, Jenson and Staub (1965: 157) “The principal is one who in a measure has the responsibilities of all the members of his staff and, in addition, the responsibilities for leading the entire staff in developing the objectives of the school.”

Building of harmony relationship between administrators and trainers in institutional level by being fair and indiscriminately, allowing work flexibility and giving trainers feedback that recognizes their efforts and performance on the part of administrators able to enhance trainer retention in workplaces by reducing turnover. Where trainers perceive positive relationships with their administrators, the working context will be best described by positive climate, which is also characterized by a combined nature of support, recognition, respect and trust and caring role model.

Good relationship, good staff, and effective working relationships are the keys to successful secondary school operation. Ibid (1965:180)

Where there is a type of supportive and encouraging behavior experienced and exhibited by the administrator, there will be a potential to open up the college climate and change the attitude of trainers and possibly improve the whole staff greatly.

Administrators who are perceived as creative negative relationships are unable to prioritize the time to work with teachers. They often provide little support or no support to the trainers. Lack of respect and trust characterize many negative relationships. This can also be considered as one factor of job dissatisfaction, which consequently result in decrease in trainers' performance and increase trainers turnover.

A sense of being trusted and respected and as a responsible and caring professional may well boost professional confidence. Whilst public discourse about failing teachers', punitive inspection and accountability procedures and top-down management systems are likely to have the opposite effect. Hargreaves and Goodson, (1999:173)

Generally, one crucial element in trainer retention in TVET College is the responsibility of the administrators to build leadership capacity. Creating a culture of involving trainers in strategic decision-making is crucial/ Trainers who work together toward a mutual goal feel a shared investment in their efforts. This promotes and enhances the relationships between administrators and trainer by increasing job satisfaction of both, which in essence increases trainer retention rate by reducing trainer turnover.

The school organizational climate can have an influence on trainers to sustainably work in college to have retention.

Halpin and Croft in *The Theory and Practice of Educational Administration* (1989:69) have identified six organizational climates which tend to characterize schools. One of these climates arises from human interaction among trainers and students which is identified as open school climate is stated as follows.

- ◆ An energetic, lively organization which is moving to defined organization goals.
- ◆ The principal seeks integration of the goals of the organization and the needs of students and teachers.
- ◆ Group members enjoy friendly relations with each other and obtain considerable job satisfaction.
- ◆ They have incentives to work things keep the school moving.

2.10.2 Salaries, Benefits and Prestige of Teachers

Although decisions about whether to enter and remain in teaching are ultimately personal ones that according to individuals' needs and circumstances, there are several factors to

be related to trainers' turnover. One of these broad categories that many trainers likely to agree as major reasons are low salary and absence of benefits and prestige.

Low pay is frequently mentioned by those who do not choose teaching as a career. Increasing teachers' salaries should not only attract more people into teaching, it should also reduce teacher turnover rates, by increasing teacher supply. Because attracting more individuals to teaching is a relatively long-term activity, the more immediate impact of salary increases should be on the retention of current teachers.

Salary increases and other financial incentives are often thought to be a primary motivator for teachers to remain in the classroom. To describe this Peppitt (2004:113) forwarded. If you want to recruit motivated, loyal employees, then you should pay the "Staying rate" not the "going rate". In other words, the "going rate" is what everyone else pays. That's fine, if the skills required are easy to find.

However, salary alone is not sufficient to predict teacher turnover. Financial incentives encourage teachers to stay over the short term; over the long-term they need opportunities for growth. By supporting these ideas, Mathis and Jackson (2005:182) stated that Pay is rarely the only reason why people leave, although low pay levels are often a distinctive to stay.

Thus, it is good for colleges to be aware of factors that commonly affect trainers' turnover in particular so that they can take steps to reduce them.

2.11 TVET Strategy towards staff support

2.11.1 Policy Consideration

Creating conducive work environment for TVET staff is very important. As mentioned in the National Technical and Vocational Education and Training Strategy .TVET sector had been difficult to attract high caliber and motivated professionals for along time. Therefore, for the successful implementation of the TVET program and to create a

conducive, motivating and attractive work environment for technical trainers and TVET college deans and administrators, the strategy has envisaged:

- To under take all efforts to raise salary packages offered to TVET professionals.
- Providing housing and transport allowance and other benefits.
- Coherent human resources development planning and career promotion schemes.

Nowadays, there is good start which was implemented by Addis Ababa City Administration as of July 1, 2001 E.C in relation to house allowance for Certificate teachers –200 birr, Diploma teachers –250 birr, First Degree teachers-300 birr, Second degree teachers –350 birr were given as house allowance.

Further more the TVET strategy has also cleared out that, TVET institutions will be free toward salary supplements and bonuses to well performing staff in-line with transparent criteria and Federal and State guidelines.(2006:33)

2.11.2 Professional Development

Professional development can help and prevent excessive turnover, especially if the skills are seen to be relevant to the person and the colleges are ready put in to practice. Institutions' expectations for professional development need to be fair.

On the basis of this assumption the strategy pointed out that, the government of Ethiopia is in the process of fundamentally to overhauling the system and provision of TVET trainer training and further training. The aim of this process is to create a corps of TVET trainers capable of preparing trainees from different target groups and with different learning requirements to develop relevant occupational competencies as defined in the occupational standards.

To increase the supply with relevant training and further training:

- TVET trainer training at higher education institution is currently being strengthened and new programs are being developed.
- New TVET trainer/instructor training facilities or departments will be established at other Ethiopian Universities.

- The previous qualification structure for TVET teacher will be revised and a new Bachelor qualification will be introduced.

2.12 Turnover and Quality of Training

2.12.1 Occupation Testing and Certification

The term administration is interrelated with directing meaning motivating the employees so as attain the original objective. The term directing is defined as “a process of leading and motivating subordinates to understand and undertake their duties” (Mbamba, 1992:89). Some researcher prefer such terms as ‘Stimulating’ , ‘Influencing’ or ‘Leading’ whatever label is given, the concept is concerned with the authority-issuing directives consulting decision making necessary to keep the institution going... therefore, the terms ‘directing’, ‘stimulating’ and ‘influencing’ have similar connotation (Knezevich, 1969:30)

The TVET will respond also to the Ethiopian Occupational standard (EOS). Occupational Standards (OS) indicate the level of performance required for the successful achievement of work expectation. They are defined in terms of the activities (duties and tasks) performed by a person in a selected occupation. They apply to specific types of work role. In this system the general knowledge and skills needed by the trainees, the work behavior and abilities are identified. OS are intended to specify best practice in particular employment sector. They constitute an industry determined specification of performance, which sets out the skills, knowledge and abilities required to operate effectively in employment.

TVET should promote generic skills acquirement among different occupation which will be useful to improve and develop the trainees physical and mental capabilities in order to promote their employment indifferent occupations.

Occupational testing and subsequent certification is the main feature of the outcome-based TVET system to verify individual occupational competencies for all defined TVET qualification at all levels, occupational testing and certification is officering now.

National TVET qualification certificates will be awarded upon passing the occupational tests.

Occupational testing and certification will be accessible to all candidates who fell competent that they meet the requirements of the respective occupational standard, irrespective of how and where they were trained or learned.

Graduate from any formal and non-formal TVET program have access to occupational testing and certification, as well as those who have learned informally (i.e. one the job, through traditional apprenticeship or through self-learning) (TVET strategy: 2006:21-22)

Hence, occupational testing is one of the major tool which verifies the quality of training and in return this task requires the competence of the trainer competences measured in terms of theoretical knowledge, technical and pedagogical as well as being breast with new technologies in the work place.

In 1994 Ethiopian adopted a new Education and Training Policy and Strategy (ETPS) to restructure the education system and expand its accessibility in a form that is directly relevant to the present and future requirements of the economy, the policy envisages

..... ... bring up citizens endowed with a human outlook country wide responsibility and democratic values having developed the necessary productive creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large... ... (ESDP, 1999:1)

Within the framework stated in the ETPS the government designed the Education Sector Development Program (ESDP). The program envisages the expansion of educational opportunities and the main thrust of ESDP is to improve educational and training quality.

In relation to TVET training for high-quality skill requires appropriate training equipment and tools, adequate supply of training materials and practice by the learners. Other requirements include relevant textbooks and training manuals and qualified trainers with

industry-based experience and hard to come by, since such categories of workers are also high demand in the labor market. Therefore, colleges' deans as well as administrators must look through the motivational factors and satisfaction constraints that lead trainers to leave the college.

2.12.2 Occupation Testing and Certification

Our country has embarked on a process of reforming its TVET-system with in the policy and strategies of the Ethiopian Government, technology transformation by using international standards and international best practices as the basis, and adopting and verifying them in the Ethiopian context is a pivotal element.

The Ethiopian Occupational Standards (EOS) are a core element of the Ethiopian National TVET strategy and an important factor within the context of the Ethiopian TVET - Qualification Framework (ETQF).

Occupational Standards (OS) indicate the level of performance required for the successful achievement of work expectations. They are defined in terms of the activities (duties and tasks) performed by a person in a selected occupation. They apply to specific types of work role. In this system the general knowledge and skills needed by the trainees, the work behavior and abilities are identified. OS are intended to specify best practice in particular employment sector. They constitute an industry-determined specification of performance, which sets out the skills, knowledge and abilities required to operate effectively in employment.

TVET should promote generic skills acquirement among different occupation which will be useful to improve and develop the trainees physical and mental capabilities in order to promote their employment in different occupations.

CHAPTER THREE

RESEARCH METHEDODOLOGY

The purpose of this study was to access the cause and consequence of trainers turnover in some selected TVET College of Addis Ababa. This study was conducted by using descriptive survey method. The descriptive method was appropriate because it helps in obtaining information on trainers turnover and enables one to test the basic question. Furthermore, the method was also used to draw out recommendation that may help to improve the existing problem and thereby to suggest possible solutions.

3.1 Source of Data

The data was collected by using both primary and secondary sources. The primary data was collected from respondents of TVET Colleges. These include

- The deans and administrators of TVET College
- The existing trainers
- The ex-trainers

Furthermore, secondary data was collected by using relevant books, journals, internet, conference report, by reviewing colleges, and other sources of information that support the data.

3.2 Instruments

The relevant information for the study was obtained through questionnaire, interviews and document analysis.

Questionnaire was used because it enables to gather the required data from many people and assumed to be convenient to conduct the study. Therefore one type of questionnaire with both open and close ended items were administered to the existing and ex-trainers. The questionnaire was filled by target respondents to investigate the cause and consequence of the problem. In order to acquire additional primary information, interview was held with college Deans and Administrators to investigate the view of the members of the management regarding the problem of the study. Furthermore, the researcher observation about issues related to the problem was taken in to account.

Furthermore, I am convinced to make little bit modification with regard to two questions which are interrelated to ex-trainers of the questionnaire. Apart from this minor mistakes of grammar and punctuations were corrected.

The Cronbach's Alpha test for trainers questions was calculated 0.86 which shows the 86% of reliability of the questionnaires. This testing disclosed that the questionnaire which was tried out by pilot study have a good reliability.

In addition to this, my colleagues and experts who read my questionnaire have also made constructive suggestions. Finally, in accordance with critical comments from my advisor, this helped me in modifying my question and come up with final of my questionnaire and interview guide.

3.4 Sampling Technique

There are seven governments owned TVET College in Addis Ababa City Administration offering training in different fields. Therefore, in order to made the sample reasonable and representative, four government TVET were selected.

The researcher used three sampling techniques. These are namely:

1. Stratified Sampling
2. Random Sampling
3. Available Sampling

The Sampling technique used to select the existing trainer respondents was stratified sampling in which the main departments were taken as strata and in the process of Sampling existing trainers were selected from strata by random sampling technique. Regarding ex- trainers available sampling was used. In relation to the respondents of deans and administrators purposive sampling were used. Based on the availability sampling out of 580 existing trainers 192 (33%) of them were selected and involved in the study (i.e. 48 existing from each colleges and 35 ex- trainers of colleges). So as to strengthen and make the data more reliable 4 Deans, 8 Vice Deans and 4 Administrators of four sampled college will be taken.

The questionnaire distributed and collected by the researcher. Out 192 existing questionnaire distributed 174(90.63%) were filled and returned. Accordingly, the response that was obtained systematically tabulated and analyzed based on the response given by majority of respondent for each item in the questionnaire.

3.5 Method of Data Analysis

The data gathered questionnaire, interviews and documents were analyzed in the next chapter.

For the sake of conveniences, some of the items of the instruments were grouped in to their own categories and the presentation may not necessarily refer to each item individually. Related items were treated together. In analyzing the data, the following procedures were used.

First, the response obtained from the questionnaire items were tabulated, interpreted and analyzed. The reactions of the respondents were indicated in numbers and/or percentages. The interpretation, analysis and the ensuring discussion therefore were based on the results obtained.

The view of the respondents that have been gained from questionnaire, interview and the information gathered from various documents were used to substantiate the interpretation, analysis and the discussion wherever deemed necessary.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is concerned with data presentation (that is collected through questionnaires, interview and review of documents), analysis and interpretation.

This part of the study contains an explanation of the results obtained. Analysis of the results provide answer to the question posed in the first chapter concerned with the cases and consequences of trainers turnover in some selected Government owned TVET colleges in Addis Ababa.

4.1 Characteristics of the Study Groups

In order to investigate the causes and consequences of trainers' turnover relevant data was gathered from Dean, Vice Deans, Personnel Management of the Colleges, existing trainers and Ex-trainers. Accordingly the population of the study group was 580 trainers, 4 deans 8 Vice Deans and 4 Personnel Administrators in four TVET Colleges of Addis Ababa.

Of the total population was 192(30%) existing trainers, the first type of questionnaire was distributed for 174 existing trainers of the total population group 580 trainers of college selected randomly from each of four sample target colleges. Out of the total distributed questionnaire 174 were managed to filled and returned by the existing trainers. The rate of return of questionnaire was 174(91.58%) for existing trainers. Another type of questionnaire was prepared and distributed for ex-trainees who left the college for various reasons. For this type of questionnaire 35(100%) were distributed and filled and returned. The researcher also prepared interview type questionnaire and conduct interview for deans, Vice Dean's and Personnel Management of colleges. Four respondents from each of four sample colleges, and out of these 12(75%) respondents were interviewed.

The profile of the respondents with regard to sex, age, marital status, qualification, field of specialization and service year, which is included in the general background information part of the questionnaire, are summarized and presented below see table 1.

Table 1: Characteristics of existing and ex-trainers

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. Sex				
Female	149	85.63	29	82.86
Male	25	14.37	6	17.14
Total	174	100	35	100
II. Age				
20 – 25	17	9.77	19	54.28
26 – 30	34	19.54	15	42.86
31 – 35	60	34.48	-	-
36 – 40	34	19.54	-	-
Above 40	29	16.67	1	2.86
Total	174	100	35	100
III. Marital Status				
Married	81	46.55	4	11.43
Single	93	53.45	31	88.57
Total	174	100	35	100
IV. Qualification				
College Diploma	14	8.05	-	-
Bachelor Degree	137	78.73	27	77.14
Masters Degree	23	13.22	8	22.86
Others				
Total	174	100	35	100
V. Fields of Specialization				
Educational Administration	3	1.72	-	-
Business Education	45	25.86	3	8.57
Vocational Management	6	3.45	-	-
Construction	34	19.54	16	45.71
Industrial	38	21.84	12	34.29
Home Science	18	10.34	-	-
Common Course	16	9.20	-	-
Others	14	8.05	4	11.43
Total	174	100	35	100
VI. Service Year in the current Position				
Up to 2 Years	33	18.97	19	54.28
Above 2 years - 5 Years	41	23.56	8	22.86
Above 5 years - 10 years	53	30.46	7	20
Above 10 years – 15 years	18	10.34	-	-
Above 15 years	29	16.67	1	2.86
Total	174	100	35	100

As the researcher conducted the interview one of respondents were deans and personnel management of colleges numbering 12, out of them 10 (83.3%) were male and 2 (16.7%) were female. 8 (66.7%) between 31-35 and the rest of other 4 (33.3%) were above 40. Concerning their qualification 9 (75%) were MA/MSc holders and 3(25%) was with BA/BSc. As to their field of specialization 11(91.7%) of the principals as well as administrators were graduate from vocational administration and related fields administration 1(8.33%) of the respondents of Dean's was neither graduate vocational administration nor any other related fields of administration. But as referred to their service in their position 8 (66.7%) had experience 1 – 2 years, 4 (33.3%) had between 2 – 5 years. This information reveals that the majority of the respondents have better educational qualification in relation to administration but lack management experience. Since, they lack experience, it is expected that they might have face problem in handling and trainers retention.

The second group of respondent was existing trainers. They were 174 in numbers and 149 (85.63%) were male, while 25 (14.37%) were female. As to their age 17 (9.77%) of them ranged 20 – 25 year, 34(19.54%) were between 26-30 years, 60(34.48%) were between 31-35 year and the rest 34 (19.54%) respondents were above 40 years of age.

The third item in Table 1 was shown about the marital status of the respondents groups. According to the data 93 (53.45%) of the existing trainers and 31 (88.57%) of ex-trainers are unmarried. It is believed that if the other factors are being constant, married employees are less likely to be absent from work or quit due to the family responsibilities attachment and may have positive effect and tend to have higher job satisfaction than do unmarried. That is if they have happiness in their marriage it spills over to their job and vice versa. (Dubrin, 1992:34). Hence, most of the trainers of the colleges are unmarried; this might have an impact upon the trainers' turnover.

The above idea will lead us to support the concept of that married employees are more loyal to their employer organization than unmarried employees due to the responsibility they shoulder to their families.

As it can be seen in the item 4 of the above table, the TVET College in general mainly composed of three levels of qualification i.e. masters degree, 1st degree and Diploma holders. Therefore both the sample existing and ex-trainers can understand the questionnaire properly and answers obtained from such respondents are mostly likely to be representing the whole population.

Regarding their education qualification of existing trainers respondents 14(8.05%) were with diploma, 137(78.73%) were Bachelor Degree holder and 23(13.22%) were masters. Concerning their of specialization 3(1.72%) were graduate of educational administration 45(25.86%) were from Business education, 34(19.54%) were graduates of construction technology, 38(21.84%) of Industrial, 18(10.34%) of Home science graduates, 16(9.2%) graduates of English, mathematics, civics and entrepreneur name as common course & 14(8.5%) from other specialization. The above information revealed that, some sections had shortage of trainers that might be an indicator of trainer turnover.

Concerning the service years of existing trainers 33(18.97%) have served the college for less than two years, 41(23.56%) of the respondent have served for two to five years, 53(30.46%) have served for above five years to less than ten years, 47(27.01%) of the respondents have served the college for more than ten years.

This questionnaire was also distributed to persons who left the college due to various reasons. In this section the data collected through the questionnaire will be presented and interpreted followed by the analysis. Here it was intended to know the most driven factor that pushes them to leave. The profile of the respondents regard to age, sex, marital status, qualification, field of specification and their years of service in the college are summarized and presented in the table one above.

The above table shows that from the total 35 ex-trainers respondents 29(82.6%) were males and only 6(17.14%) were female. It also shows that the number of respondents in each age group i.e. 19(54.28%) are between age 20-25, 15(42.86%) are between 26 -30, 1(2.86%) are above 40.

As it can be observed in Table I that about 34(97.14%) the ex-trainers are under age category of less than 30 years. This is accredited to the colleges' practice of hiring young graduates.

On the other hand, most of the young graduates want to develop a satisfying and worthwhile career show that almost all of them were below 30 years of old and 27(77.14%) of them are left less than 5 years of service. And when they are asked why they are left, they replied that due to shortage of salaries and benefits.

As can be seen from in table I concerning their years of service category indicates 19(54.28%) of the ex-trainers respondents have served upto two years, 8(22.86%) of the respondents have served above 2 – 5 years, 7 (20%) of respondent have served for above 5 – 10 years, the remaining 1(2.86%) has served for more than fifteen years.

From the above data, it was found that significant number of trainers who left the colleges were between 20-30 age ranges. Hence the management of the college should attempt to convenience these energetic youngster trainers after it knows their intention to leave the college. This will help the college to minimize the turnover rate which ultimately results in reduction of costs as well as in enhancing the quality of training.

Table 2: The total number of trainers turnover in three sampled TVET College

	MSC	Degree	Diploma
2007/08			
Male	1	33	3
Female	-	14	1
Total	1	47	4
2008/09			
Male	4	54	1
Female	1	12	2
Total	5	66	3
2009/10			
Male	6	71	5
Female	-	10	1
Total	6	81	6

- Please, refer the attached appendix

From the above data of the three sampled college its found that the total number of employees who has left the college in the last three years are two hundred nineteen. According this table in 2007/08 fifty two trainers were left the college from these thirty seven were male and the rest fifteen where female, in 2008/09 seventy four trainers were left the college from this total number fifty six were male and eighteen were female, 2009/10 ninety three trainers were left the college, out of these eighty two were male the rest eleven were females. Therefore from these data one can conclude that majority of the trainers were male and the extent of turnover increasing from year to year.

4.2. Duties and Job Description

Understanding the duties and job description of trainers are very critical before performing their tasks. This is changed into practice through induction process. By using induction process we can introduce the new trainers to his job, to the fellow colleagues and the college as whole which enables her (his) to function their task effectively and efficiently in the college.

Table 3: Responses of existing trainers and ex-trainers related to duties, job description and field of study or related to jobs

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. Clear explanation of duties and responsibilities in the college				
Strongly Agree	22	12.64	4	11.43
Moderately Agree	42	24.14	6	17.14
Undecided	-	-	-	-
Moderately Disagree	61	35.06	14	14.40
Strongly Disagree	49	28.16	11	31.43
Total	174	100	35	100
II. Understanding job description				
Strongly Agree	46	26.44	17	48.57
Moderately Agree	83	47.70	13	37.14
Undecided	-	-	-	-
Moderately Disagree	34	19.54	3	8.57
Strongly Disagree	11	6.32	2	5.72
Total	174	100	35	100
III. Assignment of jobs related to my field of study				
Strongly Agree	159	91.38	34	97.14
Moderately Agree	10	5.75	1	2.86
Undecided	5	2.87	-	-
Moderately Disagree	-	-	-	-
Strongly Disagree	-	-	-	-
Total	174	100	35	100

As the above table 3, item 1 indicates 64 (36.78%) of the existing respondents strongly agree and moderately agree about their duties and responsibilities in the college and clearly explained when they were hired where as 110(63.22%) of the existing respondents strongly and moderately disagree that their duties and responsibilities were explained when they fires hired.

Also the same question was raised for ex-trainers a significant number of ex-trainers i.e. 25(71.43%) moderately and strongly disagree about the question. The above figure tell us average number of trainers didn't know their duties and responsibilities apart from teaching tasks at the time of their recruitment. Therefore, the college management has to

address every new trainer by creating awareness about what is expected from him/her in addition to teaching duties.

In item 3 of the same table, both trainers were asked whether they clearly know their job description at present or not, 129(73.7%) of the existing trainers and 30(85.71%) ex-trainers respondents conform moderately and strongly to this questions. From the above data, it is found that only insignificant numbers of respondent moderately and strongly disagree with the above question. They responded that they were strongly disagreeing with the above opinion.

Therefore, the above data revealed that both trainers at present understand their job description clearly. And this understanding may come from their colloquies and work experience.

Regarding the third item of the above table, both respondents were asked about the current assigned job whether they are assigned on the jobs related to their field of study. 159(91.38%) of existing trainers and 34(97.14%) of ex-trainers are strongly agree with this opinion. Therefore this data, we can verify that the college assigned trainers that coincide with their field of study.

4.3. Convinces of College for work and satisfaction with jobs

Good working conditions are highly desirable because they lead to greater physical comfort. On the contrary, poor working condition may become one source of job dissatisfaction. In this regard, the results have been summarized under the following table.

Table 4:- Responses of existing trainers and ex-trainers to the convenience of the college for work and satisfaction with jobs.

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. Convenience of the college for work				
Strongly Agree	14	8.05	-	-
Moderately Agree	39	22.41	-	-
Undecided	4	2.3	-	-
Moderately Disagree	49	28.16	2	5.71
Strongly Disagree	68	39.08	33	94.29
Total	174	100	35	100
II. Satisfaction with jobs.				
Strongly Agree	11	6.32	-	-
Moderately Agree	23	13.22	-	-
Undecided	-	-	-	-
Moderately Disagree	37	21.26	1	2.86
Strongly Disagree	103	59.2	34	97.14
Total	174	100	35	100

Sample respondents were asked to indicate whether the college is a good place to work or not. Based on the above data 117 (67.24%) of the existing trainers and all of ex-trainers were responded moderately and strongly disagree.

The above data implies that the college is not conducive to work hence so much is expected from the management of the college in fulfilling the necessary training and staff lounge facilities.

In the item 2 of the above table, both trainers were asked whether they have job satisfaction or not. Accordingly, 140 (80.46%) of the existing trainers respondents and 35(100%) of ex-trainers replied that they are not satisfied with their job. This item indicates that the majority of existing trainees as well as all of ex-trainers respondent were not satisfied with their job. If they are satisfied in other words it implies that most of the trainers are always on planning to leave their job or they consider a profession as a spring board for another not-teaching job. Thus, still there will be a possibility of turnover.

4.4. Fairness and Objectivity of Job Promotion

Where promotion is regarded as reward of hard work and loyalty, recruitment from within can serve as a factor of trainers motivation that leads to greater job satisfaction. It is known that its implementation require fairness and objectivity. On other side if the TVET colleges lack promotional opportunity, fairness and objectivity. This situation may enforce the trainers to search new jobs. In relation to this, the results have been summarized under the following table.

Table 5: Responses of existing trainers and ex-trainers in relation to promotion

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. Fairness and objectivity of job promotion				
Strongly Agree	-		-	-
Moderately Agree	7	4.02	-	-
Undecided	4	2.3	-	-
Moderately Disagree	36	20.69	4	11.43
Strongly Disagree	127	72.99	31	88.57
Total	174	100	35	100

Though the potential significance of retaining trainers of good quality and experience in the career is recognized by the Ethiopian Government as expressed in Ethiopia Education and Training Policy (1994) and efforts are made to expand in service teachers' education and promote trainers schemes.

In the above table, concerning job promotion both trainers were asked to forward their view for question relating with its fairness and objectivity in handling promotion in their colleges.

Accordingly 31 (88.57%) of ex-trainers as well as 127(72.99%) of existing trainers respondents said that they strongly disagree. While 11(91.67%) of college deans as well

as personnel management respondents said that they conform strongly with its fairness and objectivity of promotion. From this, one can realize that fairness and objectivity of handling promotion from trainers' point of view in TVET colleges are not made properly. This response might be given due to the fact that after assistance lecturer title, the promotion is not provided by Academic Commission of the college rather it is implemented by the board of the college, as it was practiced unless the trainers hold masters degree. He or she will not promote to lecturer title and this kind of approach has an impact upon the trainers who have more experience. Hence, this kind of implementation must take in to account the experience of the trainers which in turn require the revision of legislation in TVET Colleges.

Most of existing as well as ex-trainers respondents may not be aware about the requirement and implementation of promotion that means its implement lack information which generally leads to the question of fairness and objectivity. From the above data, we can realize that the trainers in TVET college are not satisfied with promotion schemes so, most of the trainers leave the colleges fro adequate starting salary, for better compensations, benefits, incentives, rewards, salary scale, fro fair payment for extra works, for field works' per dime and research funds, reasonable salary increment and the like. In short one of the major reason they leave the colleges to get more income.

4.5. Adequacy of Reward

Good performance, experience, loyalty, new responsibilities, and other behaviors can be rewarded through an effective compensation plan. It is therefore important to be aware of the issues of equity and adequacy in distributing work related rewards.

Table 6: Response of existing and ex-trainers in relation to reward

Item.	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No	%
1. Adequacy of reward				
Strongly Agree	9	5.17	-	-
Moderately Agree	16	9.20	-	-
Undecided	17	9.77	-	-
Moderately Disagree	53	30.46	2	5.71
Strongly Disagree	79	45.4	33	94.28
Total	174	100	35	100

As shown in the above table 79 (45.5%) of existing trainers and 33 (94.28%) of ex-trainers respondents were strongly dissatisfied with the reward made in the college. Only 9 (5.17%) of the existing trainers responded strongly that they rewarded adequately. This response may emanate from its implementation process. When we observe its implementation, the deans together with the management committee with no clear specific time interval they provide reward in connection with work performance, technology adoption and research. But, as can be seen from the data its implementation seems that it may not go through right track. Since the majority of the respondents were not satisfied by the current reward system. So it reminds the management of the college to assess its reward system and process of nomination.

4.6. Salary and Benefits

Although decision about whether to enter and remain in teaching are ultimately depend upon individual needs, there are so many factors to be related to trainers' turnover. One of these major reasons are low salary and lack of benefits. In this regard, the results have been summarized under the following table.

Table 7: Responses of Existing & Ex-Trainers in relation to Salary and Benefits

Item.	Existing Trainers		Ex-Trainers	
	No.	%	No	%
I. Salary commensurate with my experience and level of education				
1. Strongly Agree	37	21.26	-	-
2. Moderately Agree	8	4.60	-	-
3. Undecided	-	-	-	-
4. Moderately Disagree	-	-	1	2.86
5. Strongly Disagree	129	74.14	34	97.14
Total	174	100	35	100
II. The money I earn at the college fairly reflects my work and my position				
1. Strongly Agree	-	-	-	-
2. Moderately Agree	11	6.32	-	-
3. Undecided	-	-	-	-
4. Moderately Disagree	10	5.75	3	8.57
5. Strongly Disagree	153	87.93	32	91.43
Total	174	100	35	100
III. Satisfaction of benefits compared with other colleges				
1. Strongly Agree	108	62.07	31	88.57
2. Moderately Agree	66	37.93	4	11.43
3. Undecided	-	-	-	-
4. Moderately Disagree	-	-	-	-
5. Strongly Disagree	-	-	-	-
Total	174	100	35	100

As shown in the above table 7 item I, only 37 (21.26%) of the existing trainers strongly agree that their salary commensurate with their experience and level of education where

as the majority or 129 (74.13%) of the respondents strongly disagree that their basic salary is enough to commensurate with their efforts. On the other hand 34 (97.14%) ex-trainers respondents strongly disagree that their salary commensurate with their experience and level of education.

From the above data, it is possible to understand that majority of trainers respond about the inadequacy of salary to satisfy their needs. In general the above concepts lead us that the trainers, salary is insufficient and in consequence it might be one of major factor leaving the job.

Concerning item II, both trainers were asked whether the salary reflect their work and position or not 32(91.43%) of ex-trainers respondents strongly disagree that their work load and position match with their payment. On the other hand 153(87.93%) existing trainees strongly disagree that the money that they earn at college fairly reflects the work and position of themselves. As stated, higher number of existing and ex-trainers said that the money they earn do not reflect the work they had. So the TVET agency together with concerned government party has to design good compensation system that could compensate trainers according to their work performance, experienced position.

As can be shown table 7 of item III, both trainers were asked by comparing their college with other similar colleges in relation to benefit package whether they are satisfied or not. With reference to this item 148(85.06%) of existing trainers and 26 (74.29%) of ex-trainers strongly agree that the benefits that they earn were satisfied. The respondents replied the above feedback may be due to the reason that there extra income in extension class per period is somewhat similar only with little variation among this government owned college. Again if we refer to benefit package, the money that the trainers earn to all government college is house allowance which was permitted as of July 2001 E.C. and its payment was based on the level of qualification (i.e. master holder, birr 350, 1st degree, birr 300, Diploma 250). Hence, the majority of existing trainers as well as ex-trainers conform that comparing to other similar college in the community, they are satisfied with benefits because, there reference are the government owned college only.

On other side, it is well known fact that most trainers compare their pay with pay level and benefit available not only in the same college but also in other organization. When better is available elsewhere, the tendency to quit one's work is clear and to accept the job with higher job opportunity.

Therefore, the management of the college and the Addis Ababa TVET Agency must work together in order to develop trainers satisfaction in relation to some major benefits scheme which have to be examined and implemented with collaboration of concerned government body so as to reduce the problem of turnover.

4.7. Handling conflicts and decision making

The conflicting resolution approach of management of TVET college should be realistic and constructive. In addition to this, the involvement of trainers in decision making must be strengthen which may enhance feelings of belongingness.

Table 8: Opinions of existing and ex-trainers about handling conflicts and decisions making by management of the college

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. Handling of conflicts constructively				
Strongly Agree	13	7.47	1	2.86
Moderately Agree	11	6.32	-	-
Undecided	-	-	-	-
Moderately Disagree	5	8.05	-	-
Strongly Disagree	145	83.33	34	97.14
Total	174	100	35	100
II. Participation in decision making				
Strongly Agree	15	8.62	-	-
Moderately Agree	6	3.45	-	-
Undecided	-	-	-	-
Moderately Disagree	14	8.05	3	8.57
Strongly Disagree	139	79.88	32	91.43
Total	174	100	35	100

As it can be shown in the above table 8 of item I, both existing and ex-trainers were asked how the management of the college handling mechanisms of conflicts. In relation to this question 145 (83.33%) of existing trainers and 34 (97.14%) of ex-trainers respondents strongly disagree that the management of the college handle conflicts constructively. Whereas 13(7.47%) existing trainers and 1(2.86%) strongly agree with the above questions.

As it is known every operation of the college will be performed successfully if there exists smooth communication between employees. Lack of peace in the college environment may bore trainers while spending their time at work or they may tend to leave their work place. From the above data, it is clear that the management of the college conflicting resolution approach was not attractive. So to make use of smooth communication, the management of the college is highly expected to reach to certain types of solution by compromising things constructively and tactically.

Concerning the item II of the above table, the respondents were asked about their participation in decision made by the college management regarding their job. Only 15(8.62%) ex-trainers respondents strongly agree that they feel they have a share in decision making. On the other hand, 139(79.89%) of existing and 32(79.88%) of ex-trainers said that they strongly disagree that they have shares in decision making concerning their job.

The above data revealed that significant number of both respondents said that they did not have involvement in decision making. Hence, the management of the college must create and design conducive mechanism of participation. So as to enhance their participation in different decision affairs of the college this may develop feelings of belongingness in their college.

4.8. Good Communication and teamwork

Since the work of education is teamwork, it requires good communication. Communication serves as the coordination link between people and organizational

functions. Where trainers perceive positive relationships with their administrators, the motive of work will be highly encouraged and vice versa.

Table 9: Responses of existing and ex-trainers related to communication and teamwork.

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. There is good communication between me and the management of the college				
Strongly Agree	18	10.34	-	-
Moderately Agree	-	-	-	-
Undecided	-	-	-	-
Moderately Disagree	-	-	-	-
Strongly Disagree	156	89.66	35	100
Total	174	100	35	100
II. Deans as well as section heads encourage teamwork				
Strongly Agree	-	-	-	-
Moderately Agree	-	-	-	-
Undecided	-	-	-	-
Moderately Disagree	40	22.99	5	14.29
Strongly Disagree	134	77.01	30	85.71
Total	174	100	35	100

As the above table indicate both of existing and ex-trainers where asked whether good communication exists between the management of college and trainers or not. Accordingly 156 (89.66%) existing trainers and all of ex-trainers strongly disagree about good communication where as only 18 (10.34%) existing strongly agrees that there was good communication between the management of college and trainers.

From the above data, the majority of both respondents indicate that the communication between the management of college and trainers were not good which implies that communication of respondent were almost unhealthy and this condition will inform the college to design different approach create smooth relationship with trainers. Since doing so will enable the college to provide effective and efficient service because good communication will enable the college o retain its current trainers since trainers will feel that the management of colleges have belongingness for them or they feel that they are part of the college and will devote their effort towards the achievement of college objectives and missions.

As the above table also showed 134(77.01%) of the existing respondents and 30(85.71%) of ex-trainers respondents moderately and strongly disagree that the deans as well as section head encourage team work. On the contrary 40(22.99%) of the existing trainers as well as 5(14.29) ex-trainers respondent moderately and strongly disagree that both deans and section head discourage team work.

The above data revealed that the majority of both respondents moderately and strongly disagree that their deans as well as section heads encourage team work in the college.

As it is known, almost all activities of the college require team work and the management of the college or section head will be more effective in their accomplishment of their objectives of the TVET if they encourage the information of teams depending on the existing situation. So the college management and the section head should have to give more emphasis on the information of team work which is vital for the accomplishment of the college tasks properly.

Table 10: Responses of existing and ex-trainers in relation to skills, abilities and job security at the college

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. My job makes good use of my skill and abilities				
Strongly Agree	155	89.08	33	94.29
Moderately Agree	-	-	-	-
Undecided	-	-	-	-
Moderately Disagree	19	10.92	2	5.71
Strongly Disagree	-	-	-	-
Total	174	100	35	100
II. I feel I have job security at the college				
Strongly Agree	153	87.93	27	77.14
Moderately Agree	-	-	5	14.29
Undecided	-	-	-	-
Moderately Disagree	-	-	-	-
Strongly Disagree	21	12.07	3	8.57
Total	174	100	35	100

As it was shown in the above table of item 1, both respondents were asked whether their job make good use of their skills and abilities. Accordingly 155(89.08%) of existing trainers as well as 33(94.29%) of ex-trainers respondents replied that they were strongly agree that their job make good use of their skills and abilities. Whereas, insignificant number of both respondents i.e. 19(10.92%) of existing trainers and 2(5.71%) ex-trainers replied that they moderately disagree that their job make any use to their skills and abilities.

From the above data, one can conclude that the trainers are assigned on the basis of their specialization and this assigning process has direct correlation with the respect of making good use of their skill and abilities which coincide with their specialization.

Regarding Job security, as we know, it relates to freedom from worry and anxiety from being layoff as well as adequacy and guaranty of monetary reward on payday. In relation to this both respondents were asked as to whether they had/have feeling of job security of TVET College. 153 (87.93%) of the existing trainers and 27 (77.14%) ex-trainers strongly agreed that they head no problem with the security of their job at the college. Where as only 27 (12.07%) of existing and (5.71%) of ex- trainers strongly indicated that they have a sense of insecurity in their job at the college. from the above data one can conclude that there is no as such job security problem in TVET college due to fact that all trainers are hired by the Government.

4.9. Management concern to trainers

Employees feel better and often work better when they receive reassurance and support from the boss. Thus the management of TVET colleges should display concern about trainers by providing on job training and making an effort to support trainers so as to improve themselves. In relation to this, the results have been summarized under the following table.

Table 11: Opinions of existing and ex-trainers related to college environment

Item	Respondents'			
	Existing Trainers		Ex-Trainers	
	No.	%	No.	%
I. This college provided effective on job trainings to trainers				
Strongly Agree	38	21.84	1	2.86
Moderately Agree	16	9.20	3	8.57
Undecided	-	-	-	-
Moderately Disagree	-	-	4	11.43
Strongly Disagree	120	68.96	27	77.14
Total	174	100	35	100
II. The management of the college is concerned about the trainers				
Strongly Agree	43	24.71	-	-
Moderately Agree	6	3.45	2	15.71
Undecided	-	-	-	-
Moderately Disagree	14	8.05	-	-
Strongly Disagree	111	63.79	33	94.29
Total	174	100	35	100
III. This college makes an effort to help trainers improve themselves				
Strongly Agree	-	-	-	-
Moderately Agree	19	10.92	-	-
Undecided	21	-	-	-
Moderately Disagree	134	12.07	-	-
Strongly Disagree		77.01	35	100
Total	174	100	35	100

As shown in the table 11 of item I, both respondents were asked whether they have got effective on job training related to their job or not, 54(31.03%) of the respondents strongly and moderately agree that their college provide effective on job training for them. Whereas 120(68.97%) of the existing trainers and 31(88.57%) of ex-trainers respondents strongly responded that the colleges don't provide effective training related to their job. Effective on job training is very critical especially for trainers so as to update with current methodology and technology it will be very important for the college to update its trainers by providing training for them in their current assignment or when they are transferred to new jobs service trained trainer is more fruitful.

From the above data, one can understand that significant number of both existing and ex-trainers strongly cited their opinion about effective on job training not provided in their college properly. This kind of response emanate from the fact that on job training was implemented especially in summer class in the first degree program but on the other side, if we observe second degree program the chance of getting this education opportunity is very limited and rare chance.

Therefore, the management of the college should provide efficient and effective n job training which will promote trainers capacity in relation to their specialization and in return it contribute much in maintaining the quality of training by equipping with the necessary skill gap training.

On the same table of item 2, both respondents were asked about the concern of management of TVET College regarding trainers. Accordingly, 125(71.84%) of existing trainers and 33(94.29%) of ex-trainers were moderately & strongly disclosed that the management of college was not concerned about trainers. Whereas 49(28.16%) of existing and 2(5.71%) ex-trainers were moderately and strongly responded that the management of college was concerned about trainers.

From the above data, one can realize the government owned TVET Colleges of Addis Ababa were not much concerned to their trainers. If the management of the college is not as concerned with the trainers, the situation may results in adverse effect upon the quality of training process. Due to different reasons create wastage of time for trainees until the new trainer is recruited.

As the researcher mentioned earlier the basic focus of discussion is one the trainer turnover which the college faces. The Deans of the college as well as the Human Resource Management gave their response that the college was facing the problem of turnover especially during the last three years (2008-2010G.C.).

Both of the above respondent were further elaborated the problem of turnover particularly in relation to some occupation typically demanded by the market such as road construction, building construction, manufacturing, automotive, surveying, information technology and the like most of the trainers of this occupation escape to other non teaching profession like contractor, involving in their own personnel business and other interrelated field of study to different profession that belongs to them.

Besides to trainers' turnover problem the trainees of this occupation highly suffer from continuous change of trainers, shortage of time to cover the content of the training which results in deficiency of trainers in equipping the trainees with proper theoretical knowledge and practical skills. Furthermore the involvement of part time trainers who are overloaded aggravate the extent of the problem while trainers performing their training activity with time schedule which is suitable for trainers rather than for trainees. Apart from this problem the TVET trainees are expected to be competent in their occupation both theoretical and practical testing. For this reason testing is performed by Center of Competency for verification of meeting the standards of the occupation and fulfilling the current demand of the market of the region and central government as well. Therefore, the TVET objective and mission properly implemented with the help of competent and professional trainers, whereas the problem of turnover may have an impact in the implementation of training. So, the management of the college expected to investigate the real cause of turnover with the help of exit interview. But exit interview was not made in any of sample college this indicate that why they left and who left is still questionable. In general, so as to diminish the extent of this problem maintaining exit interview will be critical for all colleges.

In item 3 of the above table both respondents were asked whether the college made effort to trainers so as to improve themselves. Accordingly 155(89.08 %) of existing trainers and all of ex-trainers moderately strongly disagree with the opinion that the college was made effort towards trainers. Where as only 19(10.92%) of the existing trainers replied that moderately agreed about the effort made by the college.

Form the above data; it was clear that the majority of respondents that the college indicated that the college do not make necessary effort in improving the potential of the trainers. Hence, the management of the college has to consider the trainers interest of improvement in its plan. Otherwise, if the trainers were not satisfied, they may left the college in the near future and join an alternative job opportunity.

Prevention mechanism to staying in their job regarding ex-trainers

Under this section, the researcher required respondents to answer “yes” or “no” on the prevention mechanism in relation to ex-trainers. The table below summarizes the result.

Table 12: Response of Ex-trainers on measures taken to prevent their quitting

I. Did the college make any prevention mechanism to staying in your job at the time of your leaving?	Ex-trainers Respondents	
	No.	%
Yes	3	8.75
No	32	91.43
Total	35	100.00

It is only 3(8.75%) of ex-trainers respondents said that the college did something to prevent their leaving, 32 (91.43) of the some respondents said that the college didn't do anything to prevent them to leave; only a small percentage of ex-trainers said there were something done to prevent their left where as the majority of these respondents said that the bank did nothing to prevent their left. The above data shows, that the management college was careless about handling its trainers. This practice must not continue in the future since in any organization the most valuable asset is its human resource and the college has to do a lot not to lose its most experienced and qualified trainers since each and every trainers contribute to the execution of the college vision and mission.

Table 13: Response of Existing trainers on major cause of turn over

No.	Items	Existing Trainers Respondents	
		No	%
1	The existence of poor managerial activity	138	38.23
2	Dissatisfaction with pay and benefits	118	32.69
3	Dissatisfaction with opportunity for advancement	69	19.11
4	Dissatisfaction with training and development	25	6.92
5	Dissatisfaction with working condition	11	3.05
	Total	361	100.00

Out of a sample of 174 existing trainers Responses were obtained. Since an individual respondent selects one or more reasons, the number of responses exceeds the number of respondent.

Table 14: Ex-trainers reasons why they left the college

No.	Reason of left the college	Ex-trainers Respondents	
		No.	%
1	The existence of poor managerial activity	33	41.77
2	Dissatisfaction with pay and benefits	24	30.38
3	Dissatisfaction with opportunity for advancement	13	16.48
4	Dissatisfaction with training and development	6	7.59
5	Dissatisfaction with working condition	3	3.80
	Total	79	100.00

Out of 35 ex-trainers sample 79 responses were obtained since an individual respondent selects one or more reasons, the number of responses exceeds the number of respondents.

From the above table 13 as well as table 14, it is clear that the leading cause of turnover for both existing and ex-trainers were the existence of poor managerial activity followed by dissatisfaction with pay and benefits and the third order of cause was dissatisfaction with the opportunity for advancement. Therefore, the management of college must pay due attention for the above main causes of turnover. The above data disclose that pay and benefit is not the only reason for trainers leaving their job. According to the research the leading cause among the other forms of satisfaction, which motivate and retain the trainers are related with the efficiency and effectiveness of the college management, which are indispensable for fruitful outcome of the college.

Table 15: Responses of existing and ex-trainers about the existence of turnover.

Did you feel that the college How a turnover problem?	Existing trainers		Ex-trainers	
	No	%	No	%
Yes	35	100	161	92.53
No	-	-	13	7.47
Total	35	100	174	100

As it can be shown in the above table all of ex-trainers and the great majority of ex-trainers conform the existence of turnover in the college. While 13 (7.47%) of existing trainers responded “No”.

In supporting the above finding the information secured from document analysis and interview disclosed that there were a turnover in such sampled colleges.

Moreover, the question raised in the open ended item requested to list the main consequence of turnover upon the quality of training for those trainers who responded “Yes”. The respondents pointed out that the consequences of turnover on the quality of training as follows:

1. Wastage of training time of trainees until new trainer has recruited.
2. The college may loss its effectiveness in handling its responsibility.
3. The future vision and mission of the college will be endangered.
4. Losing of very intelligent, competent and skillful energetic trainers.
5. Just for the sake of filling the gap, the new trainer may not be competent enough to give proper training.
6. Trainees suffer from continuous change of trainers.
7. Busy part-timer trainers who have shortage of time may be involved in the training which aggravates the problem.
8. Constraint of time to cover the content on intended schedule.
9. Trainees may not acquire the necessary knowledge and skills which is expected from their occupation due to wastage of time.
10. Trainees may not be competent enough in their theoretical and practical exam which is carried by center of competency exam (COC)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main purpose of this study was to assess the causes and consequences of turnover in some selected TVET colleges in Addis Ababa towards this end, the following research basic questions were posed

- What internal and external factors that have forced trainers to leave their jobs from the government colleges?
- What is the trainers' turnover trend in the government colleges?
- Is there any relationship among service year, sex, age, occupational area and trainer's turnover?
- How much time & cost taken to obtain new employees in place of the leaving one?
- What practical measurement should be taken to overcome such problem?

In order to answer the above core questions, a questionnaire was prepared and administered to 174 existing trainers, 4 colleges deans as well as administrators, 35 ex-trainers, of four sample government owned TVET college were taken into account. Moreover supportive data were collected through documents and TVET proclamation, government policies and directives. The major findings are:

- About (88.63%) of ex-trainers responded that they were forced to leave the colleges by being dissatisfied mainly with the existence of poor managerial activity, dissatisfaction with pay and benefits and dissatisfaction with limited opportunity for advancement which aggravated trainers level of dissatisfaction in general.
- A study found out some of the major reasons that are forced good, talented trainers left the TVET colleges in the order of priority are as follows:
 1. Dissatisfaction with management
 2. Dissatisfaction with pay and benefit

3. Dissatisfaction with opportunity for advancement
4. Dissatisfaction with training and development
5. Dissatisfaction with working condition

- Significant number of existing trainers as well as ex-trainers disclosed that most of their colleges' management personnel lack managerial efficiency which is mainly interrelated with good governance since some inexperienced and incapable individuals right from top to down position occupied managerial positions and are leading TVET college of Addis Ababa. Accordingly 138(38.23%) of the existing and 33(41.77%) of ex-trainers responded that the leading cause of turnover is poor managerial activity.
- The Deans and Human Resource Management TVET college pointed out the time that will take to get a new trainer in places of leaving one, requires on average 15 days where as the cost of recruitment for an individual trainer is about 300 birr, from the above point of view, we can imagine that the college spent longer period of time and relatively higher cost for recruiting process.
- The result of discussion made on the views of ex-trainers of the college indicate that the trainers with diversified skills and high potential to serve the college in the future are currently leaving the TVET college about 27(77.14%) of the respondents who left the college are less than five years of service at the college.
- As the college Deans as well as Human joined to those Resource Management revealed that the leaving trainers' occupations are highly demanded by the current market such as Building Construction, Road Construction, Manufacturing, Surveying and Information Technology. Based on the finding of the study indicated that most of these ex-trainers escape to other non-teaching profession such as contractor, running their personal business, and some of them joined to those profession which are interrelated to their field of study.
- Some of the major consequences identified by both respondents with regard to turnover are:

1. Wastage of training time of trainees until new trainer has recruited.
 2. The college may lose its effectiveness in handling its responsibility.
 3. The future vision and mission of the college will be endangered.
 4. Losing of very intelligent, competent and skillful energetic trainers.
 5. Just for the sake of filling the gap, the new trainer may not be competent enough to give proper training.
 6. Trainees suffer from continuous change of trainers.
 7. Busy part-timer trainers who have shortage of time may be involved in the training which aggravates the problem.
 8. Constraint of time to cover the content on intended schedule.
 9. Trainees may not acquire the necessary knowledge and skills which is expected from their occupation due to wastage of time.
 10. Trainees may not be competent enough in their theoretical and practical exam which is carried by center of competency (COC)
- Poor interpersonal communication with colleagues and/or administrators (both at system and school levels) among the factors were pointed out demoralize trainers in the performance of their job. Most existing trainers 158(89.66%) and all of ex-trainers were strongly disagreed that there was good communication between trainers and management.
 - Although opportunity of further education for trainers was seems encouraging, the data revealed that significant number trainers still they are in doubt about the fairness and objectivity in selection of trainers for further education.
 - The result of this study disclosed that, the reasons for trainers' resignation as responded by trainers and deans and administrators are slight variation. For trainers the leading reason is the existence of poor managerial activity of deans as well as human resource department where as for the deans and administrators of the college the leading reason is related with dissatisfaction with pay and benefit.
 - The finding of this study pointed out that, diminutive consideration has been given to trainers' retention, and therefore; no effort was made to reduce trainers' attrition rate by the top management of the TVET College.

- The result of this study point out that with regard to job condition, the top management of the TVET College is not concerned with the human resource it has. That is most of the top management of TVET college follow the authoritarian style of administration than motivating and satisfying trainers of the college. In general, the management of the college lack Human Resource Management concept in accordance with respondents.

5.2 Conclusions

- The major internal factors that force trainers to leave their job are dissatisfaction with management, dissatisfaction with pay and benefit, lack of opportunity for advancement, dissatisfaction with training and development and the like. Whereas the major external factors are easy of movement, high demand of the occupation in the labour market and for searching healthy working environment, attracting by other paying and incentive skill of the other organization and the likes.
- Successful firms believe that human resources are their most valuable asset. Therefore, placing a high value on human resources is one of the measures to be taken from TVET colleges of Addis Ababa successful firms have talented and motivated employees whose contribution is recognized by the firm. That means employees are usually more effective than a firm with less valuable human resources. In general, the TVET College Management lack Human Resource Management concept.
- The Addis Ababa TVET College has experienced an increasing number of turnover over 2008-2010 G.C. This implies in other words it was an indicator of the prevalence of poor management condition at the top level of management of TVET College and there is the leading factor that cause trainers' turnover.
- Dissatisfaction with management of TVET College and its consequence trainer's turnover in the college has adverse effect upon the quality of training. In relation to this issue, the college is unable to make any effort to reduce trainer's turnover problem.

- Since, the majority of trainers of TVET Colleges are young and unmarried has played most significant part to the trainer's turnover rate. Most of ex-trainers of the colleges left less than five years of service.
- The existence of poor managerial activity, dissatisfaction with pay and benefit, limited opportunity for advancement, dissatisfaction with training and development, working condition of work that prevailed in the TVET College were found to be the major reasons of trainers' resignation.
- Trainers of TVET Colleges are still in doubt about the fairness and objectivity in selection of trainers for further limited opportunity for advancement.
- The effort exerted by Deans and administrators of the colleges in order to determine the reasons that individuals decided to leave their job should be examined and monitored properly through exit interview. This interview encourages the trainers by telling the reasons for resigning openly and freely. Again, this helps the deans and administrators of the college to make reasonable self-review and it also retain their trainers by meeting their needs so that others will not leave the college. However; practically no effort was made to reduce the extent of trainers' turnover by the top management of the college. Still up to now all college do not use exit interview.
- The time that will take to get new trainer in the place of leaving one requires on average 15 days where as the cost of recruitment for an individual trainer is about 300 birr. One can imagine that the college spent longer period of time and relatively high cost for recruiting process. As a result of this wastage of training time, trainees may not acquire necessary knowledge and skill which is expected from their occupation. On the other hand occupational testing and subsequent certification is the main feature of the outcome-based TVET system which verify individual occupational competencies. Those trainers who suffer from turnover of trainers may not be competent in their theoretical and practical exam which carried by Center of Competencies (COC).

5.3 Recommendation

- Based on findings of the present study, the following recommendation are proposed all TVET College trainers who plan to enter post graduate educational programs and who have expressed an interest to stay in education profession should be given the opportunity to join higher institution (secondary degree) with collateral.
- The core of trainer motivation crises and attrition is that the existence poor managerial activity performed by the top management of the college. As the study clearly shows, trainers are unable to perform their activity (task) properly because mostly they have unhealthy relationship with the management of the college. Thus as most of the trainers reported, the researcher recommended that the college should design and provide smooth and adequate communication between section and function.
- Promote satisfaction factor and reduced dissatisfaction factor will result in improved trainer motivation and the greater likelihood of success in retention of trainers
- Trainers need continuous professional developments as well as support from section head and management of the TVET College. In the absence of appropriate support, trainers can quickly lose motivation. So the implementation of the above task require good quality in service and ongoing professional training, clear, and transparent regulations.
- To minimize trainers' dissatisfaction level towards the technical and administrative supports rendered by TVET college, it would be better to:
 1. Provide college deans as well as administrators of the college with continuous training in order to perform their roles effectively
 2. Revise the existing deans as well as management of the college and assign competent and most qualified persons.
- The college should provide training and development program for all levels of trainers. This program should be based upon a detailed survey, which will help to identify the college training.

- The college must determine the extent and the reasons why the trainers leave the college through exit interview and this turnover needs to be examined and monitored since it involves the most important resource of the college. Hence, the management of the college needs to know who are leaving, why they are leaving the college.
- The college should conduct an exit interview so as to learn the cause of turnover with leaving trainers. In addition to this point the college must ask suggestion for those trainers on how their former position could be improved for the future trainers.

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APPENDICES

Addis Ababa University
School of Graduate Study
College of Education
Department of Business Education
A Questionnaire to be Filled by Existing Trainers of College

I would like to express my heartfelt appreciation and regard for your time and sincere cooperation, in advance, to fill in this questionnaire. The questionnaire is designed for gathering relevant data for a research project titled as “causes and consequence of trainers’ turnover in some selected government owned TVET College in Addis Ababa.”

The result and success of the study will depend on the quality of your response and we hope, you will give accurate and honest responses to the items presented. Your response will be kept confidential and used only for academic purpose.

Direction:

- ◆ No need of writing your name
- ◆ Please put “✓” mark in the box provided where alternatives are given.
- ◆ If you have additional or different opinion, please write it on the space provided and you are requested to be brief and precise.
- ◆ Your urgent response will contribute to the value of the research.

Part I. Background Information

1. Name of the college _____ Department _____
2. Age Group
20-25 26-30 31-35 36-40 Above 40
3. Sex
Male Female
4. Marital status
Married Single
5. Qualification:
College Diploma BSC/B.A.
M.A./M.Sc Other, specify _____

6. Your current position in your training college:

Principal Department head

Vice principal Trainer

7. For how long have you served your college?

Less than 2 years 6-10 years

2-5 years 11-15 years

Above 15 years

Part II. Question related to college environment

a) Question related to the job

8. My duties and responsibilities in the college are clearly explained.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

9. At present, I know my job description clearly

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

10. I am currently assigned on job related to my field of study.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

11. This college is a good place to work?

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

12. All in all, I am satisfied with my job.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

13. Job promotion in this college is fair and objective.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

b) Question related to pay and benefit

14. I feel I am being rewarded adequately

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

15. My basic salary commensurate with my experience and level of education.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

16. I feel the amount of money I earn at the college fairly reflects my work and position I am being paid a fair amount for the work I do.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

17. Compared to similar college in the community, I am satisfied with my benefit packaged.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

c) Question related to the job condition

18. There is good communication between me and the management of the college.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

19. Deans as well as section heads encourage teamwork.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

20. Management of this college handles conflicts constructively.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

21. The people I work with are friendly and cooperative.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

22. My job makes good use of skills and abilities.

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

23. I feel I have job security at the college

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

24. This college provides effective on the job training to trainers

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

25. The management of the college is concerned about the trainers

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

26. This college makes made an effort to help trainers improve themselves

Strongly agree Moderately disagree

Moderately agree Strongly disagree

Undecided

27. I have an opportunity to participate in decisions made by college management that affect my work environment.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

28. Do you feel that the college has a turnover problem?

Yes

No

29. If your answer to the question number 30 is "Yes" please, list at least five main reasons for the turnover in the order of severity from 1 to 5

1. _____

2. _____

3. _____

4. _____

5. _____

30. Does the turnover has any effect on the quality of training?

Yes

No

31. If your answer to the question number 32 is "Yes" please write at list give consequences of turnover upon the quality of training in the order of severity.

1. _____

2. _____

3. _____

4. _____

5. _____

Addis Ababa University
School of Graduate Study
College of Education
Department of Business Education
A questionnaire to be Completed by Ex-Trainers of College

This study is proposed to evaluate the causes and consequence of turnover on the well functioning of college performance by identifying factors that accounted for employees to quite work which is an obstacle for the colleges to achieve its mission of producing competent and well qualified middle level manpower who can contribute a lot to the countries development.

In order for the survey to give a true picture, your genuine response will have a great impact. So feel free and respond to the question in the way you really feel.

Direction:

- No need of writing your name
- Please put "✓" mark in the box provided where alternatives are given.
- If you have additional or different opinion, please write it on the space provided and you are requested to be brief and precise.
- Your urgent response will contribute to the value of the research.

Part I. Background Information

1. Age Group

20-25 26-30 31-35 36-40 Above 40

2. Sex

Male Female

3. Marital status

Married Single

4. Qualification:

College Diploma BSC/B.A.
M.A/M.Sc other, specify _____

- 5. Your academic rank when you left the college _____.
- 6. Year of service at this college _____.
- 7. Department that you had been _____.
- 8. Job assignments you tool and served before leaving the college
 - Department Head
 - Section Head
 - If other please specify _____.
- 9. Where do you work now? _____

Part II. Question related to College Environment

a) Question related to the job

- 10. My duties and responsibilities in the college were clearly explained.

Strongly agree <input type="checkbox"/>	Moderately disagree <input type="checkbox"/>
Moderately agree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Undecided <input type="checkbox"/>	
- 11. I knew my job description clearly when you left the college?

Strongly agree <input type="checkbox"/>	Moderately disagree <input type="checkbox"/>
Moderately agree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Undecided <input type="checkbox"/>	
- 12. I was assigned on job related to my field of study.

Strongly agree <input type="checkbox"/>	Moderately disagree <input type="checkbox"/>
Moderately agree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Undecided <input type="checkbox"/>	
- 13. Did you think that the college was a good place to work?

Strongly agree <input type="checkbox"/>	Moderately disagree <input type="checkbox"/>
Moderately agree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Undecided <input type="checkbox"/>	
- 14. All in all, I was satisfied with my job during my stay in college.

Strongly agree <input type="checkbox"/>	Moderately disagree <input type="checkbox"/>
Moderately agree <input type="checkbox"/>	Strongly disagree <input type="checkbox"/>
Undecided <input type="checkbox"/>	

15. Job promotion in the college was fair and objective.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

b) Question related to pay and benefit

16. I feel I was being rewarded adequately

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

17. My basic salary was commensurate with my experience and level of education.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

18. I felt that, the amount of money I earn at the college was fairly reflects my work and position I was paid a fair amount for the work I did.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

19. Compared to similar college in the community, I was satisfied with my benefit package.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

c) Question related to the job condition

20. There was good communication between me and the management of the college.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

21. Deans as well as section heads was encouraged teamwork.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

22. Management of this college was handling conflicts constructively.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

23. The people I work with were friendly and cooperative.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

24. My previous job made good use of skills and abilities.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

25. I felt I had job security at the college

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

26. Effective on job trainings was provided by the college

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

27. The management of the college was concerned about the trainers.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

28. This college was made an effort to help trainers improve themselves.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

29. I had an opportunity to participate in decisions made by college management that affect my work environment.

Strongly agree

Moderately disagree

Moderately agree

Strongly disagree

Undecided

30. Did the college make any prevention mechanism to staying in your job at the time you're leaving?

Yes

No

31. Did you feel that the college has a turnover problem?

Yes

No

32. If your answer to the question number 31 is "yes" please, list at least five main reasons for the turnover in the order of severity from 1 to 5

1. _____

2. _____

3. _____

4. _____

5. _____

33. Did the turnover have any effect on the quality of training?

Yes

No

34. If your answer to the question number 33 is "Yes" please write at list five consequences of turnover upon the quality of training in the order of severity.

1. _____

2. _____

3. _____

4. _____

5. _____

Addis Ababa University
School of Graduate Study
College of Education
Department of Business Education
Interview Question for Deans, Vice Deans and personnel
Management of college

The interview will be made with Deans, Vice Deans and Personnel Management to assess whether the college management in general is aware of about the existence, rate, trend, causes, consequence, costs of trainers turnover and retention mechanisms followed (if any) to reduce the turnover rate.

Thank you in advance for your kind cooperation

1. How many permanent and temporary trainers do you have?

Permanent: male _____ Female _____ Total _____

Temporary: male _____ Female _____ Total _____

2. Do you feel that mobility of skilled labor in the academic staff is a serious problem?

Yes No

3. What is your view about the intensity of turnover?

High Moderate Low

4. Is the college seriously concerned about the turnover?

5. How many of your permanent trainers left their job within the last three years?

6. How many of these permanent trainers that left the college because of reasons beyond their control such as transfer, leaving the country, illness, death, etc...)

7. Is your college's recruiting, selecting, orienting and training cost significant enough to have impact on the general training cost?

Yes No

8. Can you estimate how much it costs the college to get a new trainer?
9. Can you estimate on average how much time it takes to get a new trainer in the place of the one who left?
10. What are the major reason that makes the trainers leave the college?
11. Does the management of college use any exit interview for the trainers leaving the college?
Yes No
12. If the answer for question 11 is "yes". For what purpose does the college use the exit interview?
13. What measures do you suggest to alleviate the problem of trainer turn over?
14. Do you feel that there is equal opportunity of promotion for the trainers in your college?
15. Do you feel that there is fair financial compensation system in your college as compared to other region colleges?
16. Does your college offer further education opportunity equal to all its trainers?
17. What are the main consequences of turnover upon the quality of training?
18. Please, mention some of the major retention strategies your college is currently using?

**THE NUMBER OF TRAINERS' TURNOVER IN
SAMPLED TVET COLLEGE**

Name of the College	Year																									
	2007/08						2008/09						2009/10													
	MSC		Degree			Diploma			MSC			Degree			Diploma			MSC			Degree			Diploma		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
--	--	--	25	12	37	--	--	--	--	--	--	40	8	48	3	--	3	42	6	48	--	--	--	--		

Approved By




 Mekdes Aleay
 Head of Human Resource Administration
 Human Resource Performance

THE NUMBER OF TRAINER'S TURNOVER IN
SAMPLED TVET COLLEGE

Name of the College	Year																				
	2007/08				2008/09				2009/10												
	MSC		Diploma		MSC		Degree		Diploma		MSC		Degree								
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
TEGBARED TVET COLLEGE	1	1	1	1	3	4	-	-	5	6	1	1	2	-	2	10	2	12	5	1	6

Approved By



1/00207/1/2007-1/02/2008
43
Medhij G/Kidari T/Michar
Dean






To Addis Ababa University Business Education Department
Addis Ababa

*THE NUMBER OF TRANERS' TURNOVER IN
SAMPLED TVET COLLEGE*

Name of the College	Year																										
	2007/08									2008/09									2009/10								
	MSC			Degree			Diploma			MSC			Degree			Diploma			MSC			Degree			Diploma		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
NIFASELK TVET COLLEGE	-	-	-	7	2	9				4	1	5	9	3	12	-	2	2	1	-	1	18	2	21	-	-	-

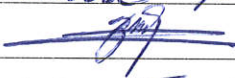
Approved By


Nigist Melaku Yigezu
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Academic and Research Vice Dean
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Declaration

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

Name Touadia Lakew
Signature 
Date of Submission June 10/2010

This thesis has been submitted for examination with my approval as a university advisor.

Name Wonbe Kassaye
Signature 
Date of Submission June 12, 2010