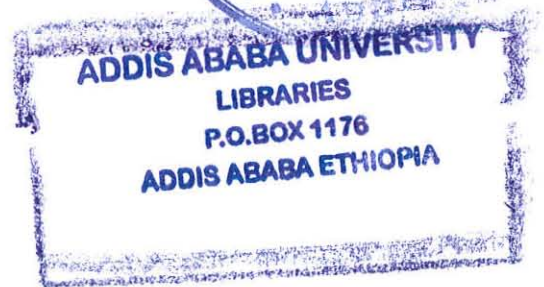


**AN ASSESMENT OF ADMINISTRATIVE STAFF TURNOVER
AT ADDIS ABABA UNIVERSITY MAIN CAMPUS**

BY

GETACHEW BENTI WOLDEYES



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRATUATE STUDIES COLLEGE
OF EDUCATION AND BEHAVIORAL STUDIES**

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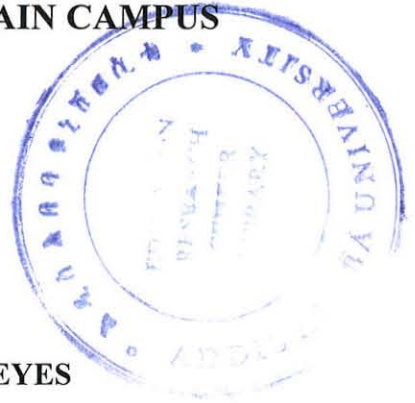


**A THESIS SUBMITTED TO THE SCHOOL OF GRATUATE STUDIES
IN PARTIAL FULLFILLMENT OF THE REQUIERMENT FOR THE
DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP
AND MANAGEMENT**

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GETACHEW BENTI WOLDEYES

APPROVED BY BOARD OF EXAMINERS

Yekuno Amha Alemu (PhD) 30/05/2011

Chairman, Department Graduate Committee

Date

Yekuno

Signature

Melaku Yimam (Ato)
Advisor

30/05/2011 Melaku Y.

Date

Signature

Ayalew Shikeshi
Examiner

30/05/2011 Ayalew Shikeshi
Date Signature

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TABLE OF CONTENTS

	Page
Acknowledgments	i
Table of Contents	ii
List of Tables.....	v
Acronyms	iv
Abstract	vi

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objective of the Study.....	5
1.3.1. General Objective.....	5
1.3.2. Specific Objective	5
1.4. Significance of the Study	5
1.5. Delimitation of the Study	6
1.6. Limitations of the Study.....	6
1.7. Operational Definition of Key Terms	7
1.8. Organization of the Study	8

CHAPTER TWO

2. Review of the Related Literature	9
2.1. Administrative Staff Turnover: A Conceptual Frame Work.....	9
2.2. Measuring Staffs Turnover.....	10
2.3. Factors that Cause Employees to Leave the Job	10
2.3.1. Employees Motivation	11
2.3.2. Compensation and Benefits.....	13
2.3.3. Lack of Adequate Training and Development	15
2.3.4. Low Communication with Employees	17
2.3.5. Lack of Grievance Handling	18

2.4. Improving Performance Through HRM.....	18
2.5. Types of Employees Turnover	19
2.5.1. Voluntary Employee Turnover.....	20
2.5.2. Involuntary Employee Turnover	22
2.6. Methods of Identifying Reasons for Staff Turnover	24
2.7. Costs of Employee Turnover.....	25
2.8. Strategies to Minimize Employees Turnover.....	28

CHAPTER THREE

3. Research Design and Methods	32
3.1. Research Method.....	32
3.2. Sources of Data	32
3.3. Sample Size and Sampling Techniques	33
3.4. Instrument of Data Collection	33
3.5. Pilot Study	34
3.6. Methods of Data Analysis	34

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data.....	35
4.1. Characteristics of the Respondents	35
4.2. Presentation, Analysis and Interpretation of the Major Finding	38
4.3. Strategies Suggested to Minimizing Staff Turnover	53

CHAPTER FIVE

5. Summary, Conclusion and Recommendation.....	56
5.1. Summary of the Major Finding.....	56
5.2. Conclusion	60
5.3 Recommendation.....	62
Bibliography.....	64

Appendices

LIST OF TABLES

	Page
Table-1. Respondents by Sex, Age and Marital Status	36
Table-2. Respondents by Service Years, monthly Salary and Qualification	37
Table-3. Annual Rate of Staff Turnover at AAU Main Campus in the Period of 2000E.C- 2002 E.C.....	39
Table-4. Current and Former Staff Responses on Pre-placement Orientation	40
Table-5. Problem of Newly Assigned Employee with out Orientation	40
Table-6. Factors Considered in Relation with Duties and Responsibilities	41
Table-7. Factors adversely Affecting Job Description.....	41
Table-8. Responses Related to Availability of Training and Development Programs	42
Table-9. Reasons for Conduct the Training and Development Lacked Continuity	43
Table-10. Response related to Method of Training and Development Often Adopted	44
Table-11. Administrative and Supervisory Factor as Causes of Staff Turnover	46
Table-12. Salary and Non- Salary Benefits as Causes of Staff Turnover	48
Table-13. Adequacy and Working Conditions for Employees	50
Table-14. Employees' Intention Regarding their Employment at AAU.....	51
Table-15. Staff Turnover by Office/ Department.....	52
Table-16.Strategies Suggested Minimizing Staff Turnover.....	54

ABBREVIATIONS

AAU:	Addis Ababa University
BPR:	Business Processing Reengineering
HRM:	Human Resource Management
f:	Frequency
CT:	Current
FT:	Former Staff
M:	Mean
SD:	Standard Deviation
CIPD:	Chartered Institute of Personnel and Development
IDR:	Institute of Developmental Research
IER:	Institute of Educational Research
IES:	Institute of Ethiopian Studies
ICT:	Information and Communication Technology

ABSTRACT

The main purpose of the study was to assess administrative staff turnover at AAU main campus. To conduct the study, a descriptive survey method was employed in order to obtain relevant information concerning the current state of problem of administrative staff turnover. Both questionnaire and document analysis were used as instruments of data collection. The study had two groups of respondents which include both 127 currently working at AAU and 15 former administrative staff of AAU who left the university during the last three years (2000-2002EC) and currently working in other organizations. The subjects were selected using systematic random sampling for current staff and availability sampling for former staff. In general 142 respondents filled the questionnaires and returned to the researcher. Interview was conducted with the director of human resource management of AAU. Research data secured through questionnaires were analyzed using percentage, means and t-test. The study revealed that annual average rate of administrative staff turnover at AAU main campus in the last three years (2000E.C- 2002 E.C) was 6.51%. The study also disclosed that the major factors that contributed to administrative staff turnover at AAU main campus were inadequacy of salary and non- salary benefits, administrative and supervisory problems of unequal treatment of staff members, insufficiency of training and development programs and poor grievance handling, poor communication with employees, absence of job description, lack of orientation were also among the influencing factors of employees' turnover. Finally, the study forwarded possible strategies to minimize administrative staff turnover such as improving compensation, ensuring a healthy work environment, involving employees on decision making process, ensuring information flow both down and upward, providing clear career development opportunities, providing short term and long term training related to both personal and organization development.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the administrative staff turnover and its causes. It contains background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study.

1.1 Background of the Study

The ability of an organization in the process of management depends largely on its efficiency and effectiveness of utilizing its human resources. Like wise, Addis Ababa University (AAU), as a social organization, needs adequate human, financial, material, and time resources. Among these, the human resource is the most fundamental and decisive asset. On the other hand, whatever ample material and financial resources it may have, the success of institution depends on its work force. This is due to the fact that human resources mobilize and organize other resources to realize organizational goals and objective. Based on this fact, most of organizations have human resource development programs to facilitate the most effective utilization of employees Gomez, (2007:243). Similarly, Mathis, J., (1997:4) states that human resource is the key ingredient affecting organizational competitiveness and ability to fulfill its mission. For that matter any institution to achieve its objectives needs to have staff members that are competent enough to execute their responsibilities in a professional manner and dedicated to the organizational objectives. Similarly another researcher has stated that money and technology alone can't solve organization problem. It needs trained people at all levels to achieve organization goal, objectives mission and vision (William 1993, p328).

Therefore, organizations should have effective human resource management system that is well formulated and implemented to ensure that they hire and maintain employees which contribute to the successful accomplishment of organizational objectives. Among the staff personnel at AAU, administrative workers are responsible for providing assistance and support to line managers for the achievement of institutional goals. It should, therefore, be

noted that if quality performances in an educational system are to be developed and maintained, careful attention need to be given to effective management of the administrative staff in the institution (Worku, 2006:2).

However, as the report of the team of Business Process Reengineering (BPR) for human resource management of AAU (2008), the university fails to achieve its main objectives (teaching-learning, research and community service) due to inefficient and incompetent, and lack of up-to-date human resource management systems, lack of transparency and competitiveness of the salary, lack of formal grievance handling system, poor personnel record and communication system. Furthermore the report states that the University has no well defined and structured human resource planning (for both academic and support staff). Thus the BPR committee report indicts that; these problems may contribute for high staff turnover since staff members dissatisfied and lose confidence on university management and decide to leave for other job (BPR committee report 2008:4).

According to Torrington (2008: P.198) has stated that employee turnover is a widely researched phenomenon. But there are no universally accepted reasons why people choose to leave. However, employee turnover is related to a variety of organizational factors such as, a bad supervisor-subordinate relationship, unfair pay, less advancement opportunities, dissatisfaction with the conditions of work, a mismatch between the person and the job, unmanageable workload, loss of trust and confidence in management. Similarly, Motuma (2006:97) has pointed out that inadequate salary and lack of salary increment such as low base salaries, limited non financial benefits, inconsistent career structure unfair payment for work done to extra time and lack of compensations such as bonus and rewards are major causes of staff turn over in organizations.

Staff turnover may result direct and indirect, tangible and intangible costs and a loss of social capital, which may impact organizational success (Dess & Shaw 2001 cited in Ongori 2007). Furthermore, different researchers argue that, the turnover costs would be the cost of training new employees, inducting, the recruitment and selection process costs and advertisement cost of replacing people who have left the organization (Torrington, 2008: P.195 & Gomez-Mejia, 2007:P.153).

According to (Fitz-enz, 2002:269) for any organization high staff turnover is expensive. Overall cost of turnover includes administrative expenses, advertising, screening and interviewing, and services associated with selection, such as security checks, health tests and processing of references. Furthermore, once a replacement is hired, he or she must then undergo training, by both formal and informal means. The fixed costs that comprise formal training include instructor fees, training materials, and overhead related to training sessions. The cost of informal training is more difficult to calculate the detailed amount. As the result of excessive turnover, organizations incur additional costs and had an impact on morale among remaining staff, which in turn has directly/ indirectly impacts on the teaching-learning activities of AAU.

In connection to this, Torrington, (2008: P.195) has stated that a certain amount staff turnover is acceptable by most organizations so as to inject new bloods in the organization that can bring new ideas and experiences of performing a job. Moreover, some organizations use acceptable staff turnover to promote subordinates to the higher positions. However, if the rate of turnover is beyond the acceptable level, it becomes a challenge for senior managers and the organizations

Frequently, managers refer to turnover as the entire process associated with filling a vacancy: each time a position is vacated, either voluntarily or involuntarily, a new employee must be hired and trained. Employee turnover is also often utilized in efforts to measure relations of employees in organization as they leave, regardless of reason. Therefore, this study is aimed at assess of the causes of administrative staff turnover, consequences and provide solutions to the problems associated with staff turnover in the AAU main campus.

1.2 Statement of the Problem

Addis Ababa University was originally named in December 11, 1950 "University College of Addis Ababa" at its founding, and then renamed after the former Ethiopian emperor Haile Selassie I in 1962, receiving its current name 1975. Therefore, Addis Ababa University can be regarded as Mother University for the rest of the universities in Ethiopia. At the present time, AAU human resource management process and systems are

characterized by backward and lengthy bureaucratic procedures (BPR committee report 2008:4).

In connection to this, Worku (2006:195) has stated that the national panel discussions organized by Addis Ababa University in its 50th anniversary identified that declining faculty moral and unaccountability of management of higher learning institutions are among the major problems of Addis Ababa University. Furthermore, according to Worku (2006: 195), the panel discussion held with the government body led by the Prime Minister of the country and the university staff members identified that lack of democratic and good governance, poor staff- management relation, poor staff-student relations, old and inflexible organizational structure and wastage of resources were among the major problems of Addis Ababa University.

At present, the major complaints of the administrative staff member of AAU are associated with the problems including salary and benefits, lack of transparency of human resource management practices, unclear rules and regulations and poor staff- management relation.

Research findings revealed that organization's pay level is potentially important influence on staff turnover and some employees appear to compare their pay levels available in other organizations and if better pay is available in other organization there is a tendency to quit one's job (Heneman et. al., (1987:511) as cited in Mulugeta (2010:18). Similarly another researcher Torrington (2008: P.197) has revealed that insufficient development opportunities, ineffective supervision, poor levels of employee involvement and personality clashes are the most common precipitating factors are the signs of dissatisfaction, and unhappy employees will inevitably start looking elsewhere.

Similarly, as the report of the BPR for human resource management of AAU (2008), the university fails to achieve its main objectives due to lack of up-to-date human resource management systems, lack of transparency and competitiveness of the salary, lack of formal grievance handling system, poor personnel record and communication system were the some of influential factors for staff dissatisfaction.

Therefore, the focus of this study analyzes the recent past three years (2000E.C-2002E.C) administrative staff turnover at AAU main campus and to assess reasons behind the employee turnover, and attempt to answer the following basic questions and provide the possible solutions to the problems associated with administrative staff turnover:

1. To what extent is the rate of staff turnover at AAU main campus?
2. What are the significant causes of staff turnover at AAU main campus?
3. Which administrative departments of AAU are more affected by staff turnover during the last three years?
4. What retention strategies are used to minimize staff turnover at AAU?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study was to assess the major causes of administrative staff turnover at AAU main campus and to provide some possible solutions to observed problems.

1.3.2 Specific Objective

The specific objectives of the study are to:

- To identify the rate of administrative staff turnover in AAU;
- To see the significant cause of staff turnover;
- To see which department is the more exposed to administrative staff turnover; and
- To suggest what corrective actions should be taken to minimize staff turnover at AAU.

1.4. Significance of the Study

The analysis and findings of this study will create adequate awareness for University human resource planners and decision makers concerning significant factors that cause administrative staff turnover and help to alleviate the problem.

Furthermore, this study will also help for managers and directors, to think of the negative consequences for provision of quality of service.

To this end, the study may create adequate awareness for the university human resource management practices, human resource planners, decision makers and AAU communities concerning factors that cause administrative staff turnover and the strategies to be implemented to alleviate the problem. Further more, the implications of the findings are not limited to organizational studies alone. The findings of this study serve as a bases as encouraging other researchers to undertake further study in the area.

1.5. Delimitation of the Study

AAU is the biggest and oldest public University in Ethiopia. There are two categories of human resources at Addis Ababa University. The first category consists of academic staff, which is mainly concerned with teaching and research. The second category consists of administrative staff that provides assistance and support for academic line managers for the achievement of organizational goals.

This study focuses on an assessment of administrative staff turnover at AAU main campus. Due to the complex nature of the university, it is difficult to study staff turnover of both academic and administrative workers. Currently the number of administrative staff members of AAU is more than five thousand. This includes all employees administered under the main campus which is the seat of the central administration of AAU. These employees are those working at the President Offices, post graduate and research, faculties, departments and other work units, located at different places. Therefore, to make the study more manageable and specific this study was delimited to administrative staff turnover at AAU main campus located at sidist kilo.

1.6. Limitation of the Study

The major problem that the researcher faced while conducting the study was the difficulty to know the total population and address of former staff as some of them had left the Country and the where about of some of them was different to classify. The second

constraint that has directly influenced this study was inadequacy and availability of organized data related to current and former staff record in the Human Resource Management Department of AAU. The other constraint was unwillingness of some staff members to fill in the questionnaires. As a result, 35(19.77%) of the distributed questionnaires were not returned from both current and former staff.

1.7. Operational Definition of Terms

The following operational definitions are given for the terms used in this study

Academic staff: ‘Shall mean all teaching and research staff of the AAU, and shall include researchers, professional librarians and technical support staff’ (University Senate Legislation Article 2.1.3).

Administrative Staff: “Administrative staff shall mean all employees of the University other than members of the academic staff” (Addis Ababa University senate legislation, 2007 article 2.1.4). In this research ‘administrative staff and support staff’ is used interchangeably and induces those who are/were assigned to work at the Main Campus (Sidist Kilo) of the university.

Former employees (ex-employees): refers to those who were administrative employees of AAU.

Staff: “Shall mean the academic and/or administrative staff of the University” (University Senate Legislation, 2007: Article 2.1.14).

Staff Turnover: Is the rotation of workers around the labour market; between firms, jobs and occupations (Abassi et al. (2000); cited in Ongori, 2007).

1.8. Organization of the Study

The study is organized in five chapters. Chapter one introduces the background of the study, statement of the problem, objective of the study, delimitation of the study and definition of terms. Chapter two presents review of the related literature relevant to the

problem under the study. Chapter three deal with research methods of the study. Chapter four presents the analysis and interpretation of data obtained through research instruments. Finally, chapter five presents the summary, conclusion and recommendation made for the study.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

This chapter deals with review of various literatures which is relevant to the study are the parts.

2.1 Administrative Staff Turnover: A conceptual Framework

An employee may be defined as an individual who performs certain tasks and duties for the accomplishment of organizational goals and for whom against his services he must get some monetary reward in the shape of pre defined monthly salary. Employees in an organization have great importance in the sense of having technical skills. Most of the middle managers have got proper education related to human resource management field. Now they have to lead different group of people in order to get high quality production. By employee we mean a person have sufficient knowledge about his/her duties and responsibility.

The emergence of different organizations in the nation and the related increase in the requirement of skilled labor force leads for competition of organizations to hire and maintain the best employees. Hence staff turnover becomes one of the major human resource problems of most organizations (Flippo, 1984:547). Different scholars have defined and used different terms for staff turnover.

Mathis (1997:75) and Torrington (2008: 63) have used the term 'employee turnover'. Others like Casttetter, (1992:493) and Gomez-Mejia, (2007:183) have used the term employee separation. Therefore different researchers utilize different terms and some times use them interchangeably. As it is indicated in the above definitions, 'turnover' is a broad term and process in which employees leave the organization and have to be replaced (Mathis and Jacleson,1997:75).

Movement of employees into and out of organizations, commonly called turnover, is one of the more heavily studied organizational phenomena (Fitz-Ena, J., 2002:260). Turnover is further typed as voluntary and involuntary. Quits are the normal label for voluntary

departures. Involuntary turnover refers to the dismissal, sickness, death, moving overseas or employer-initiated termination of employees. Whereas voluntary turnover occurs when employees resign or initiated by employees. Other research findings revealed that turnover is the rotation of workers around the labor market, between firms, jobs and occupation, and between the states of employment and unemployment (Bantis, N., Abassi et.al. 2000 cited in Ongori 2007).

In general, from the further discussion above it can be concluded that not all administrative staff that stop working altogether do so voluntary. It refers voluntary and involuntary. Employees' turnover is a much studied phenomenon. But there is no standard reason why people leave organization (Shaw et al., 1998 cited in Ongori, 2007).

2.2 Measuring Staffs Turnover

The commonly used formula to calculate a crude turnover rate for any given period is described as shown below by the United Kingdom based Chartered Institute of Personnel and Development (CIPD) 2006 report.

$$\text{Turnover rate} = \frac{\text{Total number of leavers over a year}}{\text{Average number of staff employed over a period}} \times 100$$

However, Flippo (1984:134) suggests that number of leavers should encompasses all leavers, including people who left due to dismissal, redundancy, retirement, death etc., but it typically excludes those leaving at the end of fixed contract. The main purpose of excluding fixed term employees from the calculation is that it does not indicate the real problem of the organization. It is safe to conclude that, for most organizations, if turnover rate exceeds of 5 to 10 percent has more negative than positive consequence (Loquercio,et al., 2006: p1 cited in Yared,2007).

2.3 Factors that Cause Employees to Leave an Organization

There are a number of factors that causes employees to leave the in jobs. Researchers have explored some of these factors. Some researchers (Bluedorn, 1982, Kalliath and Beck, 2001; Kramer et al., 1995 cited in Ongori 2007) has attempted to answer the question of

what determines people's intention to quit by investigating possible antecedents of employees' intentions to quit. Therefore, there are several reasons why people leave their employer. These are job related stress (job stress), lack of commitment in the organization; and job dissatisfaction make employees to quit (Firth et al., 2004 cited in Ongori 2007). This clearly indicates that these are individual decisions which make one to quit. There are other factors like personal agency refers to concepts such as a sense of powerlessness, chance and powerful others are influence their lives.

2.3.1 Employees Motivation Factor

According to (Rhodes and Steers cited in Torrington 2008: 341) has stated that motivation is directly affected by two factors, these factors are:

Satisfaction with the job and pressure to attend; Pressure to attend may result from such factors as market conditions. Examples include the likelihood there will be redundancies at their workplace and how easy it would be to get another job; incentives to attend, such as attendance bonuses; personal work ethic producing internal pressure to attend based on beliefs about what is right; and commitment to the organization. Satisfaction with the job is extrinsic determined by the job situation and moderated by employee values and expectation. Factors in the job situation are identified as job scope and level of responsibility and decision making; role stress such as work overload, under load, difficult working condition, leadership style of their immediate manager and the opportunity for promotion.

Therefore, job satisfaction is defined as an employee's affective reaction to a job based on comparing actual outcomes with desired outcomes. A range of factors have been associated with job satisfaction and these factors can be split in to two dimensions, intrinsic and extrinsic satisfaction. External factors that affect job satisfaction comprise a competitive salary and benefits, job security and additional rewards. These could be factors that are controlled by external forces and directly affect internal employee satisfaction. The internal factors have more influence on employee career satisfaction and motivation which derived

from work and include factors such as type of work, work climate, supervision, interpersonal relationships, status, autonomy, repetition of duties, the nature of tasks to be performed and job outcomes.

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviors and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their job (<http://www.thefreelibrary.com> /2010).

Money is not the only motivator. There are other incentives which can also serve as motivators.

Furthermore, a factor that causes employees to leave the organization job is due to lack of motivating employees. Motivation theory seeks to explain why employees are more motivated by and satisfied with one type of work than another (Gomez-Mejia and Cardy 2007:54). The most for reasons for employees' turnover is resulted from satisfaction/dissatisfaction of Herzberg's "motivation-hygiene theory." He found that most workers had good or satisfied feelings related to their actual job content or work experience. The intrinsic job motivators are lead to job satisfaction and higher motivation, which included individual achievement, responsibility, recognition, autonomy, advancement opportunity for development, and rewards from the work itself may all be motivational (Silven, 1983:299; cited in Ayalew 1991:143). In the absence of motivators, employees will probably not be satisfied with their work or motivated to perform up to their potential(Gomez-Mejia, and Cardy, 2007:54).

The other factors which Herzberg calls hygiene or maintenance factors, that causing dissatisfaction, were extrinsic to the job content. This dissatisfaction hygiene" factors, feelings were most often related to surrounding or environmental which located in the work environment. These context factors include company or administrative policies, supervision, physical facilities of the workplace, the quality or quantity of resources to accomplish the job, interpersonal relationships with other staff, amount of salary paid,

employee benefit, individual health and personal life issues(Ibid). The absence of these factors can lead to dissatisfaction and de motivation.

Similarly, Ayalew (1991:145-46) has stated the following on employees' feelings of satisfaction/ dissatisfactions:

Satisfactions allied with motivation factors, that they feel good, happy, but not positive features of hygiene factors. Or pleased with their jobs and they most of the time cites the positive feature of achievement and increase to work harder than are the positive features of the hygiene factors. However, the absent of motivation factors (lack of achievement, boring work, absence of advancement...) possibility of growth are associated with decreased effort (motivation to produce less). Whereas feeling of dissatisfaction is most often connected with hygiene factors and they usually sight negative features of organizational policy, administration, supervision, salary, interpersonal relation, working conditions...on personal life, but not the negative aspects of the motivation factors.

Furthermore, managers should recognize that workers are individually different, not all of them are motivated in the same way. They may therefore have to offer a slightly different set of incentives from worker to worker and place to place. It is important to understand what drives people to initiate action and what influences their choice of action. Therefore, if employees lacks one of the intrinsic or extrinsic job motivators or both its impact to quit unless properly handle by managers.

2.3.2 Compensation and Benefits

Employee compensation is an important element in human resource management. The basic aim of compensation is to attract and keep the best employees. Compensation refers to all forms of pay or rewards going to employees and arising from their employment, and has two main components :(1) direct financial payment (pay in the forms of wages, salaries, incentives, commissions, and bonuses, and (2) indirect financial payments(benefits) pay in the form of non financial benefits such as employee-paid

insurance, and vacation. Non- financial compensation consists of the satisfaction that a person receives from the job itself or from the psychological and /or physical environment in which the person works

According to (Invanvich and Glueck 1989; as cited in Worku 2006:26) described that the objective of compensation is to create a system of rewards that is equitable to the employer and employee alike, so that the employee is attracted to work and motivated to do a job for the employer.

Similarly, other researcher Gomez-Mejia, (2007:p301) has revealed that an employee's total compensation has three components:(1) base compensation, the fixed pay an employee receives on regular basis, in the form of a salary and (2) pay incentives, to reward employees for good performance (including bonuses and profit sharing), and (3) benefits, sometimes called indirect compensation.

According to (Griffeth et al., 2000; as cited by Ongori 2007) noted that pay and pay related variables have a modest effect on turnover. If jobs provide adequate financial incentives the more likely employees remain with the organization and vice versa.

Salaries and benefits are a motivator factors in any profession. In other words, inadequate salaries and benefits of employees are sources of dissatisfaction. Sometimes it is the attraction of a new job or the prospect of a period outside the workforce which 'pulls' them like higher salary or better benefits; on other occasions they are 'pushed' due to dissatisfaction in their present jobs to seek alternative employment. Sometimes it is mixtures of both pull and push factors. According to the recent research conducted by CIPD, (2006) in UK, push factors play a major role in most resignations than pull factors (<http://www.cipd.co.uk/surveys>).

Therefore, salary alone provides insufficient motivation for employees, but monetary compensation package provides a measure of performance feedback that is often more effective. Compensation package is one of the most significant to both the organization and the employee and it should contribute to the achievement of the overall objectives of the organization by motivating employees. Furthermore, the chances of employees' turnover

are minimal. However, organization's pay level in terms of salary alone not motivates employees. To this equity adds that employees are more satisfied with their compensation when they believed that, when their earnings compare favorable with those of comparable employees at their local level.

2.3.3 Lack of Adequate Training and Development

According to Decenzo and Robbins, (1999: 227) have revealed that every organization needs to have well adjusted, trained and experienced people to perform the activities that must be done. As jobs in today's dynamic organizations have become more complex, the importance of employee training and development has increased to equip employees with adequate skills and knowledge that help them perform their work more effectively and efficiently. It also provides opportunities for promotion and self improvement; improve job satisfaction through better job performance; creates chances to learn new things; provides greater ability to adapt to and cope with changes and increase confidence, motivation and commitment of staff.

On the other hand Graham and Bennett (1998:283) states that effective training and development programs enable the organization to provide higher service through better job performance and efficient use of resources; achieve goals and objectives more effectively; reduces costs due to less labor turnover, errors, accidents and absenteeism; develop more capable 'mobile' workforce and less needs for close supervision so that managers and supervisors can devote more on strategic issues.

Therefore, training and development not only benefit employees but also the organization. It helps the organization to achieve its objectives through competent and well skilled employees who have the capacity to improve the productivity and quality of its products and services. In relation to this, different authorities classified training and development methods in to various categories. However, the most popular categories used by organizations are on-the-job and off-the- job training and development methods (Bramham, 1994:40; Decenzo and Robbins, 1999: 230; Graham and Bennett, 1998:286). On-the-Job training and development method takes on the actual job. In this method trainees learn while they are on their actual work situations. It is learning by doing which makes

employees appear to be immediately productive (Decenzo and Robbins, 1999:230). On-the-job training can use a number of techniques. Mentoring, coaching, job rotation, action learning, delegation, succession planning, management internship and committee assignments are the most widely used techniques that are used to train and develop employees on their actual work situation (Dessler, 2005: 286; Megginson, 1981:242).

Off- the-job training and development method is a kind of training which takes place a way from the normal work situation. It may take place on the employees' premises at a training center or at universities/ colleges or training institutions (Graham, 1983: 169). There are various techniques of off-the-job training and development method. The most commonly employed are workshop, lectures, case studies, role playing, programmed learning, simulation, discussion groups (Armstrong, 2005:899; Chandan, 1995:285).

In line to this, while the implementation of effective and proper training and development programs are influenced by various factors. Among these, inadequate planning and implementation, lack of coordination of various efforts, inadequate needs analysis and lack of training among those who lead the training and development activities are the common constraints that affect the effectiveness of training and development programs of the organization (Mathis and Jackson, 1997: 326).

On the hand, lack of top management support for training and development that related with:

- The allocation of adequate resources
- Integrating training and development activities in to the strategic process
- Establishing and periodically reviewing training and development policies and objectives

This indicates that management at any level need to be committed to provide the necessary resource and consider cost of training as an investment which has return for the organization through improved performance of employees rather consider training and development as an operative cost which reduces the support, commitment and overall effectiveness of the program (Wong, et al., 1997:46).

Furthermore, organization invests a lot on their employees in terms of training and development which is managers recognized that a trained employees as major contributors to the efficient achievement of the organization's success. On the other hand it helps employees to stay (Werther, 1993:309).

However, when training and development program are influenced by various factors mentioned at above such as lack of managers' commitment and not managed properly employees are missed different opportunities such as promotion and self improvement; improve job satisfaction through better job performance; creates chances to learn new things; provides greater ability to adapt to and cope with changes and increase confidence, motivation and commitment of staff. Therefore, lack of training and development program for employees lead to employees to quit.

2.3.4 Low Communication with Employees

According to (Labov, 1997; cited in Ongori 2007) state employees have a strong need to be informed. Organization with strong communication systems enjoyed lower turnover of staff.

Similarly another researcher has stated that communication strategies to manage retention in public relations can be executed by both agency managers and human resources personnel. Effective employee communications programs engage employees and decrease their chance of leaving an organization are minimal (Meaghan et al. 2002; cited in Ongori, 2007).

Therefore effective communication correlates with employees' level of understanding of a company's vision – which is a driver of employee engagement. A clear connection between communication effectiveness and an employee's intent to stay with an organization citing and a organization's ability to communicate – specifically to lay out a vision of its strategy and direction that is clearly understood by its employees and linked to their day-to-day lives – is important, not because communicators assert that it is, but because employees cite it as the most important driver of commitment to their firm.

Other research findings revealed that employees feel comfortable to stay longer, in positions where they are involved in some level of the decision- making process. That is employees should fully understand about issues that affect their working atmosphere. But in the absence openness' in sharing information, employee empowerment the chances of continuity of employees are minimal (Manger et al., 1996; cited in Ongori 2007).

In general internal communication practices both formal and informal undertake for the purpose of downward, horizontal, or upward communication that initiates anyone within the organization. it remains the responsibility of management to ensure that an effective and efficient internal communication system is in place so as to ensure that all employees are provided with timely, important, and relevant information. Therefore, communication with supervisors and personal feedback are the dimensions most strongly correlated with overall communication satisfaction. The link between internal communication practices and employee communication satisfaction is important .The absent of strong communication lead to employees to leave their jobs.

2.3.5 Lack of Grievance Handling

Keeping the system clean and well-oiled it (with friction at a minimum) means there will be few breakdowns. When employees feel they are being treated fairly and being listened and responded to, there is no need to file a grievance. Thus, it makes sense for labor relations specialists to work with first- line supervisors, fore-men, and leads to avoid problems (Fitz-enz, J., 2002: 276). However, ineffective grievance handling procedures or delays in acting on grievances often result in termination of employees.

2.4 Improving Performance Through Human Resource Management

Human resource management is the integrated use of systems, policies, and management practices to recruit, maintain, and develop employees in order for the organization meet its desired goals. Effective human resource management should help employees find meaningful work and provide them with career satisfaction. It can also help an organization, program, to improve its level of performance and increase its success. These integrated human resource system will ensure that your employees understand how their

work relates to and contributes to the mission of their organization. A carefully planned and implemented human resource system addresses the kind of employee concerns that can affect performance. These concerns are reflected in questions that employees ask about human resource management practices. Example, employees questions that 'Am I being treated fairly?' This is regarding employees' work place including salary and compensation and an employee being to develop his/her perception fairness in the organization in day to day application of personnel policies and recognition of employees.

Furthermore, people want to know exactly what is expected of them in their work. In many cases, job descriptions are not clear employees who have hired people for a specific job ask them to perform other duties. If employees don't understand their work priorities, it is difficult for employees to maintain a consistent services and sense of self worth in the organization. Therefore, manager has to plan in order to employees to perform successfully.

On other hand people feel motivated and challenged when they have opportunities to learn, develop new competencies assume new responsibilities, and believe that their efforts will strengthen their careers. Providing these opportunities can also be an important way for you to recognize your employees. Participating in training and others activities where people share learning and value each other's experience increase staff collaboration and team and can increase overall performance and productivity. Furthermore, making staff development a priority is an important component of a compressive human resource management system to increase the knowledge that people have in common and expose them to new ways of thinking and doing.

According Griffin, (2002: 418) has revealed that human resource management is the set of organizational activities directed at attracting, developing, and maintain an effective workforce.

In line to this review discussed above, AAU's team for human resource management business process reengineering (2008) report identified that Addis Ababa University's Human Resource Management (HRM) processes and systems are characterized by backward, boring and lengthy bureaucratic procedures. Some time has elapsed since the

University has become aware of such problems. In response to these, it has now been engaged in Business Process Re-engineering (BPR). The main objective of the BPR in Human Resource Management process is to bring a radical change to the current old HRM practices that are an obstacle to the teaching-learning, research and community service activities. Due to these it may employees to leave their jobs.

2.5 Types of Employees Turnover

The research conducted by Mathis, (1997:75) and Gomez- Mejia, (2007:187) employee turnover can be divided in to two categories: Voluntary and involuntary in nature.

2.5.1 Voluntary Turnover

Voluntary turnover, initiated at the choice of the employee. According to Gomez-Mejia, and Balkin et.al, (2007: 187-197) and others writers, identified that voluntary separation in most cases, the decision to leave is based on the employee's decides, for personal or professional reasons, to end the relationship with the employer. The decision could be based on the employee's obtaining a better job, changing careers, job unattractive because of poor working conditions, lower pay or benefits, a bad relationship with a supervisor, location of the organization, leadership style and experience and governments, regulation and laws. In most cases, the decision to leave is a combination of having attractive alternatives and being unhappy with aspects of the current job (Ibid).

Similarly, other researcher Torrington, (2008: 197) has revealed that the main reasons people have for voluntarily leaving a job, is due to push factors and pull factors. With push factors the problem is dissatisfaction with work or organization, leading to unwanted turnover. And pull factors which is the opposite of side of the coin is the attraction of rival employers or due to improve their living standards by moving into new areas of work for which there are better opportunities elsewhere.

Other research findings revealed that organization's pay level is potentially important direct influence on voluntary turnover and some employees appear to compare their pay levels

available in other organizations and better pay is available in other organization there is a tendency to quit one's job (Heneman et.al.,(1997:511).

According to Gomez- Mejia, (2007:187) and Flippo, (1986:548) have identified that voluntary separations can be either avoidable or unavoidable. Unavoidable voluntary separations result from an employee's life decisions that extend beyond an employer's control, such as a spouse's decision to move to a new area that requires relocation for the employee, some employees may leaving for education purposes and employees with health problem associate with age but not retirement

However, recent studies show that approximately 80% of voluntary separations are avoidable, and many of those are due to staffing mistakes, by investing in quality HRM recruitment, selection, and training and development programs (Gomez-Mejia, 2007:187).

Other research findings revealed that voluntary turnovers are further distinguished between functional (beneficial) and dysfunctional (costly) turnovers. Functional turnovers are the resignation of substandard performers and dysfunctional turnovers are refers to the exit of effective performers. Furthermore, dysfunctional turnover, which is the most concern of management due to its negative impact on the organization's general performance, into avoidable turnover (caused by lower compensation, poor working condition, etc) and unavoidable turnovers (like family moves, serious illness, death, etc) over which the organization has little or no influence (Loquercio et al. , 2006: 2; cited in Yared 2007).

Therefore, the same is true for AAU management should gives special attention to avoidable turnover over which it has control and improves the situation and staff retention.

Similarly, (Taylor 2002; cited in Torrington 2008:198) has pointed that a mix of factors at work in most cases but concluded that push factors were a great deal more prevalent than pull factors as causes of voluntary resignations. Some the most of the common reasons one which dissatisfied employees as study published by Gomez-Mejia, (2007:54) and the causes of turnover are:

- Dissatisfaction with the conditions of work;

- A perception that they were not being given sufficient career development opportunities;
- A bad relationship with their immediate supervisor.

On other hand, (Branham, 2005; cited in Torrington, 2008:198) have pointed out that other factors drawing on research undertaken by the Saratoga Institute, reached similar conclusions, employees leaves due to seven hidden reasons are as follows:

- The job or workplace not living up to expectations;
- A mismatch between the person and the job;
- Too little coaching and feedback;
- Too few growth and advancement opportunities;
- Feeling devaluated and unrecognized;
- Stress from overwork and work-life imbalance;
- Loss of trust and confidence in senior leaders.

Other job factors, such as role clarity, job autonomy and responsibility, task repetitiveness, and over all reaction to the job, appear to be correlated with turnover ... Organization must identify the reasons for turnover to help prevent it in the future.

2.5.2 Involuntary Turnover

Involuntary turnover instances where the employee has no choice in their termination (such as long term sickness, death, and moving overseas or employer-initiated termination).

According to Gomez-Mejia, (2007:188) and other writers sated that involuntary turnover occurs when management decides that it needs to terminate its relation ships with an employee due to economic necessity or proof fit between employee and organization, for example, management may need dismiss a number of employees due to performance or a failure by the employee to change some unacceptable behavioral.

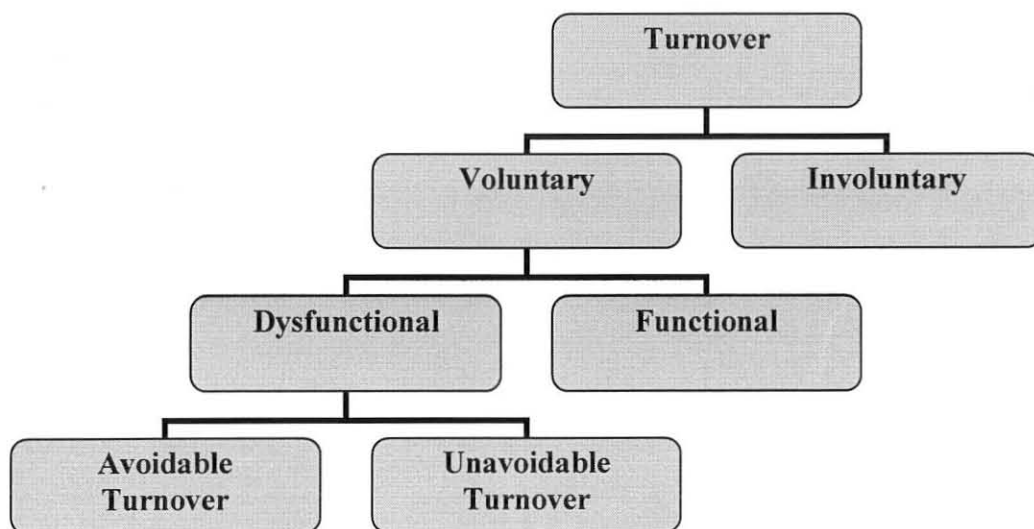
The main grounds on which an employee can be dismissed without the likelihood of an unfair dismissal claim are lack of capability, misconduct, redundancy, some other

substantial reason and fair mandatory retirement. However, such dismissals are only considered to be reasonable and be procedurally (and hence fair in law) (Torrington, 2008:217,228).

Discharge of persons is the most distasteful form of separation. Discharges because of disloyalty and insubordination, such discharges for unionized employees are under general review of a grievance procedure ending up in arbitration (Flippo, 1986:566).

Similarly, other researcher Gomez-Mejia, (2007:188) identified that layoffs occur because of an imbalance between the productive capabilities of the work force and the organization's or service production needs. Layoffs can be temporary as the firm adjusts to variations in market demand for its products, wide swings in production requirements due to rapid changes in the economic climate are largely outside the control of the organization so that layoffs are sometimes unavoidable.

The following chart adapted from Loquercio et al gives a clear picture of types of staff turnover.



Source: Loquercio, et al, Understanding and Addressing Staffs Turnover in Humanitarian Agencies (<http://www.odihpn.org>)

Therefore, employees retention is one of the most important functions of human resource management that should be carried out with care and consciously in order to motivate staff for better productivity and serve the organization for long time. The cause of staff turnover should be studied by management carefully. From the control point of view as stated above in both causes, the staff turnover may either be avoidable or unavoidable. Unavoidable causes are not fault of management but due to other factors which are not under organizations control like employee's personal problems which is failure to perform its function properly such as family move, serious illness, retirement, death, etc. and avoidable causes are like employees dissatisfaction with job, low remuneration, long hour of work and poor working conditions, bad relation with supervisors and fellow workers and redundancy of activities.

2.6 Methods of Identifying Reasons for Staff Turnover

Since turnover involves the most important resource of an organization, it needs to be examined and monitored. Organizations need to know who is leaving, why they are leaving, and whether any effort on their part can slow turnover.

According to Sherman, (1996: 543) has stated that the turnover rate is not only factor to be considered, however, the quality of personnel who leave an organization is important since turnover among competent and desirable employees is a serious matter as compared with turnover among incompetent and undesirable employees. Some of the methods include the following:

1. **Conducting exit interviews:** in an effort to determine why employees become dissatisfied and quit/leave. Many organization conduct exist interviews. Skillful interviews can often obtain the type of information that will be helpful in correcting conditions that are undesirable.

2. **Mail a questionnaire:** which obtain information concerning the reasons why employees leave an organization is mail a questionnaire to them after a short interval has lap sad since the date of their termination. He emphasized that; a major honest evaluation is likely to reflected on the questionnaire, since he/she is received after the initial anger (if

any) has subsided and former employees has the security of another job. The fact that this method is conducted anonymously rather than in a face-to-face confrontation with a member of the personnel staff is also likely to result in favor of a candid/honest/ response.

3. Employee attitude and feelings: this approach requires an in-depth study of an organization with considerable emphasis up on employee attitude and feeling. This method finds out why people leave and start investing resources in the positive management of retention. If managers reinforce the right reasons, for employees staying and avoid reinforcing the wrong reasons, they can improve not only traditional turnover statistics but also set goals for retention.

2.7. Costs of Employee Turnover

The cost of turnover can differ across organizations, and costs associated with turnover can be difficult to estimate. For example, an organization's geographic location may necessitate a particularly high cost of recruiting new employees, which causes the cost of turnover in that organization to be unusually high. Due to this it is difficult to estimate (Gomez-Mejia, (2006: 185).

According to Flippo, (1986:547-548) "turnover" refers to the movement into and out of organization by the work force. An excessive movement is undesirable and expensive from the view of the organization. Voluntary quits which represents an exodus of human capital investment from organizations and the subsequent replacement process entails manifold costs to the organizations. These replacement costs include the following costs:

1. Hiring costs, involving time and facilities for recruitment, interviewing, and examining a replacement.
2. Training costs, involving time the time of supervisor, personnel department and trainee.
3. The payee of learner is in excess of what is produced.
4. Loss of production in the interval between separations of the old employee and the replacement by the new. And as the new employee is learning the job, the company

policies and practices, etc., they are not fully productive. Whatever training is provided, the employee is contributing

5. Production equipment is not being fully utilized during the hiring interval and the training period.
6. Scrap and waste rate climb when employees are involved.
7. Overtime pay may result from an excessive number of separations, causing trouble in meeting contract delivery date.
8. Induction costs, all of which are concerned with preparing new employees to work as effectively as possible and as soon as possible in their new jobs, in helping new starters to adjust emotionally to the new workplace.

Similarly, Fitz-Enz, J., (2002:269) stated that hidden cost of turnover expenses fall into four basic categories: termination costs; replacement costs; which can include orientation and basic training costs; vacancy costs when no one is there to do the work; and lost productivity or opportunity costs that result from the learning curve of the new employee. Furthermore, it is impossible to calculate exactly what turnover cost amounts to, but it is substantial and it is possible to come up with a very good estimate (Ibid).

On other hand, many researchers argue that turnover has many hidden or invisible costs (Philips, 1990) and these invisible costs are result of incoming employees, co-workers closely associated with department employees and position being filled while vacant. And all these affect the profitability of the organization. On the other hand turnover affects on customer service and satisfaction.

Furthermore, Fitz-Enz, J., (2002:272) pointed out that a number of different costs that go up on turnover rates. Initially to be very accurate turnover costs categorized under direct and indirect hiring costs and direct replacement and indirect replacement costs. Each of these categories was contain a number of cost areas to develop standard costs for different categories of jobs. (See the following model turnover cost categories).

Turnover costs categories

Direct new hiring cost	Indirect hiring costs	Direct replacement costs	Indirect replacement costs
Advertising	-Management time per hire	Applicant expenses	Management time per hire
Agency and search fees	Supervisor/lead time per hire	Relocation expenses	Supervisor/lead interview time per hire
Salary and benefits of staff	Orientation and training per hire	Salaries and benefits of staff	Training time per hire
Applicants expenses	Vacancy cost	Employment office overhead	Opportunity loss /productivity loss per hire
Recruiter's expense	Opportunity loss /productivity loss per hire		
Staffing office overhead			

Source: Fitz-enz J., (2002: P270)

In general, as indicate to table 1, the recruitment of replacements is an obvious – and substantial – component to the overall cost of turnover. It includes administrative expenses, advertising, screening and interviewing, and services associated with selection, such as security checks, health tests and processing of references. Additionally, if a search firm is utilized, the cost of recruitment is even higher. Once a replacement is hired, he or she must then undergo training, by both formal and informal means. The fixed costs that comprise formal training include instructor fees, training materials, and overhead related to training sessions.

Furthermore, additionally, it also interrupts the workflow, and is ultimately time – and hours – lost. The cost of informal training is more difficult to measure. It includes the time that co-workers and supervisors spend helping a new hire become acclimated to his or her responsibilities, clients and new work environment in general. Informal training also includes any time spent by the new hire learning on his or her time.

Employee turnover also negatively affects productivity on a variety of levels, including: the interim period before a replacement can be placed on the job; the time required for a new worker to get up to speed on the job; and the time that coworkers must spend away from their work to help a new worker. Some losses are even less tangible, like the costs associated with the period prior to voluntary termination when workers tend to be less productive. The impact of all of these factors heightens a firm's risk of affecting customers.

Therefore, impact of turnover on the organization has to be received considerable attention by HRM. These are true for AAU HRM. Accordingly, as many researchers revealed that high turnover a rate affects the organization that has negative effects on the organizations if not managed properly. So, most attention to be given and organization strive to reduce the frequency of voluntary resignations and controlled claim costs.

2.8 Strategies to Minimize Employee Turnover

Strategies on how to minimize employee turnover, confronted with problems of employee turnover, management has several policy options in improving policies towards recruitment, selection, induction, training, job design and wage payment, improving the effectiveness of supervisors that have a positive effect on employee turnover (Torrington, 2008:pp200-205).

Other searcher findings revealed that policy can serve as invaluable aids in human resource management process to warding orientation and training new personnel, in administering disciplinary action, and in resolving grievance issues with employee and organization (www.academicjournals.org/ajbm)

Similarly, Chruden, (1976:pp88-89) has stated that policies must never serve as: reason for not taking action or for not approving a request; rather, they should serve as a guide for determining how to grant a request and how to satisfy employee desires; the policy of providing stabilized employment that is not accomplishing without considering policies. Fair and consistent treatment of employees doesn't mean that they must receive identical treatment. Some degree of flexibility in administering policy must be permitted in order to allow for the particular conditions surrounding the problem that is subject of decision.

According to this theory policy choice, however, must be appropriate to the precise diagnosis of the problem. Employee turnover attributable to poor selection procedures, for example, is unlikely to improve were the policy modification to focus exclusively on the induction process. Equally, employee turnover attributed to wage rates which produce earnings that are not competitive with other firms in the local labor market is unlikely to decrease were the policy adjustment merely to enhance the organization's provision of on-the-training opportunities. Given that there is increase in direct and indirect costs of labor turnover (www.academicjournals.org)

Therefore, management is frequently exhorted to identify the reasons why people leave organization's so that appropriate action is taken by the management. The drivers of employee retention that were examined in this literature review include employee development, compensation and benefits, recognition and rewards, review and evaluation processes and communication. Some of these strategies should be taken by management to minimize employee turnover and stay in the organization's are:

1. Employee Development: One of strategies to manage retention is to give attention to employee development programs include a wide variety of activities that concerned with informing employees of organization policies and procedures, training them in the job skills, motivating and evaluating performance, and providing counseling as it is needed. The primary purpose of these activities is to develop employees who will contribute more effectively to the goals of the organization and who will gain a greater sense of satisfaction and adjustment from the work (Churuden, Herbert, 1976: p 172).

2. Offer competitive salary, benefits and incentive packages: These pay rate and benefit package may play a relatively marginal role in the retention of good people, reward in the broader sense plays a more significance role. If employees do not find their work to be 'rewarding' in the broadest sense of the word, they will be much more likely to start looking for alternative jobs. Furthermore, to reduce turnover and maintain the work force in an organization has to adjust the benefit packages have to be offered to employees in a better way.

3. Recognition and Rewards: One of the keys to avoiding turnover is to make rewards count recognition and/or rewards program is an important component of an employee retention plan. The importance of these kinds of programs is rooted in theories of positive reinforcement. By saying "thank you" to employees for a job well done, an organization is reinforcing ideal behavior and encouraging more of the actions that will make it successful. People who feel appreciated are more positive about themselves and their ability to contribute; employees who understand how their efforts contribute to the success of the organization overall are the most engaged, and therefore the least likely to leave.

The Society for Human Resources Management (SHRM) says that rewards are one of the keys to avoiding turnover, especially if they are immediate, appropriate, and personal. A Harvard University study concluded that organizations can avoid the disruption caused by employee turnover by avoiding hiring mistakes and selecting and retaining top performers (Phillips & Connell, 2003).

The underlying message is that employees need to feel valued, whether that means providing flexible hours, financial rewards and perquisites, or praise. Existing literature, as well as this study's findings, demonstrates that a sincere "thank you" can mean as much to an employee as a gift certificate or bonus payment.

4. Evaluation and Review Process: An effective employee evaluation process can be the glue that ties the aforementioned factors together in a positive way. Review meetings help employees realize how they, as individuals, contribute to the organization's overall success, and the face time with management gives them an opportunity to talk about professional development, individuals goals and work/life issues. An evaluation meeting also affords managers the opportunity to discuss the organization's vision and strategic direction and engage in a dialogue with employees, ensuring that they understand where the organization is headed and what the key priorities are. Most important, evaluation meetings enable employees to work with their managers to set goals or performance measures, and recognition and reward matrices should be tied to the achievement of those objectives.

Furthermore, multi source assessment, or 360° feedback is employee development feedback that comes from all around the employee. "360" refers to the 360 degrees in a

circle; therefore, input is provided by subordinates, peers, and managers in the organizational hierarchy, in addition to self-assessment, and in some cases external sources such as clients or other interested stakeholders. It may be contrasted with upward feedback, where managers are given feedback by their direct reports, or a traditional performance appraisal, where the employees are most often reviewed only by their immediate supervisor. The results from 360° feedback are often used by the person receiving the feedback to plan their training and development, and can also be used by management in making promotional or pay decisions.

Furthermore, these can help leaders take advantage of under-utilized personnel strengths to increase productivity, make succession strategy planning more accurate and enable the organization to design more efficient coaching and training. Therefore, the creation of a pleasant working environment contributes to employees' turnover at minimal.

5. Communication: Strategies to manage retention in public relations can be executed by both agency managers and human resources personnel. Effective employee communications programs engage employees and decrease their chance of leaving (Meaghan et al. 2002; cited in Ongori, 2007). Effective communication correlates with employees' level of understanding of a company's vision – which is a driver of employee engagement. Therefore, frequent, straightforward internal communications allow employees to take pride in the agency, stimulate a sense of recognition, increase confidence in the firm's stability and allow for two-way communication in the form of surveys and comments. These communications can also increase employees' senses of self-worth and accomplishment.

In general, keeping staff turnover low is important. It requires being aware of the current state of the practice work environment, choosing appropriate new hires and providing them with proper training, counseling to staff members and solving problems as they emerge. Organizations should strive to provide superior leadership in their practice, keep communication lines open and support the entire staffs. Periodically take time to examine the workplace from the employee's perspective, and continually seek to improve it. That is why talent management and retention are critical business strategies.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODS

3.1 Research Methods

The study employed descriptive survey method to explore the current state of administrative staff turnover at AAU. Descriptive survey research method employs both qualitative and quantitative approach. Thus, the descriptive survey method was employed to achieve the objectives of the research since it shows prevailing conditions of particular trends. As Seyoum and Ayalew (1989:16) have stated, the descriptive method is concerned with depicting the existing situation. Moreover, it deals with the relationships between variables, the testing of hypothesis, and the development of generalizations, principles, or theories that have universal validity.

3.2 Sources of Data Collection

The data for the study were obtained from primary and secondary sources. The combination of the primary and secondary information obtained from different respondents and documents helped to giving a clear picture of the staff turnover. For secondary data, relevant literatures were thoroughly reviewed to acquire adequate knowledge and insight in the problem within the study and to support the findings. Hence, published and unpublished written materials that were relevant for the study were consulted as source for secondary data.

Primary data was collected from samples through questionnaires, observation and interview. Questionnaires were used because it is suitable for collecting factual information from currently working and former staff. Both open and close-ended questionnaires were prepared and administered to gather primary data from the samples of the study.

3.3. Sample Size and Sampling Techniques

AAU main campus is the setting of this research project. AAU has ten academic faculties and two schools. As AAU is complex in nature it was difficult to study turnover of all

faculties and schools. Among these the main campus of AAU was selected using purposive sampling techniques. The samples were consisted of employees who had left the AAU during the past resent three years (2000E.C to 2002 E.C) as well as those who are still working at AAU at the time of selecting the sample to assess their feelings on the cause of staff turnover. The study has also included the human resource director and heads of departments or divisions. From a total population of 2,239 administrative staff members currently working at the main campus, 157(7%) were selected using systematic random sampling techniques, which is frequently chosen by researchers for its simplicity and its periodic quality, especially for homogeneous population (<http://www.experiment-resources.com>) to select the samples from entire populations. In systematic random sampling, the researcher first randomly picked the first item or subject from the population. Then, the researcher was selected each 14th subject from the list at fixed intervals. This technique gives the subject an equal chance of being included in the study.

Furthermore, 20 former employees who left AAU in the period of (2000E.C to 2002 E.C) were included in the sample using availability sampling techniques to undertake former staff employees in this study. The reason for selecting this technique is that there is no official source of data regarding their address.

As a whole the total numbers of sample respondents of the study were 177 subjects being selected using systematic random sampling techniques for current staff and availability sampling techniques for former staff. In addition to the above samples of the study the HRM director of AAU was selected using purposive sampling techniques for interview of the study.

3.4. Instrument of Data Collection

The data for the study were obtained from primary sources. To obtain primary data questionnaire, observation, document analysis and interview were adopted. Most of the questions in the questionnaires were closed-ended supplemented with few open-ended items. The questions were prepared in English language; because all samples of the study were relatively qualified and able to read and write English.

Moreover, an interview guideline was employed to secure information from the director of human resource of AAU. This method was selected to enrich the information obtained through questionnaires and to elicit information with regard to issues that required clarification.

3.5. Pilot Study

After the questionnaires were prepared, pilot testing of the instrument was made on 20 existing staff. The purpose of this test was to check the appropriateness of the questionnaire items and make necessary correction based on the feedback obtained. Accordingly, amendments were made for the relevance and quality of some of the items and some ambiguous questions, avoidance of errors related to language, ideas, etc. and improvements of the framed items were made before the final study conducted to respondents. Furthermore, in order to maximize the rate of return, attempts are made to distribute the questionnaire at convenient time for respondent. Moreover, a close follow-up is made to obtain reliable data return.

3.6. Methods of Data Analysis

Primarily, the data gathered through quantitative and qualitative methods were summarized based on the available data; the processes of tabulation were carried out for analysis purpose. Each item was classified in different tables in line with the basic questions. Each of the items was analyzed and interpreted. In analyzing the data both quantitative and qualitative methods were used. The data collected through interview were presented and analyzed qualitatively. The quantitative data obtained through questionnaire were tabulated analyzed and interpreted by using the appropriate statistical tools. The following are statistical tools used in this study:

1. Frequencies and percentage were used to analyze characteristics such as sex, age, marital status, service year, monthly salary and academic qualifications and items with nominal nature.

2. Weighted mean scores and standard deviation were used to analyze some items in five scale 'strongly agree- disagree' continuum and to see whether there was significant relation between the groups of respondents or not.
3. The t- test was computed to see whether there is statistically significance difference between the responses of the two groups.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of two parts. In the first part the general characteristics of the respondents who are currently working at the main campus and former staff members who were left AAU from 2000 E.C to 2002 E.C were involved in the study were discussed in terms of their sex, age, and marital status, year of service, academic qualification and current monthly salary.

The second part deals with the presentation, analysis and discussion of the major findings in light of the basic questions was analyzed based on the responses obtained from the three groups of respondents and documents to answer the basic questions of the study.

As mentioned in chapter three, the research methodology employed to reveal the findings is descriptive survey. In analyzing the findings, organization of the data collected in frequency distribution tables, and worked percentages and mean scores, standard deviation and t-test to look at integral relationship were used.

Finally the data obtained from the respondents were organized, tabulated and analyzed and interpreted in the context of causes of administrative staff turnover to make the findings as clear as possible for the reader.

4.1 Characteristics of Respondents

A total of 177 copies of questionnaires were distributed to current and former staff members of AAU. One hundred fifty seven copies of questionnaire were distributed to those who are currently working at AAU main campus and twenty copies questionnaires were distributed to former staff of the University. Out of these, 127 were filled in and returned from current staff and 15 were filled in and returned from former staff. The rate of return of questionnaire was 80.22% and this may be regarded as adequate for survey study of this kind. In addition, the one who is holding human resource management position at AAU was interviewed. Accordingly, each response were tabulated, analyzed and interpreted as follow.

Table -1: Respondents by Sex, Age and Marital Status

Variables	Respondents								Total(N=142)			
	Current staff (N= 127)				former staff (N= 15)				Male		Female	
	Male		Female		Male		Female					
	f	%	f	%	f	%	f	%	f	%	f	%
Sex	66	51.96	61	48.03	7	46.66	8	53.33	73	51.4	69	48.59
Age Group												
19-30	15	11.81	13	10.23	–	–	–	–	15	10.56	13	9.15
31-40	30	23.62	28	22.04	4	26.66	6	40.0	34	23.94	34	23.94
41-50	18	14.17	17	13.38	3	20	2	13.33	21	14.78	19	13.38
>50	3	2.36	3	2.36	–	–	–	–	3	2.11	3	2.11
Total	66	51.96	61	48.03	7	46.66	8	53.33	73	51.4	69	48.59
Marital Status												
Single	10	7.87	16	12.59	–	–	–	–	10	7.04	16	11.26
Married	56	44.09	45	35.43	7	46.66	8	53.33	63	44.36	53	37.32
Total	66	51.96	61	48.03	7	46.66	8	53.33	73	51.4	69	48.59

N.B. f = Represents frequency

As the data shows in Table 1, 51.96% of the current staff was male while the remaining, 48.03% were female. Similarly among the former staff respondents, 46.66% were males while females constituted 53.33%. This imply that female staff was more likely to left AAU than male staff.

With respect to their age category, as shown in Table 1, 22.4% of the current staff was within the age range of 19-30 years and 45.66% of current staff is felled in the range of 31 to 40 years. 27.55% of current staff felled in the age range of 41-50 years and the rest 4.72% of current staff is above the age of 50 years. This implies that the majority of current staff is young enough gave service at AAU. Similarly, 66.67% of former staff was in the age range of 31-40 years. On other hand 33.33% of the former staff felled in the age of 41 to 50 years. This implies that those young enough and experienced former staff more likely left AAU Regarding to marital status Table 1, show that more than half of the respondents,

79.52% of the current staff were married. Similarly, 100% of former staff is married. The data in Table 1 shows that those who left AAU were those who were married.

Table-2: Respondents by Service Years, Monthly Salary and Qualification

Variables	Respondents								Total (N=142)			
	Current staff (N= 127)				Former staff (N= 15)				Male		Female	
	Male		Female		Male		Female					
	f	%	f	%	f	%	f	%	f	%	f	%
Service Year												
1-5	8	6.29	9	7.08	—	—	—	—	8	5.63	9	6.33
6-10	10	7.87	7	5.51	—	—	—	—	10	7.04	7	4.92
11-15	15	11.81	5	3.94	1	6.66	3	20.00	16	11.26	8	5.63
16-20	14	11.02	23	18.11	4	26.66	2	13.33	18	12.67	25	17.60
≥21	19	14.96	17	13.38	2	13.33	3	20.00	21	14.78	20	14.08
Total(N=)	66	51.95	61	48.02	7	46.65	8	53.33	73	51.40	69	48.56
Monthly Salary												
Birr300-500	—	—	—	—	—	—	—	—	—	—	—	—
Birr 501-800	2	1.57	1	0.79	—	—	—	—	2	1.4	1	0.70
Birr 801- 1200	10	7.87	8	6.3	—	—	—	—	10	7.04	8	5.63
Birr 1201-1500	24	18.89	21	16.53	—	—	—	—	24	16.90	21	14.78
Birr 1501-2000	21	16.53	25	19.68	—	—	—	—	21	14.78	25	17.6
Birr2001- 2500	7	5.51	3	2.63	—	—	—	—	7	4.92	3	2.11
≥ 2501	2	1.57	3	2.63	7	46.66	8	53.33	9	6.33	11	7.74
Total	66	51.95	61	48.02	7	46.66	8	53.33	73	51.4	69	48.56
Qualification												
Diploma	21	16.53	27	21.25	1	6.66	3	20	22	15.49	30	21.1
BA/ BSC/BE d	44	35.48	34	26.77	6	40	5	33.33	50	34.50	39	27.46
MA/MSc /ME d	1	0.78	—	—	—	—	—	—	1	0.704	—	—
Total	66	51.95	61	48.02	7	46.65	8	53.33	73	51.38	69	48.56

Regarding to year of services, the data in Table 2 shows, and 47.18% of both current and former staffs had served 11 to 20 years. While, 28.87% both groups of the respondents are served at AAU more than 21 years. Where as 23.94% of current staff is served for 1 to 10 years. This may imply that the more experience administrative staff left AAU for different reasons. As depicted in Table 2, 16.53% of the currently working staff earned monthly salary that range between 501 birr to 1200 birr. The majority, 71.65% of the current staff have earning monthly salary between the ranges of 1201 birr to 2000 birr. 7.87% of the current staff were earning between 2001birr to 2500 birr monthly. This reveals that the larger number of current staff members of AAU had getting bellow 2000 birr and only the fewer number 3.93% of current staff were earning more than 2500 birr. Whereas, 100% of former staff currently earning more than 2500 birr. From the data obtained it is possible to infer that more experienced administrative staff leaves AAU for better salary in other organization.

In relation to level of academic qualification, 37.79% current staff was diploma holders. The majorities, 61.41% of them were bachelor's degree (BA/BSc /BEd) holders and 0.78% of the respondent was master degree (MA/MSc/MEd) holder. With regard to the former staff, 26.67% of them had diploma, whereas the majorities, 73.33% of them were holders of bachelor's degree. Due to the majorities of the respondents had first degree holders they could have the opportunity to search for a better job. From the data obtained it is possible to infer that more qualified administrative staff left the University for different Reasons.

4.2 Presentation, Analysis and Interpretation of the Major Findings

Table -3: Annual Rate of Staff Turnover at AAU Main Campus, 2000E.C- 2002 E.C

Types of staff turnover	Period			Total	% of left
	2000E.C	2001E.C	2002E.C		
Voluntary Resigned	20	43	99	162	61.60
Retired	11	19	20	50	19.01
Death	7	5	6	18	6.84
Unspecified	4	13	11	28	10.65
Dismissal	-	-	5	5	1.90
Total	42	80	141	263	100%
Existing administrative Staff	2144	2343	2165	6652	
Annual rate of Turnover	1.96	3.41	6.51	3.95	

Source: Unpublished HRM, Financial documents and Own Computation

As shown in Table 3, within the last three years (2000E.C- 2002 E.C), 263 administrative staff at the main campus left AAU. As can be observed from the Table 3, the annual average rate of administrative staff both voluntary and involuntary turnover were 6.51%, during the period of 2002 E.C which was the highest record for the past three years. This table shows that in the last three years the annual rate of both voluntary and involuntary administrative staff turnover have increased from 1.96% in 2000E.C to 6.51% in 2002 E.C.

The table also reveals that, voluntary resigned staff during the period of 2000E.C - 2002 E.C was 162 which was the highest record and with 28 unspecified staff turnover which is followed by retirement and death 68 during the past three years. The data indicated that a considerable number of administrative employees left voluntary from the AAU main campus.

In the same table, in the year 2002 E.C. 1.90% of administrative staff turnover that the management decided and terminate its relationships with an employees due to disloyalty and insubordination. In general, as shown in Table 3, it is safe to conclude that, turnover at

AAU main campus are in increasing rate of 6.51% , that have more negative than positive consequence.

Table -4: Current and Former Staff Responses on Pre-placement Orientation

Item	No of Respondents				Total (N=142)	
	Current Staff (N= 127)		Former Staff (N-15)			
	f	%	f	%	f	%
Whether orientation was given or not						
Yes	34	26.77	9	60	43	30.28
No	93	73.22	6	40	99	69.72

(Multiple response item for no 2)

As shown in Table 4, 26.77% current and 60% of former staff affirmed that pre- placement orientation program had been provided to them. Conversely, the majority, 73.22% current and 40% of former staff of AAU asserted that pre-placement orientation not provide to them.

Table- 5: Problem of Newly Assigned Employees with out Orientation

No	Item	No of Respondents				Total (N=99)	
		Current staff (N=93)		Former staff (N=6)			
		f	%	f	%	f	%
1	Confused about regulations and procedure	84	90.32	5	83.33	89	89.90
2	Faced difficulty to identify proper channel of communication	58	62.36	4	66.67	62	62.63
3	Frustrated for some time	73	78.49	6	100	79	79.80

(Multiple response items)

Table 4, shows the responses of those who declared that university HRM do not provide them pre- placement orientation in Table 5. In relation to these, they were asked to specify the types of problem they faced on the job. Accordingly, 90.32% of current and 83.33% of former staff affirmed that they faced confusion about organization's regulations and procedure to carry out the job properly. 62.36% current and 66.67% of former staff

affirmed that they faced difficulty to identify proper channel of communication. Similarly, 78.49% of current and 100% of former staff pointed out that they frustrated for some time. Hence, all groups of respondents similarly affirmed that pre-placement orientation is not provided at the time they assigned and faced difficulties to be familiarized to the new work situation.

In general, this may indicate that AAU was not considered to achieve the highest satisfaction standard and to minimize early staff turnover as a result of its fail to provide orientation to its newly assigned employees.

Table-6: Factors Considered in Relation with Duties and Responsibilities

Were you provided with duties and responsibilities (job description) before you were assigned at the new position?		No of Respondents				Total (N=142)	
		CT staff (N= 127)		FR staff (N =15)			
		f	%	f	%	f	%
1	Yes	35	27.55	4	26.67	39	27.46
2	No	92	72.44	11	73.33	103	72.54

CT= current FR= former

As shown in Table 6, the majority, 72.44% of the current and 73.33% of former staff affirmed that AAU human resource management or supervisors did not provide them with job description. On other hand, 27.55% current staff and 26.67% of former staff replied that they were provided with job description before they assigned to the new position. It would be, therefore, possible to conclude that job description was not constantly provided to new employee to make the matter easy and start the work comfortably and help them decide to stay in the organization.

Table – 7: Factors adversely Affecting Job Description

Items		No of Respondents				Total (N=103)	
		CT Staff (N= 92)		FR Staff (N			
		f	%	f	%	f	%
a	Lack of clear understanding of specific duties and responsibilities	81	88.04	10	90.91	91	88.35
b	Work over load	79	85.87	5	45.45	84	81.55
c	Poor communication	39	42.39	9	81.82	48	46.60
d	Difficulty in planning work activities	67	72.83	6	54.55	73	70.87
e	Difficulty in formulating work flow	58	63.04	8	72.73	66	64.07
f	Lack of understanding working boundaries	68	73.91	9	81.82	77	74.76

(Multiple response items)

N.B CT= current

FR= former

In Table 7, In relation to these they were further asked to specify the types of problem faced them on the job. Accordingly, the majority, 88.04% current and 90.91% of former staff revealed that, job description was not provided to employees. As a result, they faced problems to understand specific duties and responsibilities expected of them. Also with respect to work overload, 85.87% current and 45.45% of former staff replied that the absence of job description created work overload and excessive job pressure on them. In addition, 42.39% current and 81.82% of former staff replied that absence of job description contributed to poor communication with their boss or supervisor.

With respect to planning and formulating work flow strategies in the same table, 72.83% current and 54.55% of former staff agreed that due to the absence of job description they were faced difficulties to plan work activities and formulating work flow strategies. Furthermore, 73.91% current and 81.82% of former staff confirmed that lack of understand working boundaries. These make employees frustrated and it has its contribution to quit.

Table – 8: Responses Related to Availability of Training and Development Programs

Item		No of Respondents				Total (N= 142)	
		Current staff (N=127)		Former staff (N=15)			
		f	%	f	%	f	%
Whether training and development was continuous	Yes	47	37	5	33.33	52	36.62
	No	80	62.99	10	66.67	90	63.38

As can be observed from Table 8, respondents were asked whether university gives continuous training and development to administrative staff or not. Based on this, the majority, 62.99% current and 66.67% of former staff respondents affirmed that continuous training and development was not given to administrative staff. On other hand, 37% current and 33.33% of former staff respondent replied that continuous training and development is given at AAU. As the majority of both groups of the respondents rated their opinion implies that AAU did not use continuous training and development program.

Table- 9: Reasons for Conduct the Training and Development Lacked Continuity

Item		No of Respondents				Total (N= 90)	
		Current staff (N= 80)		Former Staff (N=10)			
		f	%	f	%	f	%
a	Lack of adequate budget	19	23.75	6	60	25	27.77
b	Lack of adequate attentions	70	87.5	9	90	79	87.7
c	Absence of training specialists	7	8.75	1	10	8	8.88
d	Not Known.	65	81.25	5	50	70	77.78

(Multiple response item)

Table 9, shows the responses of those who declared that university do not conducting training and development programs in Table 8. In relation to these they were asked to specify reasons they think for not conducting training and development programs at AAU. Accordingly, 23.75% current and 60%of former staff pointed out that lack of adequate

budget was the reason for the absence of conducting training and development program. On the same table, 87.5 the current and 90% of former staff affirmed that the reason for not conducting training and development program was lack of attention from the university human resource management. On other hand, 81.25% current and 50% of former staff of AAU agreed that the reasons do not conducting of training and development program is not clearly known.

In an attempt to support the information gathered through questionnaire interview was conducted with the human resource management director of AAU. Accordingly, the director pointed out that AAU do not create an opportunity for administrative staff members by organizing short-term and long term training locally and abroad. Furthermore, the director affirmed that there is no strategic plan on administrative staff training and development program at AAU. In most instances, he disclosed that few administrative staff members secure opportunities for further studies through their own effort.

Thus, from the obtained results it is Possible to infer that the university management did not gave due consideration to administrative staff training and development program which in turn can be considered to be the cause for former staff turnover at AAU. Furthermore respondents who were agreed upon the availability of administrative staff training and development program at AAU were asked to specify how often and what type of training and development methods were applied at AAU.

Table -10: The Method Training and Development Often Adopted

N ^o	items	No of Respondents									
		CT(N=47)					FR(N=5)				
			Usually		Sometimes		Rarely		Not at all		
			f	%	f	%	f	%	f	%	
1	Mentoring	CT	5	10.6	39	82.8	2	5.4	0	0	
		FR	1	20	4	80	0	0	0	0	
2	Job rotation	CT	13	27.7	30	63.8	4	8.5	0	0	
		FR	0	0	3	60	0	0	0	0	
3	Short term Training	CT	0	0	18	38.3	26	55.3	0	0	
		FR	0	0	0	0	3	60	0	0	
4	Lecture type class room instruction	CT	5	10.6	19	40.4	21	44.7	0	0	
		FR	0	0	1	20	4	80	0	0	
5	Scholarship abroad	CT	0	0	0	0	13	27.7	30	63.8	
		FR	0	0	0	0	2	40	3	60	
6	Visiting other Organizations	CT	0	0	0	0	3	6.4	42	89.4	
		FR	0	0	0	0	0	0	5	100	

(Multiple response item)

The data obtained from Table 10 revealed that, the majority, 82.2% of current and 80% former staff respectively replied that mentoring was used 'sometimes' at AAU. Moreover, 63.8% of current and 60% former staff respectively pointed out that job rotation was used 'sometimes' at AAU. In addition, 38.3% and 40.4% of current staff affirmed that workshop, seminars and conference and lecture (class room instruction) respectively were used 'sometimes' at AAU. On other hand, 55.3% of current and 60% former staff respectively confirmed that workshop, seminars and conference was used 'rarely'. Similarly, 44.7% of current and 80% former staff respectively revealed that lecture (class room instruction) was used 'rarely'. Furthermore, 27.7% of current and 40% former staff respectively disclosed that scholarship abroad was used 'rarely'. However, 63.8% of

current and 60% former staff respectively disclosed that scholarship abroad was 'not at all' used. Similarly 89.4% of current and 100% former staff respectively affirmed that visiting other organization was 'not at all' used at AAU main campus.

Although some respondents affirmed the availability of training and development opportunity at AAU, the obtained data in Table 10 implies that, both on-the-job and of-the-job training programs are not conducted in a planned and systematically organized manner. Thus, it possible to infer that absence of training and development opportunity is one of the major influential factors for former staff turnover at AAU.

According Harris and DeSimone,(1994:2) in order to meet the current and future needs, organizations should begin training and development activities when an employee joins an organization and continue throughout his/ her career's whether he/ she is an executive or not. Similarly, Decenzo and Robbins, (1999:230) stated that training and development methods takes on the actual job that makes employees appear to be immediately productive. Thus, informed and well trained employee contributes to institutional goal attainment and likely stay in the institution. However, as the data revealed in table 10, the university is not given due attention to employees training and development as a means to promote efficiency and employees' morale so as to enhance staff retention at AAU.

In an attempt to support the information gathered through questionnaire interview was conducted with the human resource management director at AAU. Accordingly, the director affirmed that there are problems of training and development at AAU. The university has no administrative staff development plan to systematically design training program, combine organizational and individual needs, conduct need assessment to identify what to train, whom to be trained and how to train. Furthermore, the director expressed that few employees had short and long term training opportunities, but it is not based on objective criteria rather than by his/ her personal relationship with the managers.

Table-11: Administrative and Supervisory Factors as Causes of Staff Turnover

No	items	Rating scores						M	SD	t-value	Sig. (2-tailed)
			5	4	3	2	1				
1	Unequal treatment staff members	CT	41	47	29	10	-	3.94	.932	-.779	.437
		FR	6	5	4	-	-	4.13	.834		
2	Inadequate opportunity of growth and advancement opportunities	CT	21	64	31	8	3	3.72	.890	.492	.624
		FR	1	7	7	-	-	3.60	.632		
3	Poor relationship with immediate supervisor	CT	8	20	56	37	6	2.89	.941	-.898	.371
		FR	2	4	3	6	-	3.13	1.125		
4	Loss of employees' trust and confidence on managers	CT	46	47	31	3	-	4.07	.837	1.151	.252
		FR	8	4	3	-	-	4.33	.816		
5	Managers are weak in communicating with employees.	CT	20	62	36	9	-	3.73	.811	-1.512	.133
		FR	5	6	4	-	-	4.07	.799		
6	Poor grievance handling	CT	38	47	35	7	-	3.91	.891	.455	.650
		FR	4	7	1	3	-	3.80	1.082		
7	Delay of BPR implementation procedure and salary adjustment	CT	84	40	3	-	-	4.64	.530	.262	.793
		FR	9	6	-	-	-	4.60	.507		
8	Unfair criticism through employee performance evaluation	CT	7	15	61	44	-	2.88	.822	.068	.946
		FR	1	1	8	5	-	2.87	.834		
9	Decision making is not participatory	CT	56	51	12	8	-	4.22	.863	-.773	.441
		FR	8	5	2	-	-	4.4	.737		
10	Absence of openness in sharing information	CT	29	58	30	10	-	3.83	.871	1.855	.066
		FR	2	2	11	-	-	3.40	.737		
11	Lack of recognition for good job performances	CT	82	36	9	-	-	4.57	.624	.247	.805
		FR	8	7	-	-	-	4.53	.516		

NB. M = mean SD= standard deviation

Note: The mean scores were calculated and interpreted as follows

1.00-2.49= No influential factors on staff turnover, 2.50- 5.00= Influential factors on staff turnover

As shown in Table 11, the four most significant administrative problems identified by current staff at AAU main campus were delayed BPR implementation procedure and salary adjustments (mean=4.64, 1st), lack of recognition for good job performances (mean=4.57, 2nd), poor involvement in decision making is not participatory (mean=4.22, 3rd) and loss of employees' trust and confidence on managers (mean=4.07, 4th). Similarly, former staff of AAU also ranked identical with mean of 4.60, 4.53, 4.40 and 4.33 respectively, the mean score and the rating given by the majority of respondents to the items imply that administrative and supervisors' factors were as a cause for staff turnover at AAU main campus.

The two groups of respondents rank little difference in ranking for item 8 of the same table. Accordingly, current and former staff rated disagree with mean scores 2.88 and 2.87, 11th respectively.

Regarding item 1, of the same table, current and former staff members rated with the mean scores (mean=3.94, 5th and 4.13, 5th) respectively, shown that the majority of the respondents were agreed that managers do not treat administrative staff equally. Concerning the poor grievance handling procedure at AAU main campus, respondents were asked to give their opinion on the issues. Accordingly, the current staff rated their agreement with mean score of the item 6 (mean=3.91, 6th), and former staff as mean 3.8, 7th. Thus, as rating given by the majority of current and former staff of the respondents similarly agreed with item that likely problem that forced administrative staff to leave AAU.

To sum up, from the data in Table 11 all of the items specified as administrative and supervisory problems were a reason for administrative staff turnover since, for all items by both groups of respondents the rating scores were greater than the acceptable mean (2.5).

To test whether there was statistically significant difference between the two categories of the rating scores t- test was computed. Out of 100%, the determined value for a decision for this study was at 95% confidence intervals is used. Therefore, a significance level of

5% (0.05) is generally accepted as a cut off point to report the test for difference between the two means (<http://statistics.laerd.com>). The degree of freedom to this t-test for equality of means is 140. Accordingly, The t-calculated shown in Table 11 the statistical significance value (p-value) scores level of significance of the t-test value for all items were greater than 0.05. This means that there is no statistically significant difference between the means of the two categories.

From the statistical result, it is possible to conclude that, administrative and supervisory problems are the weightiest reasons that force administrative staff unless corrective measures have been taken by AAU managers.

The interview made with human resource management director at AAU revealed that some administrative problems such as: unequal treatments of employee, ineffective managers' communication to generate ideas and exchange feelings with employees are one of the problems in AAU. Also, he affirmed that AAU does not have its own definite grievance handling procedure to solve the problem of employees. Thus, if these factors are not managed timely it continues to adversely affect the retention of employees as the result it will affect the quality of service in each working units and forced to leave.

Table- 12: Salary and Non- Salary Benefits as Causes of Administrative Staff Turnover

No	items		Rating scores					M	SD	t-value	Sig. (2-tailed)
			5	4	3	2	1				
1	Inadequate monthly salary	CT	120	6	0	1	–	4.92	.338	1.606	.128
		FR	11	4	0	0	–	4.73	.458		
2	Inadequate benefits and incentives	CT	115	12	0	0	–	4.91	.294	3.033	*.009
		FR	7	6	2	0	–	4.33	.724		
3	Unfair promotion opportunity	CT	28	52	12	3 5	–	3.57	1.116	1.351	.190
		FR	1	8	5	1	–	3.87	.743		
4	Poor extent equity of salary and benefits	CT	106	20	1	0	–	4.83	.400	1.411	.172
		FR	14	1	0	0	–	4.93	.258		

As described in Table 12, both groups of the respondents identified, the three most influential factors of staff turnover were inadequate monthly salary to meet employee's financial needs and family (m= 4.92 and 4.73) respectively, inadequate benefits and incentives (m=4.91 and 4.33) and employees in other organizations, poor extent equity of salary and benefits is rated strongly agree with mean scores 4.83 and 4.93 respectively. Concerning item 3 of the same table, current and former staff of the respondents agreed by rating the item with mean scores 3.57 and 3.87 respectively.

To sum up, from the data Table 12, both groups of current and former staff of respondents affirmed their agreement with these items with rates greater than the acceptable mean (2.5). Hence, the response given by the majority of the respondents show that, inadequate salary, non-salary benefits are one of the causes for administrative staff turnover at AAU main campus and the existing staff also dissatisfied for current fixed salary payment and when ever gets opportunity they quit. Since the mean scores rates of both groups are greater that the acceptable mean (2.5).

To see whether there was statistically significant difference between the opinions of the two groups of respondents to mean rating scores t- test was computed.

The t- calculated shown in Table 12, except item 2, which shows .009, is clearly less than 0.05. This means that there is significant difference between the mean of the two groups. The remaining items, the statistical significance value (p-value) scores level of significance of the t-test value for all items were greater than 0.05. Thus, the statistical result shows that there is no statistically significant difference between the means of the two categories.

In an attempt to support the information gathered through questionnaire interview was conducted with the human resource management director of AAU. Accordingly, the director affirmed that the current salary fixed for each administrative staff in AAU is not competitive as compared to the salary of other employees working at other similar governmental organization with similar level of educational qualifications, like Jima

University. Concerning non- salary benefits, the director identified that similar answer with inadequate salary. On other hand, the director suggests that few members of administrative staff have getting benefits of education due to this employees stay at AAU. However, the majority administrative staff not gets the opportunity of learning due to AAU has no HRP. In general, the director argued that basic salary and benefits that staff obtains from AAU are not sufficient to stay employees at the university main campus. The response received from the director is similar to responses obtained from current and former staff of respondents.

Thus, from the obtained results it is possible to infer that inadequate salary and non salary benefits are one of an influential factor forced former staff from the job. Similarly, current staff dissatisfied with payment and may force them to leave the university main campus as soon as getting better salary and benefits in other organization, which needs to be considered.

Table -13: Adequacy and Working Conditions for Employees

No	items	Rating scores						M	SD	t-value	Sig. (2-tailed)
			5	4	3	2	1				
1	Availability of office facilities	CT	8	55	47	13	4	3.39	.87430	3.076	*.004
		FR	0	12	3	0	0	3.80	.41404		
2	Collegial relationship	CT	29	68	16	11	3	3.86	.94889	-.877	.389
		FR	2	11	2	0	0	4.00	.53452		
3	Staff professional autonomy	CT	3	38	62	21	3	3.13	.80042	1.379	.181
		FR	0	5	10	0	0	3.33	.48795		
4	HRM support	CT	1	9	45	68	4	2.48	.85778	.840	.412
		FR	0	3	0	12	0	2.4	.82808		

Note: The mean scores were calculated and interpreted as follows
0.5-1.49= Very poor, 1.5-2.49=Poor 2.5- 3.49=Fair, 3.5-4.99= Good, 4.5-5.00 Very good

As revealed in Table 13, the researcher set the standard based on the mean scores of the respondents for grading purpose and interpreted as HRM support was identified by both current and former staff rated as 'poor' because, the mean scores of 2.48 and 2.40 respectively failed between the range of 1.5-2.49. On other hand, both current and former staff disclosed that staff professional autonomy at AAU rated as 'fair' with mean scores of 3.13 and 3.33 respectively. In addition, table 13 shows that both groups of respondents had different rating score on the availability of office facilities. It is rated as 'fair' by current staff with mean score of 3.39 whereas former staff rated it as 'good' with a mean score of 3.80. While, collegial relationship was rated by current and former staff members rated as 'good' with mean score of 3.86 and 4.0 respectively.

The study in Table 13 shows that all factors of working conditions except HRM support the rest factors had no such influences on administrative staff turnover at AAU main campus, since the weighted means were greater than the acceptable mean (2.5).

To see whether there was statistically significant difference between the two groups of respondents to mean rating scores t- test was computed. The t-calculated shown in Table 9, item 1, showed that less than 0.05. This means that there is significant difference between the mean of the two groups. The others items, the statistical significance (p-value) scores level of significance of the t-test value results show that greater than .05. This means that there is no statistically significant difference between the means of the two groups.

From these statistical results it is possible to conclude that factors of working conditions except HRM support, the other factors are less influential on staff turnover.

Table- 14: Employees' Intention Regarding their Employment at AAU

8	What is your future plan?	Respondents	
		f	%
A	Stay at AAU until age of retirement	41	32.28
B	Leave AAU when ever get opportunity be employed at other organization	60	47.24
C	Undecided	26	20.47

In order to assess the current staff degree of devotion to work at AAU, they were asked to point out their intention. Accordingly, 32.28% of them affirmed that they will work for AAU until retirement. Conversely, 47.24% replied that they leave AAU as soon as they get other job in other organization. While, the minority, 20.47% of them replied that ‘undecided’ whether to the leave or stay at the university.

Table-15: Staff Turnover by Office/ Department

No	Departments	Period			Total Staff	Total Existing Staff	% proportion to
		2000E. C	2001E.	2002			
1	Research Centers (IDR, IER, IES)	1	5	7	13	79	16.46
2	General Service	8	10	18	36	324	11.11
3	President office and those units which are structured under the president office (legal service, audit etc.)	2	7	12	21	42	50
4	Library	2	12	9	23	210	10.95
5	Registrar office	3	-	7	10	62	16.13
6	Finance and Budget office	-	5	9	14	78	17.94
7	Development office (printing press, work shop etc.)	4	7	4	15	41	36.59
8	Student Service	6	12	20	38	620	6.13
9	Informatics	1	1	4	6	35	17.14
10	College of Social Science	2	1	2	5	53	9.43
11	College of Education	1	1	20	22	139	15.83
12	Institute of Language Studies(ILS)	2	2	-	4	41	9.75
13	HRM department	3	3	3	9	32	28.13
14	Security guard	6	10	21	37	189	19.58
15	ICT	1	4	5	10	37	27.02
	Total	42	80	141	263		

Source: HRM, Financial documents and Own Computation

Table 15 shows the proportion of administrative staff turnover from each office/ department. Accordingly, the president office and departments which is structured under the president offices such as legal unit, audit office, academic vice president, business and development vice president offices were more exposed to administrative staff turnover with 50% followed by development office with 36.59% staff turnover. Human resource management department with 28.13% is the third larger staff turnover compared with information and communication technology department 27.02%. This study will give the university clue to focus on administrative staff turnover in order to minimize the number of administrative staff turnover.

4.3. Strategies Suggested to Minimize Staff Turnover

The reduction and control of staff turnover can benefit AAU performance, employee relationship and cost of operation. In order to monitor and manage turnover strategies should be formulated and implementation should be developed.

In line to this, the researcher has shown that the following categories of possible core strategies were rating by current and former staff that helps the managers to increase the effectiveness of their investment in employee and improve overall performance of AAU. A rating score was used as very important=5; important=4; some what important=3; less important=2 and least important =1 and the results were summarized in the Table 16.

As described in Table 16, current and former staff was ranked strategies that should be taken to minimize administrative staff turnover at AAU main campus. The ranking order was based on mean value from highest to lowest. Accordingly, both categories of the respondents affirmed that establishing an attractive salary base and benefit packages with mean scores of 4.68 and 5.00 (ranked, 1st) respectively, providing short term and long term job training related to both personal and organization development rated with mean scores 4.76 and 4.93 (ranked, 2nd) respectively, providing clear career development opportunities with mean scores of 4.73 and 4.80 (ranked,3rd) respectively and empowering employees on decision making process with mean scores 4.69 and 4.73 (ranked, 4th) respectively as very important strategies to be taken to minimize turnover.

Table- 16: Strategies Suggested to Minimizing Staff Turnover.

No	items	Rating scores						M	SD	t-value	Sig. (2-tailed)
		CT (N=127)			FR (N=15)						
			5	4	3	2	1				
1	Improving recruitment and selection procedures	CT	88	34	-	4	1	4.61	.725	.033	.974
		FR	9	6	-	-	-	4.60	.507		
2	Establishing an attractive salary base and benefit packages	CT	109	13	-	5	-	4.78	.641	-1.327	.187
		FR	15	-	-	-	-	5.00	.000		
3	Involving employees on decision making process	CT	94	30	-	3	-	4.69	.598	-.253	.801
		FR	11	4	-	-	-	4.73	.458		
4	Ensuring downwards and upward information flow	CT	61	58	-	8	-	4.35	.782	-.220	.826
		FR	7	8	-	-	-	4.47	.507		
5	Priority a healthy work environment	CT	93	32	-	2	-	4.70	.554	2.151	* .045
		FR	6	9	-	-	-	4.40	.507		
6	Providing clear career development opportunities	CT	103	19	-	5	-	4.73	.660	-.388	.699
		FR	12	3	-	-	-	4.80	.414		
7	Providing training and development opportunity	CT	102	22	-	3	-	4.76	.470	-1.243	.216
		FR	14	1	-	-	-	4.93	.258		
	Average Mean (CT)							4.66			
	Average Mean (FR)							4.70			

Furthermore, the two groups of the respondents had different opinion on the rest of strategies suggested to minimize staff turnover. Accordingly, Current staff identified that priority a healthy work environment with mean score 4.70 (ranked, 5th), improving recruitment and selection procedures with mean score 4.61 (ranked, 6th) and ensuring downward and upward information with mean score 4.35 (ranked, 7th). While former staff was pointed out those items 1, 4 and 5, ranked 5th, 6th and 7th with mean scores of 4.60, 4.47 and 4.40 respectively. Hence, it is possible to conclude that formulating and implementing of staff retention strategies is paramount in reducing employees' turnover and ensure organizational goal achievement.

To see whether there was statistically significant difference between the two groups of respondents to mean rating scores t- test was computed. As shown in Table 16, except item 5, which shows .045 is clearly less than 0.05, this means that there is significant difference between the mean of the two groups. The remaining items, the statistical significance (p-value) scores level of significance of the t-test value results show that greater than .05. Thus, the statistical result shows that there is no statistically significant difference between the means of the two groups.

In relation to this, interview was conducted with HRM director of AAU concerning strategies needed to minimize staff turnover. Accordingly, the following solutions were forwarded: improving existing working system; improving employees' salary scale; make equal training and development opportunity for all administrative staff; carefully screening candidates for the right job fit, providing systematic orientation programs that help new employees on their work and establishing transparent human resource development plan.

In general, the responses obtained through questionnaire and interview equally indicated that salary improvement and training and development opportunities are decisive factors for staff retention. However, the combined strategies can play great role in staff retention and the turnover reduction endeavor.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This chapter summarizes the major findings of the study and forward research recommendations based on findings and conclusions.

The purpose of the study was to assess the major causes of administrative staff turnover at AAU main campus and to provide possible solution to tackle the problems. To achieve objective of the study the following basic questions were formulated.

1. To what extent is the rate of staff turnover at AAU main campus?
2. What are the significant causes of staff turnover at AAU main campus?
3. Which administrative departments of AAU are more affected by staff turnover during the last three years?
4. What retention strategies are used to minimize staff turnover at AAU?

In order to treat the basic questions, related literature and documents were reviewed. Furthermore, questionnaires were distributed to sample population, gathered, organized, analyzed and interpreted. In addition, interview was conducted with the human resource director of AAU. The subject of the study was 127 administrative staff who are currently working at AAU main campus and 15 former administrative staff of AAU who are left the university main campus during the last three years (2000-2002EC) and currently working in other organizations. To select respondents of current staff systematic random sampling techniques was used. Whereas, availability sampling techniques was used to former staff and purposive sampling is used to interview HRM director.

The statistical tools used to analyze the data were percentage, weighted mean, standard deviation, t- test analysis at 5% to test level of statistical significance. Finally, the following major findings were obtained from this research.

1. Demographic Profile of the Respondents

Among the current administrative staff, the majority, 51.96% of the sampled staff members are males. While the remaining, 48.03% are females. Similarly, among the former staff 53% of the respondents are female. With regard to age of respondents, 67.72% most of them are youngsters within the age range of 19-40 years. Also, 27.55% of current staff falls in the age range of 41-50 years and the rest 4.72% of current staff are above the age of 50 years. On the other hand 66.67% of former staff was categorized within the age range of 31-40 years and 33.33% within the range of 41-50 years. The study shows that majority, 101 79.53% of current and 100% of former staff were married. In relation years of service, 71.65% gave services within the range of 1-20 years. Similarly, 66.67% of former staff gave service within the range of 11-20 years.

In regarding to monthly salary, 16.53% of the currently working staff at AAU have earning monthly salary between the range of 501 birr to 1200 birr the majority, 71.65% of the current staff has earned between the range of birr 1201- 2000 and 7.87% of the current staff were earning between 2001birr to 2500 birr monthly only 5 respondents has earned more than birr 2500. While, all former staff of respondents has currently earned more than 2500 birr.

With respect to qualification, out of total current staff of the respondents 78 are BA/BSc/ BEd degree holders, 1 MA/MSc/MEd degree and 48 diploma holders. On other hand, out of the total former of respondents 11 are BA/BSc/ BEd degrees and 4 are diploma holders.

2. Annual Average Rate of Staff Turnover at AAU

The study showed that, the extent of annual rate of administrative staff turnover at AAU main campus was 6.51% in the last three years (2000E.C- 2002 E.C).

3. Factors Influences Staff Turnover

The most factors that influenced administrative staff turnover which had been discussed by both current and former staff of the respondents were as follows.

3.1. The majority, 69.72% of both groups of respondents disclosed that HRM or immediate supervisors at AAU do not formally provided new employees with pre-placement orientation/induction which related to organizational policies, procedures, working conditions, organization structure, strategies, duties and responsibilities etc. were some factors that forced staff to quit AAU.

3.2. In relation job description, the majority, and 72.53% of both current and former staff of the respondents replied that job description, was not provided before they assigned at new the position. Due to these they faced problems of clear understanding of specific duties responsibilities, work over load, poor communications etc. were among factors that increase staff turnover.

3.3. One of the most dominant factors that contributed to administrative staff turnover which had been reported frequently by the respondents were inadequate salary and non- salary benefits. The mean scores between 3.57 and 4.93 by current and former staff respondents showed that: inadequate monthly salary and non salary benefits, to meet employee's financial needs and family support, and unfair promotion opportunity were major areas of dissatisfaction of administrative staff that force them to quit.

3.4. Reasons that forcing administrative staff to quit from AAU next to salary is administrative and supervisory problems reported as: delay of BPR implementation procedure and salary adjustments weighted mean score of 4.64, and ranked 1st, lack of recognition for good job performances received a mean score of 4.57 and ranked 2nd, involvement in decision making is not participatory is rated with mean score of 4.22, ranked 3rd whereas, loss of employees' trust and confidence on managers rated with mean score of 4.07 and ranked 4th.

3.5. Majority 63.38% of the respondents reported that a training and development program for administrative staff is not practiced at AAU. As confirmed by both groups of respondents managers do not give attention to training and development programs for administrative employees and no definite human resource development plan at AAU. On

the other hand, 36.62% of the respondents affirmed that training and development opportunities were provided for administrative staff in a sporadic manner.

3.6. As confirmed by current and former staff of the respondents rated their agreement with mean scores 3.91 and 3.8 respectively shown that grievance handling is poor at AAU. Poor grievance handling in institution could affects employee morale and performance. This was also an impact on staff turnover.

3.7. As confirmed by current and former staff of AAU the respondents rated their agreement with the mean scores 3.73 and 4.07 respectively identified that managers are poor in communicating with employees at AAU. This was also among an influencing factor of employees' turnover.

3.8. In relation to future plan to stay or leave AAU, 47.24% of currently working staff respondents replied that they would like to leave AAU as soon as they get other job with satisfactory salary and benefits in other organization. However, 32.28% of respondents would prefer to stay at AAU until retirement. While, 20.47% of the respondents replied that they are not decided to leave or stay at AAU.

4. Most of the respondents confirmed that the working condition at AAU is fair and good by rating with the mean scores of 3.13- 4.00 which is not to be considered as causes of staff turnover at AAU main campus.

5. The study showed that among 15 offices/departments, the president office and departments which is structured under the president offices with 50% having the highest number of administrative staff turnover, in the last three years followed by development office with 36.59% staff turnover.

6. The finding shows that strategies that should be taken to minimize employees turnover based on the rating scores given by the respondents as well as by mean value calculated the most important strategies rank order were: establishing an attractive salary base and benefit

packages ranked 1st, training and development opportunity ranked 2nd, Providing clear career development opportunities ranked 3rd and empowering employees on decision making process ranked 4th. Furthermore, the two groups of the respondents had different rank order on the rest of strategies mentioned in Table16.

5.2 Conclusion

On the basis of data analysis, interpretations and summary made the following conclusions are drawn.

1. The success of an institution is much depends on the quantity and quality of its work force that continuously contribute to goal attainment. In educational institutions the support of administrative staff has paramount importance to the teaching learning process. As shown in the finding administrative staff turnover rate within the last three years (2000E.C-2002E.C) was 6.51% at AAU main campus. The tendency of turnover seems possibly to continue. From these it possible to concluded that the university teaching learning and research activities can be adversely affected.
2. Through proper orientation, new employees could adjust to the organization's environment, their tasks and performance expectations. The result of the study shows that there is no formal way of orientation of new administrative staff members to her/his job, duties and responsibilities, working conditions, organization structure, co-workers and related rules, procedures, vision, mission, and strategies of AAU. Hence, it can be concluded that new administrative staff would faced difficulties at the initial stage to adjust to the new work environments and to execute their tasks properly. Consequently she/he decides to leave the university.
3. A specific job description is a summary statement that help employee to know his/her job tasks, duties, and responsibilities which associated with work flow strategies that emphasize efficiency, control, and detailed work planning. This well-defined boundaries that separate functions should be provided to employees before assigned at the new position. The result of the study revealed that job description do not provided to employees. Therefore, it can be concluded that newly assigned administrative staff can not easily

identify specific duties and responsibilities to execute their tasks properly which leads to frustration and finally quit.

4. In an organization staff retention much depend up on the extent to which the adequacy of extrinsic and intrinsic factors of motivation. As shown in the finding of the study, staff turnover is associated with job intrinsic and extrinsic dissatisfaction. The insufficiency of extrinsic factors such as salary and non salary benefits, promotion, financial and non-financial rewards, poor administration and supervision practices, policies, work overload which are external to the job and located in the work place had more effect on the staff turnover because dissatisfied staff are more likely to quit. Furthermore, the finding also identified that the lack of intrinsic factors such as work it self, recognition, and responsibility was found to be strongly forcing administrative staff to voluntary turnover.

5. Availability of training and development program can enhance efficiency and boost employee's morale and lead to satisfaction. Satisfied staff is likely to stay in an organization and contribute to organizational goal achievement. However, the findings of the study revealed that long and short-term trainings are found ineffective at AAU and there is no human resource training and development plan for administrative staff. There is only meager training practice. The reason for was, the university did not considered human resource training and development program as staff retention strategy.

6. The result of study shows that grievance handling is poor at AAU. Poor grievance handling in an institution could affects employee morale and performance. Therefore, it can be concluded that improper grievance handling may continue forcing administrative staff turnover.

7. Employment recognition program can be enhancing communications and employee relations by recognizing and rewarding employees who make important contributions to the organization's success and it is an important component of employees retention plan. Nevertheless, the study identified that lack of recognition for good job performances of administrative staff at AAU. Therefore, it can be concluded that the moral of employees

that create negative attitude toward their job and loss of employees trust and confidence on managers and gradually lead to decide to quit.

5.3. Recommendation

Based on the major findings and conclusions drawn, the following possible solutions are forwarded to minimize administrative staff members turnover on the problems discussed in the study at AAU main campus.

5.3.1. Pre-placement Orientation and Provision of Job Description

Lack of job orientation programs and a specific job description are among reasons that administrative staff to quit AAU main campus. Unless systematic orientation programs and a specific job description should be provided to employees before assigned at the new position they will be frustrated and forced to quit. Hence, new employees should be formally oriented on AAU mission, vision, values, policies and procedures for specific period of time. In addition, specific job description should be provided to employees before assigned at the new position in order to enable him/her to develop realistic job expectations and reduce role conflict that might arise in the future which, lead to job dissatisfaction and subsequent give up.

5.3.2. Improvement of Salary Scale and Benefit Packages

The finding shows that inadequate salaries and benefits are the major reasons that administrative staff members to leave the job at AAU. Unless, administrative staff is paid attractive salary and get non-salary benefits which enable the individual to fulfill her/his needs and family support they will be dissatisfied and decide to leave AAU. Therefore,

- I. It is recommended that AAU has to create a fair and competitive salary,
- II. The AAU management has to device different benefits packages: such as transport service, health service, bonus, house allowance, insurance service etc.

5.3.3. As the research finding indicates, the inefficiency of training and development program contributed to administrative staff turnover at AAU main campus. In order to retain capable employees, staff development program that combine the interest of the organization and individual needs is indispensable. Thus,

- I. Transparent human resource training and development plan should be in place so as to give equal staff development opportunity;
- II. Trainees selection criteria should be based on need assessment to meet organizational and individual objectives;
- III. Training programs should be provided in continuous manner to encourage working environment that help to develop sense of belongingness and minimize staff turnover.

5.3.4. Lack of employees grievances handling at AAU main campus is identified as one of forcing factor for employees to quit. Unless, AAU management gives attention to grievances handling, administrative staff morale and performance would be affected. Therefore, the management should be efficient, transparent and impartial in handling employee grievance handling. To this effect:

- I. The AAU management should formulate policy guide line and grievances handling procedures;
- II. The AAU HRM should establish independent office/ quiet place to meet with complainant and permanently assigned trained personnel for proper conflict and grievance management;
- III. The HRM should ensure effective, sensitive and confidential communication between all involved.

5.3.5 The absence of employees recognition, participatory decision making system and poor communication between managers and employees were identified as reasons for administrative staff to quit job. To alleviate the problem the university management should find ways of rewarding (financial or non-financial) system for good work participates employees in decision making at all levels, and facilitate two way communication to ensure trust and confidence and make administrative staff feel sense of belongingness thereby increasing loyalty and engagement in AAU.

5.3.6. It is recommended that further studies should be conducted to have a complete picture about causes of administrative staff turnover across AAU.

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Department of Educational Planning and Management

A questionnaire to be filled by Former staff and currently working at AAU

Dear Respondent,

The purpose of this questionnaire is to gather information in order to identify the causes of administrative staff turnover at Addis Ababa University. Please be genuine and complete in your answers.

Thank you for your cooperation

Direction

1. You don't need to write your name.
2. Please mark ($\checkmark$) on the appropriate box to indicate your response.
3. Please give only one answer to each item unless you are requested to do otherwise.
4. Multiple responses is possible where ever need

Part I.

Personal Information

1. 1. Sex: Male ☐ Female ☐
1. 2. Age 1) 19 -30 ☐ 2) 31 - 40 ☐ 3) 41 -50 ☐ 4) >50 ☐
- 1.3. Martial Status A. Single ☐ B. Married ☐ C. Divorced ☐ D. Windowed ☐
- 1.4. Years of service at AAU A) 1-5 ☐ B) 6-10 ☐ C) 11-15 ☐
- D) 16-20 ☐ E) $\geq$ 21 ☐
- 1.5 Qualification A. Diploma ☐ B. BA/BSC/BEd ☐ C. MA/MSc/ Med ☐
- E. Phd ☐
- 1.6. Your Current monthly salary:
- Birr300-500 ☐ Birr 501-800 ☐ Birr 801- 1200 ☐ Birr 1201-1500 ☐
- Birr 1501- 2000 ☐ Birr2001-2500 ☐ $\geq$ Birr 2501 ☐

Part II: Section (1)

1. Did you get orientation before assigned to work on the new position?

a) Yes ☐

b) No ☐

2. If your answer is 'No' for question no. 1, what problems did you face on the job? (You may give more than one answer).

a) Confused about regulations and procedure to be followed to perform the job ☐

b) Faced difficulty to identify proper channel of communication ☐

c) Frustrated for some time ☐

d) Don't know ☐

3. Were you provided with duties and responsibilities (job description) before you were assigned at the new position?

a) Yes ☐

b) No ☐

c) I don't remember ☐

4. If your answer for question number 3 is 'No' what problems did you face? (You may give more than one answer).

a) Lack of clear understanding of specific duties and responsibilities ☐

b) Work overlap ☐

c) Poor communication ☐

d) Difficulty in planning work activities ☐

e) Difficulty in formulating work flow strategies ☐

f) Lack of understanding working boundaries ☐

g) Don't know ☐

Others (please specify if any) _____

5. Is there continuous employees training and development practice at AAU?

a) Yes ☐

b) No ☐

c) I don't remember ☐

6. If your answer for question number 5 is 'No' what do you think is/are the major problem/s of employee training and development at AAU? (You may give more than one answer).

a) Lack of adequate budget for training and development Program ☐

b) Attention is not given by Human resource management ☐

c) Absence of training specialists ☐

d) The problem is not clearly known ☐

Others (Please specify if any) _____

7. If your answer for question number 5 is 'Yes' how often does AAU use the following training and development methods? Please indicate your observation by putting a tick mark (√) using the following scales against your choice.

Key: 4= usually 3= sometimes 2= rarely 1= Not at all
(You may give more than one answer)

No	List of mechanisms	Usually	Sometimes	Rarely	Not at all
1	Mentoring (i.e. continuous provision of advice, sharing knowledge and experience by experienced senior person).	4-----	3-----	2---	1-----
2	Job rotation (training by assigning employee on various jobs for a specified period of time).	4-----	3-----	2---	1-----
3	Workshop, Seminars and conference.	4-----	3-----	2---	1-----
4	Lecture type class room instruction	4-----	3-----	2---	1-----
5	Scholarship abroad.	4-----	3-----	2---	1-----
6	Visiting other Organizations.	4-----	3-----	2---	1-----

Others (Please specify if any) _____

Part II: Section (2)

The following are statements or phrases that present job related factors that are thought to be contributors to administrative staff turnover. Please mark (✓) in the box that fits best to your level of agreement or disagreement on the following statements using the ratings provided below.

Ratings: 5= Strongly Agree 4 = Agree 3= Undecided 2= Disagree 1=Strongly Disagree

No	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Managers do not treat administrative staff equally.	5----	4----	3--	2---	1----
2	Inadequate opportunities of growth and advancement	5----	4----	3--	2---	1----
3	Poor relationship with immediate supervisor.	5----	4----	3-----	2-----	1----
4	Loss of employees' trust and confidence on managers.	5----	4---	3--	2---	1----
5	Managers are weak in communicating with employees.	5----	4---	3--	2---	1----
6	Poor grievance handling.	5----	4----	3-----	2-----	1----
7	Delay of BPR implementation procedure and salary adjustments.	5----	4--	3--	2---	1----
8	Unfair criticism through employee performance evaluation.	5----	4--	3--	2---	1----
9	Poor involvement in decision making process.	5----	4--	3---	2---	1----
10	Absence of openness in sharing information.	5----	4---	3---	2-----	1----
11	Lack of recognition for good job performance.	5----	4--	3--	2-----	1----

Others (please specify if any) _____

Part II: Section (3)

The following are statements or phrases indicate that salary and other benefits as causes of administrative staff turnover. Please mark (✓) in the box that fits best to your level of agreement or disagreement on the following statements using the ratings provided below.

**Ratings: 5 = strongly agree, 4= agree, 3= undecided 2= disagree
1=strongly Disagree**

No	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Inadequate monthly salary to meet employee's financial obligation and to support family.	5-----	4-----	3----	2----	1-----
2	Inadequate benefits and financial incentives (health insurance, bonuses, allowance etc.).	5-----	4-----	3----	2----	1-----
3	Unfair promotion opportunity.	5-----	4-----	3----	2----	1-----
4	Employees in other organization, with similar qualification and service year, are better paid than I am.	5-----	4-----	3----	2----	1-----

Others (please specify if any) _____

Part II: Section (4)

The following statement is related to working conditions of the AAU as causes for employees' turnover. Please mark (✓) in the box that represents best the degree of the adequacy of the following items using the ratings provided below.

Ratings: 5= Very good 4= Good 3= Fair 2= Poor 1= Very poor

No	Statement	Very good	Good	Fair	Poor	Very poor
1	Availability of office facility such as computer, internet, ventilation, rest room toilet etc.	5-----	4-----	3----	2----	1-----
2	Collegial relationship among staff	5-----	4-----	3----	2----	1-----
3	Staff professional autonomy in the organization.	5-----	4-----	3----	2----	1-----
4	Human resource management support. like health services, motivation, grievance handling, fair treatment availability of cafeterias at reasonable prices etc.	5-----	4-----	3----	2----	1-----

Others (Please specify if any) _____

Part III

The following are some possible strategies that help to minimize administrative staff turnover.
Please put a tick mark (✓) of the following statements using the ratings provided below.

**Key: 5= Very important 4= important 3= some what important 2=less important
1=least important**

No	Statement	Very important	important	some what important	less important	least important
1	Improving recruitment and selection procedure to ensure that the candidates receive a positive impression of AAU and the job.	5---	4--	3----	2--	1--
2	Establishing an attractive salary bases and benefit packages equated to what other organizations pay and consistent to individuals capabilities, experience, and performance.	5---	4---	3----	2--	1--
3	Involving employees on decision making process.	5---	4----	3----	2--	1--
4	Ensuring information flow both down and upward that enhances trust and building self-worth and perceptions of fairness.	5--	4--	3----	2--	1--
5	Ensuring a healthy work environment, (that is workplace wellness and safe/free from the occurrence of injury, a balance workload, faire treatment, creating team working system etc.)	5---	4---	3----	2--	1--
6	Providing clear career development opportunities.	5---	4---	3----	2--	1--
7	Providing short term and long term job training related to both personal and organization development.	5---	4--	3----	2--	1--

Others (Please specify if any) _____

This question will be answered by employees who are currently working at AAU

8. What is your future plan? To stay as an employee of AAU or leave it for good

A) I will work for AAU until retirement.

B) I will leave AAU as soon as I get other job in other organization

C) Undecided

Other (please specify if any)_____

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

Department of Educational Planning and Management

Interview Guide

This interview guide is prepared to direct the interviews to be carried out to obtain information from human resource management director in regarding to administrative staff turnover.

1. How do you feel that administrative staff of this university earns adequate salary and benefits to meet their need when compared to other organization?
2. Do you feel that there are existing equal opportunities for all administrative staff?
3. What do you think are the major problems of administrative staff training and development at AAU?
4. How do you characterize flow of communication between management and administrative staff at different working units?
5. Do organization have grievance handling procedure?
6. What are the major causes for administrative staff to leave the university?
7. What do you suggest retention mechanism to be taken to reduce administrative staff turnover?

Appendix III

Data Collecting Format of Administrative Staff Turnover

[illegible]

[illegible]

Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been dully acknowledged.

Name: Getachew Benti Woldeyes

Signature-----

Date of submission 11/04/2011

The thesis has been submitted under approval as university advisor

Name: Melaku Yimam (Ato)

Signature-----

Date of submission 11/04/2011