



**WOLKITE UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF GOVERNANCE AND DEVELOPMENT STUDIES**

**ASSESSMENT OF ACADEMIC STAFF TURNOVER IN PUBLIC HIGHER  
EDUCATION INSTITUTIONS: THE CASE OF WOLKITE UNIVERSITY**

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**MAY, 2024**  
**WOLKITE, ETHIOPIA**

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A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES, WOLKITE  
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## SCHOOL OF GRADUATE STUDIES

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I hereby declare that this MA thesis is my original work and has not been presented for a degree in any other university, and all sources of material used for this thesis have been duly acknowledged.

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## ACRONYMS

CM	Carrier Management
CoS	Co-Worker Support
HEIs	Higher Educational Institutions
IWB	Innovative Work Behavior
JS	Job Satisfaction
LMX	Leader Member Exchange
MS	Management Support
WKU	Wolkite University
WLB	Work Life Balance

## ABSTRACT

*Massive exits from jobs in higher educational institutions have been observed in many higher educational institutions. Literatures revealed that lack of adequate salaries and allowances, housing and promotion lack of career development for university instructors are among the possible reason for massive exit. This study was aimed at assess staff turnover trend, assess the staff satisfaction about psychographics and socio-demographic factors, and determinants of staff turnover intention in public higher educational institutions in Ethiopia. Both descriptive and econometric methods (probit model) of data analysis were employed. Random sampling method was used to select sample academic staff from their respective college/school of Wolkite University. In general, a total 91 respondents were used for gathering the required data. The study showed that the annual average rate of academic staff turnover has been increasing since 2010 EC. Academic staffs were moderately satisfied with their job, innovative working behavior, co-worker support, carrier management, academic staff happiness, leader's member exchange, and work life balance with this stated psychographics and socio-demographic factors. The probit model result showed that job satisfaction, carrier management, coworker support, gender, educational qualification and experience are the major factors affecting employer turnover intention positively and negatively in public higher educational institutions. At last, the study forwarded possible mechanisms such as strengthen employee job satisfaction, developing carrier management guideline, supporting social capital among academic staff, offering PhD educational scholarship, and better management for senior experienced staff management are required.*

**Key words:** *turnover intention, staff, probit model, Likert scale*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the study

Higher educational institutions, like any other organizations, harness human, material, and financial resources to accomplish their goals. Among these, human resources are paramount to their success. Even with adequate material and financial resources, higher educational institutions cannot succeed without the right human resources. Experienced academic staff and competent instructors are crucial for achieving quality education. In fact, the presence of quality education is impossible without qualified and experienced instructors (Banda, 2021).

High staff turnover in higher education institutions in Ethiopia can have a significant impact on organizational performance. Research on Mada Walabu University in Ethiopia suggests that high staff turnover rates may jeopardize efforts to attain organizational objectives, affecting higher education access, quality education assurance, community and technology transfer, and research-based problem-solving culture. Additionally, academic staff turnover results in increased recruitment expenses, disruptions of course offerings, and discontinuities in departmental operations (Taye and Bamelaku, 2020). In the healthcare sector, dissatisfaction with salary is reported to be the number one reason for Ethiopian healthcare employees to quit their jobs, leading to migration to other regions and impacting the delivery of healthcare services. Therefore, employee turnover can hinder the overall effectiveness and performance of higher education institutions in Ethiopia, affecting various aspects of their operations and objectives (Alemayehu & Woldemariam; van de Klundert et al., 2018)

Employee turnover can be a significant financial burden for employers. The true cost of employee turnover goes beyond recruiting expenses and can range from one-half to two times the employee's annual salary. This cost includes advertising the position, onboarding the new hire, lost productivity, and potential customer dissatisfaction. Addressing issues affecting employee morale and offering benefits such as flexibility, performance reviews, and incentives can help reduce turnover. The extent to which a company will go to retain employees depends on both employee replacement costs and the overall performance of the company. High turnover rates can lead to substantial financial losses, making it crucial for employers to focus on employee retention strategies (Chase, 2023 and Bryant et al., 2023).

By reducing employee turnover, employers can avoid direct and indirect costs that can have a significant impact on their business. The cost of turnover includes not only recruiting and onboarding expenses but also lost productivity, potential customer dissatisfaction, and reduced business. The true cost of turnover can be substantial, ranging from one-half to two times the employee's annual salary, and even higher for technical or C-suite positions. Therefore, it is important for companies to focus on reducing turnover through effective retention strategies and addressing the root causes of employee dissatisfaction (Jhon, 2019).

An absence of quality education is a significant concern, affecting both developed and developing countries. Employee turnover has been a major contributor to this crisis, leading to a reduction in the quality and quantity of teachers in schools. In developed countries such as the United States, the United Kingdom, Sweden, Germany, and New Zealand, high instructor shortages have been reported, with turnover being a key factor. Similarly, in developing countries, especially in sub-Saharan Africa, there has been a massive exit of instructors from the profession due to various reasons, including inadequate salaries, allowances, housing, and lack of career development opportunities.

Research evidence has also shown that employee turnover significantly influences quality education, with school poverty being a key factor. The teacher turnover not only affects students' ability to learn but also poses challenges to the public education system as a whole. Addressing the factors contributing to employee turnover and the shortage of teachers is crucial to ensuring a sustainable and high-quality education system globally.

Hiring the first-class personnel who're inclined to live at the activity has grown to be a crucial venture for human aid managers in better education (Jin et al., 2018). The turnover charge amongst instructional personnel, specifically in positive universities, is high (Halid et al., 2020). Many institutions consider turnover among academics to be a serious issue (Masud & Daud, 2019). Private establishments in Malaysia have confronted the difficulty of educational team of workers turnover for decades. High turnover prices can arise in any respect levels, which include professors, accomplice professors, assistant professors, senior lecturers, or maybe new lecturers (Manogharan et al., 2018). This issue is related to the high costs of decreasing effectiveness and productivity when staffs are highly likely to quit because the expenses of recruiting and training new employees are considerable (Ramlawati et al., 2021). In that instance, turnover might result in the loss of competent and skilled staff, resulting in a significant loss for the organization (Yukongdi & Shrestha, 2020).

Employee desire to leave when they dissatisfied with their jobs or feel less devoted to their organization (Li et al., 2019). Employees who are dissatisfied with the organization will intend to quit their existing position. Job satisfaction has a negative influence on the intention to leave. High job satisfaction will result in a low desire to leave and vice versa (Alam & Asim, 2019). As a result, enhancing academic staff job satisfaction will minimize academic staff turnover intentions. Furthermore, perceived organizational support is an essential organizational component that may impact job satisfaction and turnover intention. Moreover, employee turnover intentions in the organization are said to be influenced by perceived organizational support (Wang & Wang, 2020). When workers believe and perceive that their employer cares about them, they will respond by exhibiting a variety of good outcomes that benefit the organization, such as a lower goal to end and decreased real turnover (Maan et al., 2020). In general, talent retention and employee turnover are major concerns for higher education institutions (HEIs) because they are losing highly qualified staff to the private sector and to other HEIs that are able to offer better rewards and benefits. The turnover of talented staff is therefore a major concern for the institution under investigation and this study was designed to investigate the professional staff turnover in Wolkite University, Ethiopia.

## **1.2. Statement of the problem**

Turnover of proficient personnel is remaining as a pressing problem to agencies because substitute charges, exiting personnel' information and skills (Lee et al., 2020). Employees with huge institutional know-how are treasured assets for public better schooling institutions. Higher training leaders need to apprehend the effect worker turnover has on organizational performance, process satisfaction, and turnover reason for people who stay with the organization (Bernardo, et al., 2012).

Employee retention is one of the challenges facing many organizations in both developing and industrialized countries. As a result of the high employee turnover, managers are facing of shortage skilled manpower for achieving organizational goals. Retention of academic staff will help universities accomplish their vision and mission and become centers of excellence. Public Universities are operating in a highly competitive environment which requires them retain their employees in order to get competitive advantage (Ng'ethe *et al*, 2012).

In this regard, the Ethiopian higher educational institutions are facing a major challenge dealing with the increasing rate of employee turnover. Satisfactory leadership styles are the base and fundamental in the running of any organization. A leader who has the ability to give

direction and guidance to employees wins the heart of employees and leads them towards achieving the organizational goals. When a business has a high turnover compared to its rivals, it implies that employees of that organization have a shorter tenure than those of different organizations in a similar industry (Phillip & David 2012). Missing an experienced and senior staffs for many reasons is harmful to its productivity. Turnover is considerably reduced by addressing cases causing employee's job dissatisfaction instantly and professionally.

Satisfaction and motivation among academic employees play a crucial role in shaping both personal and institutional reputation on a national and international scale (De Lourdes Machado-Taylor et al., 2016). Content employees are more likely to exhibit loyalty towards their organization, reducing turnover rates and the inclination to seek employment elsewhere (Mehrad, 2020; Tio, 2014; Kaur, 2019). Furthermore, the performance of academic staff directly impacts student success and the overall quality of higher education (De Lourdes Machado-Taylor et al., 2016; Machado-Taylor et al., 2014). Conversely, dissatisfied faculty members within a university environment can lead to a decline in teaching standards, increased expenses related to recruiting and training new personnel, diminished motivation and commitment, and a heightened risk of faculty attrition (Albaqami, 2016).

The turnover rate among academic staff in Ethiopian universities has been steadily rising, primarily due to the growing issue of brain drain. This trend poses a significant challenge as high turnover rates can impede organizational goals and prove to be a costly and complex workforce issue for institutions. The repercussions of employee turnover extend beyond financial implications, as it also places additional burdens on remaining staff members, leading to increased workloads, decreased morale, heightened stress levels, and ultimately, higher rates of absenteeism (Rutha, 2015, Rizwan et al., 2017, Phillip & David 2012).

Research findings highlight key factors influencing staff turnover intentions, including job satisfaction, job security, salary, allowances/incentives, career advancement opportunities, training prospects, positive relationships with colleagues, and supportive relationships with superiors. Addressing these factors can play a crucial role in mitigating turnover rates and fostering a more stable and productive academic workforce within Ethiopian universities (Kassahun and peteti, 2024, Alemayehu et al., 2020 and Mesfin et al., 2019).

The Ethiopian higher educational institution is among the potential institution where professional staff turnover is highly observed. For instance, turnover intention in Addis

Ababa university was 50% (Gessese & Premanandam, 2024), in Madda Walabu University was 75.6% (Yimer et al., 2017), in Mettu University was 75% (Yarinbab & Mezgebu, 2019), and in the University of Gondar was 66% (Dachewet al., 2016). Besides, a study by Alemayehu et al., 2020 and (Mesfin et al., 2019) revealed the presence of severe staff turnover in Ethiopian public universities. Majorities of these mentioned empirical study aimed to study on the effect of turnover on institutions efficiency. Moreover, there findings ignores very important psychographic factors which possibly can have possible impact turnover intention. Also, the information and the variables used to investigate the factors affecting turn over intention are only related with demographic and socio economic factors. This calls for the need of compressive study to investigate staff turnover intention by including socio demographic factors foe better intervention and therefore this study aimed to investigate staff turnover trends, causes of professional staff's turnover and determinants of staff turnover intention in Wolkite University.

### **1.3. Objective of the study**

#### **1.3.1 General objectives**

The general objective of the study is to investigate staff turnover trend and examine potential determinants of professional employee's turnover intention in the case of Wolkite University, Ethiopia.

#### **1.3.2. Specific objectives**

The research is designed to address the following specific objectives:-

1. To analyze professional staff turnover trends in Wolkite University
2. To assess the staff satisfaction about psychographics and socio-demographic factors in Wolkite University
3. To identify factors affecting professional staff's turnover intention in Wolkite University

### **1.4. Research Questions**

Based on the stated objective above, the following specific objective are designed

1. What the professional staff's turnover trend looks like in Wolkite University?
2. What are the psychographics and socio-demographic factors that affect staffs satisfaction at Wolkite University?

3. What are the factors affecting professional staff's turnover intention in Wolkite University?

### **1.5. Significance of the Study**

The study's findings are expected to benefit various institutions and researchers involved in human resource development. They will provide detailed information about staff turnover trends, as well as the personal, internal, and external factors that determine staff turnover, based on evidence from Wolkite University. This information may assist business organizations and other institutions in retaining their experienced and trained staff. Additionally, the study's output may help human resource managers understand the causes of employee turnover and become familiar with the best staff retention strategies. Specifically, the study may aid Wolkite University's Human Resource Management in identifying the major factors contributing to employee turnover and in formulating strategies to minimize it.

### **1.6. Scope of the Study**

The research was conducted exclusively at Wolkite University to facilitate the disclosure of extensive information regarding employee turnover issues. It is important to note that not all determinants of turnover intentions were addressed in this study. As a result, the study primarily concentrated on the turnover patterns of professional staff, as well as the personal, internal, and external factors influencing staff turnover, with a specific focus on data from Wolkite University.

The study relied both on cross-sectional survey data collected at a single time point to examine causes, and professional staff's satisfaction with psychometric and socioeconomic factors affecting staff turnover intentions at Wolkite University. Besides, time series data were used to examine staff turnover trend in Wolkite University.

### **1.7. Definition of Terms**

**Employee Intention:** This is an employee's reported willingness to leave her organization within a given period of time and is often used for studying actual employee turnover. Knowing an employee turnover intention is important to support the employer's effort in an attempt to keep employees in the organizations.

**Employee Turnover:** Employee turnover refers to the total number of workers who leave a company over a certain time period. It includes those who exit voluntarily as well as

employees who are fired or laid off—that is, involuntary turnover. The employee turnover is a way to measure how often employees leave a company and are replaced by new ones. Turnover rate is calculated by dividing the number of employees who leave during a specific period by the average number of employees in the company during that same time. Employee turnover refers to the rate at which an employer gains and losses employees.

**Professional Staff:** A Professional Staff member is employees who provides teaching, lecturing, and advice and consult students, participate in managerial activities, and/or program direction in collaboration with executive administration, faculty, and classified staff in the following areas: professional instruction; research; university infrastructure; and the student learning experience.

### **1.8. Organizational of the study**

The study organized into five chapters. The first chapter is the introductory part which includes background of the study, problem of statement, objectives of the study, the research questions, and scope of the study and, definition of terms. The second chapter discusses theoretical reviewed literatures and empirical literatures and conceptual frame work. The third chapter deals with the research methodology such as description of the study area, study design, source and type of data, method of data collection and analysis. The fourth sections include the result and discussion while the fifth section is about the summary, conclusions and recommendation of the study.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Theoretical Review

In all organization, managing human resources are the key to meet sustainable competitive advantage while product innovation can be duplicated or reproduce, but the combined effect of a company's workforce cannot be replicated. It is for this rationale that not only attracting talented employees but also holding them is vital for achievement of an organization goal. As a result, employee turnover and turnover intention has become an important area of research from both a theoretical and practical standpoint (Price, 1997).

##### 2.1.1. Turnover Intention

According to Fishbein and Ajzen (1975), Turnover Intention is “the best single predictor of an individual’s behavior will be a measure of the intention to perform that behavior”. Experimental evidence supports the position that an employee’s intent to stay or leave is strongly and consistently related to voluntary turnover (Mathieu & Zajac, 1990). Intention to dwell is defined as employees’ intention to persist in the present employment relationship with their current employer on basis of long-term. Contrariwise, Vandenberg & Nelson, (1999) explained employees’ intention to leave as a person’s estimated likelihood that they are permanently resigning their organization at some point in the nearby future. Intention to dwell mirrors an individual’s level of obligation to his organization and their willingness to stay employed (Hewitt, 2004). A number of research studies have recommended that the theory of intention is the most vital determinant of actual turnover (Tett & Meyer, 1993).

##### 2.1.2. Turnover Intention

Intention is an act or instance of determining mentally upon some actions or result or the end or object intended, purpose (Oxford dictionary, 2006). Fishbein & Ajzen (1980) described the definition of intention in detail where they refer to an intention approach as “a theory of reasoned action”. According to this theory, a person’s intention is a function of two basic determinants. Turnover intention is a well-known subject to the organization in any business culture and industry. Turnover intention is the extent to which employees intend to quit their employers (Ma and Trigo, 2008). Tett and Meyer (1993) define turnover intention as an intended and conscious willfulness of an employee to leave the organization.

Turnover intention is defined as an employee's intent to find a new job with another employer within the next year. Employee turnover intention is the rate at which people (employees) want to leave an organization (Nwagbara, et al., 2013). (Schwepker 2001) noted that positive and statistically significant relationships have been reported in dozens of studies exploring leaving intentions and actual leaving behavior. In other words, intention to leave a job is an immediate precursor to actually leaving.

### **2.1.2. Causes of Employee Turnover**

There are several reasons why people quit from one organization to another or why people leave organization. Mobley (1982) states that a high level of employee turnover may be related to factors such as low wages or unattractive working conditions, or to a high concentration of casual or seasonal workers. Conversely high turnover may be related to a high level of demand for skills where workers are induced to change employers in a wage, market factor, job-related issues are the main reasons for employees to leave their organization. Work environment, perceived alternative opportunity, job satisfaction, the person; unrealistic expectations, the organizational culture, demographic and personal characteristics of an employee, reward and salary.

### **Voluntary Vs Involuntary**

Voluntary Turnover: is when an employee self- willingly makes the decision to leave the organization. When employees leave an organization at their own discretion, it is referred to as voluntary turnover (Noe, Hollenbeck, Gerhart Wright, 2006 as cited by (Arokiasamy, 2013). It is initiated by the choice of the employee. In most cases, the decision to leave is a combination if having attractive alternatives and being unhappy with aspects of the current job (Gomez et al, 2001). According to (Manu, Negrin and Tzafirir, 2004) who study voluntary turnover believed it could be affected by a lack of job satisfaction, job stress as well as alternative opportunities.

Involuntary turnover: is occurs when the employer makes the decision to discharge an employee and the employee unwillingly leaves his or her position. It is involuntary where the employee has no choice in their termination. (Mathis and Jackson, 2004), define involuntary turnover as “an instance of involuntary turnover, or a discharge” that “reflects an employer's decision to terminate the employment relationship

### **Functional Vs Dysfunctional**

Functional turnover: A turnover in which poor performers leave is called a functional turnover. Functional turnover can be a positive development which gives the organization an opportunity to invigorate itself by finding a more capable substitute (Abdali, 2011).  
Dysfunctional turnover: A turnover in which good performers leave is called a dysfunctional turnover. This type of turnover is inimical to the organization if appropriate replacements cannot be found (Abdali, 2011).

### **Avoidable Vs Unavoidable**

*Avoidable Turnover:* A turnover that happens in avoidable circumstances is called avoidable turnover. It occurred when employees leave for the reasons that could be influenced by the employer. One means of diagnosing the amount of influence organizations have over turnover, is to look at the extent to which decisions to leave are described as voidable by leavers. the organization to the type of intervention needed to enhance the retention of employees (Meaghan, et al., 2002).

*Unavoidable Turnover:* Employees leave for the reasons outside the control of the employer. It results from life decisions that extend beyond an employer's control, such as a decision to move to a new area or a job transfer for a spouse, the employee moves out of geographical area and the employee is a student worker who graduates from the college.

### **Internal Vs External**

Employee's turnover can be classified as either internal or external. It is internal when employees leave their current assignment and take up new roles or positions within the organization. This could bring both positive and negative feelings.

### **Skilled Vs Unskilled Turnover**

Unskilled employees who are generally known as contract staff usually experience high turnover. The organization due to the human capital loss in the form of skills, training and knowledge. The specialization of skilled professionals makes them likely to be re-employed within the same industry by a competitor (Samuel et.al, 2012).

### **2.1.3. Components of Turnover Intention**

Turnover intention is a tendency in an organization which incorporates various variables that characterize the intensity of it. The literature review indicates that turnover intention is a

multistage process entailing of three components which are psychological, cognitive and behavioral in nature (Takase, 2009).

### **Psychological**

Turnover intention is seen as a psychological response to negative aspects of organizations or jobs. Psychological responses were believed to trigger employee's emotional and attitudinal withdrawal reactions. These emotions and attitudes included frustration and dissatisfaction with organizations. Moreover, they included an affectively neutral form of organizational attachment and employee's evaluation of future organizational commitment (Sturges & Guest, 2001; Robison & Pillmer, 2007).

### **Cognitive**

According to Chang, Du & Huang (2006) the psychological component is seen as the starting point of turnover intention while the cognitive component is seen as the core of turnover intention. Many researchers characterize turnover intention as a cognitive manifestation of the decision to leave; hence the term was used interchangeably with withdrawal cognition

### **Behavioral**

Another component that formed the core of the process of turnover intention was withdrawal behavior. As in the intention to of the cognitive component, withdrawal behaviors were also categorized into two groups: withdrawal from the current job, and actions oriented to future opportunities. These behaviors were operational zed as the actual job search and willingness to take an alternative job when available. These behaviors were often operationalized to explore employee's turnover intention (Takase, 2009).

#### **2.1.4. Factor affecting Turnover Intention**

##### **Job satisfaction**

Job satisfaction encompasses an employee's positive emotions, feelings, and attitudes towards their job and workplace. Research by Kim et al. (2015) highlights the direct impact of positive emotional experiences on increased job satisfaction. Interestingly, this study reveals that job satisfaction plays a significant role in influencing employee turnover across different generations. While turnover intentions are notably higher among newer generations compared to older ones, it is observed that newer generations exhibit lower patience levels towards their organizations, whereas older generations tend to display more patience.

Despite the impatience of newer generations, when their satisfaction levels are met, they are inclined to remain within their organization. The study indicates that as the generation of employees becomes newer, their satisfaction levels and loyalty tend to decrease in comparison to older generations. Consequently, the findings suggest that turnover rates are higher among newer generations, emphasizing the critical link between job satisfaction, generational differences, and employee retention.

### **Work-life balance**

Work-life balance refers to the harmonious integration of an employee's professional responsibilities and personal life. This equilibrium not only benefits the individual but also positively impacts the organization. Conversely, an imbalance in work-life harmony can have detrimental effects on employees. In the hospitality industry, many employees turn to alcohol abuse as a coping mechanism, indirectly affecting organizational productivity. Furthermore, women in this sector often experience depression stemming from poor work-life balance. Burnout, exhaustion, and stress are prevalent among employees struggling with work-life balance issues.

The level of an employee's dedication is closely linked to their work-life balance, making it a crucial factor in retaining talent within an organization (Deery et al., 2015). Research suggests that enhancing work-life balance can be achieved by incorporating additional independent variables like commitment and job satisfaction. By addressing these aspects, organizations can foster a healthier and more productive work environment while promoting employee well-being and job satisfaction.

### **Happiness**

Employee happiness is a crucial factor in achieving a successful and profitable organization. It is closely related to employee retention, which can be understood as a component of personal well-being. By prioritizing employee happiness, companies can reduce employee turnover, absenteeism, and increase productivity.

Creating a happy workplace is not a one-time task but an ongoing process. Happy employees often have a clear understanding of the organization's vision, mission, and values. Each department should have well-defined goals, and employees should be aware of their roles and responsibilities.

However, employee happiness does not necessarily translate to productivity. Employees require proper career management and support to be productive. By guiding and empowering employees, organizations can create an environment where employees can explore and contribute to their full potential.

Employee happiness is a significant factor in achieving a successful and profitable organization. It is a continuous process that requires a clear understanding of the organization's vision, mission, and values. By creating a happy workplace, organizations can reduce employee turnover, absenteeism, and increase productivity. However, employee happiness alone is not sufficient for productivity, and organizations must provide proper career management and support to their employees.

### **Management support**

Management support is a must in the move from a good to a great company. Management stands by employees and supports them mentally and physically. Van den Heuvel, Freese (2017) conducted research from the data of 699 employees at three divisions within the Dutch subsidiary of a multinational organization. Management increased employee autonomy by supporting them to work from anywhere at any hour. This positively affected employee engagement and was negatively related to employee retention. Trust in management is a critical factor in employee turnover.

### **Career management**

Initiatives must carry out different strategies for old and young employees because their priorities are different. Digest (2017) discloses that young employees are impressed by flexible working opportunities, career advancement, positive working relationships and inclusive management forms. Young employees are more likely to be talented, leading to an organization's success and they can also become key workers in the company.

### **Innovative work behavior**

Innovative behavior is a leading factor in gaining a competitive advantage. Shih, Posthumous (2011) investigated the negative impacts of innovative work behavior on employee turnover and conflict with co-workers. According to the studies, there is a positive relationship between innovative work behavior and employee turnover. Further, it found that perceived

distributive fairness can negatively moderate this relationship. However, the writer has suggested extending the research to different geographical locations and industries.

### **Leader member exchange**

As per many leadership methods, leader member exchange depends on the leadership style. Tobias (2020) conducted research to identify the effect of servant leadership on employee turnover. Servant leadership supports employee empowerment, development, interpersonal acceptance, and courage. This study found that servant leadership negatively impacts employee turnover. However, this leadership style does not directly affect employee retention.

### **Co-worker support**

Co-worker support will be in both formal and informal ways and in two different forms, emotional support, and instrumental support. The support of co-workers enhances the confidence level of the employee. Further, it helps to accept challenges in the work environment. Kmiecik (2021) has worked on research to identify the effect of co-worker support on employee retention in the IT industry. However, a significantly negative impact was not evident on co-worker support. As this is a recently published research paper, the results are more valuable to the current research. The researcher has investigated more about the impact of subordinates' support.

## **2.2. Empirical Literature Review**

The study further established that employees were not involved in decision making process, even those decisions which affected their jobs. Perhaps this resulted to the main causes of resignation in the hotels under the study. It was equally evident from the findings of the study that the management did not treat their employees well as cited by the respondents. Employers were described as inflexible and they did not provide a balance between work and employees' personal life. In addition, bad working conditions, low salaries, work stress, and injustice between the employees will help them consider the idea of leaving their work to cause an actual turnover.

Staff turnover can also have a negative impact on other employees by disrupting group socialization processes and increasing internal conflict, which can lead to triggering additional absenteeism. In addition, the interpersonal bond that is developed between employees is central to the communication patterns that are characteristic and unique to any

organization. People grow professionally and personally, and good employers are able to accommodate these changes in the circumstance. A highly satisfied workforce is far more capable of meeting organizational goals and customer needs than an apathetic and uninspired one (Martin, 2005).

Employers who communicate regularly with employees lessen the risk of creating a workforce that feels undervalued and unappreciated. Keeping employees informed about organizational changes, staffing plans and fluctuating business demands is one way to ensure employees remain with the company. Neglecting employee concerns about job security through lack of communication or excluding employees from discussions that can affect their job performance, such as policy or procedural changes, negatively impacts the way employees view their employer. Their views transform to dissatisfaction and finally low productivity due to low morale and disengagement (Miguel, 2008)

Generally, the rewards of the job, the internal job environment of the organization, and the opportunities available to employees internally and externally are mainly influence intent to leave. Many findings have shown that recruiting the person who appropriately fit to the organization and job specifications would have low rates of absenteeism and turnover intentions. The study conducted on “Drivers of Turnover Intention in Public Sector Organizations” by Tamkeen Saleem and Seema Gul (2013) to examine the relationship of Pay Satisfaction, organizational commitment and perceived employment opportunities with Turnover intention. It was hypothesized that higher the pay satisfaction lower will be the turnover intention and higher the organizational commitment lower will be the turnover intention.

Gupta (2008) affirmed that employees always flock to companies who offer more benefits. There are many employees who are not aware of the benefits that are provided to them in their compensation package. The employers need to reduce their bureaucratic procedures in order for the employees to receive the best available benefits without any difficulty. They should make a note of what all benefits other organizations are providing, which may attract their current employees (Gupta, 2008).

The other study conduct on “Assessment of Professional Employees Turnover and Retention Practice in Wegagen Bank S.C” by Selam Adenew (2015), present the major findings from the analysis of both quantitative and qualitative data and founded that perceived better opportunity, salary and benefit packages, job satisfaction and leadership as main factors for

turnover intention of professional employees in WB while, personal factors and working environment are not factor for professional employee's turnover intention in the bank.

### 2.3. Conceptual Framework

The conceptual framework for this study is designed shows the possible relationship between dependent and the independent variable. The researcher used socio economic factors, Job satisfaction, Work life balance, happiness, management support, career management, Innovative Work Behavior, leader member exchange, and coworkers support as independent variables whereas professional staff turnover intention as dependent variable.

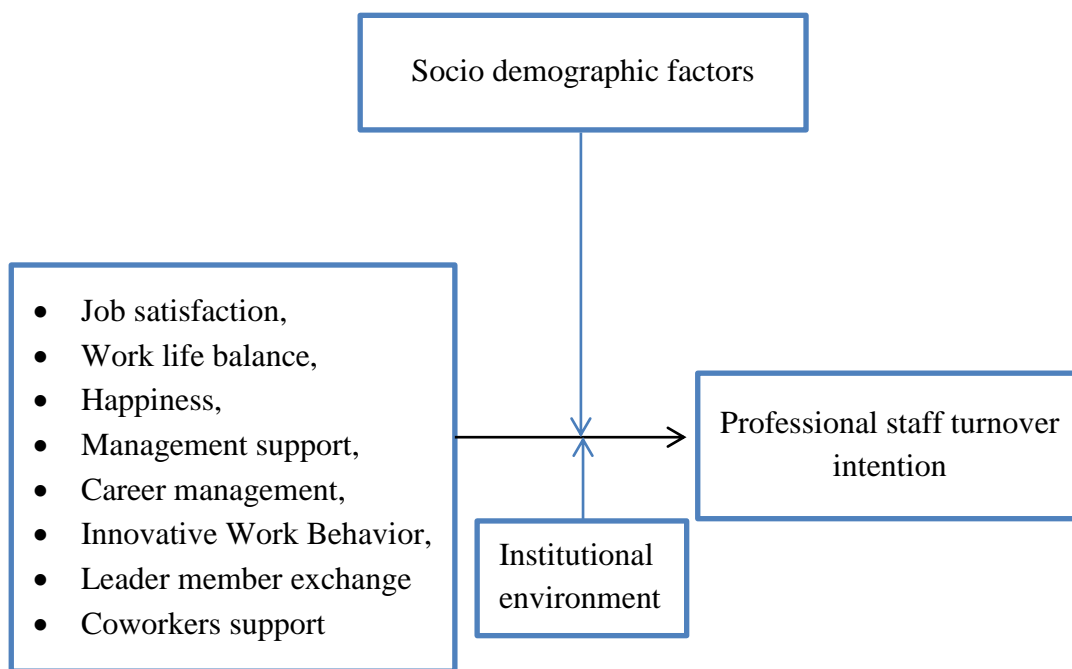


Figure 2-1. Conceptual Framework

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Description of the study area**

This study was conducted in Wolkite University (WKU), one of the third generations universities located in Central Ethiopia of Ethiopia Gurage zone, Wolkite town; specifically it is located in Gubrie sub town. Wolkite University is the Public University in Ethiopia. Wolkite University is bordered on the south by the imdbir town, which separates it from Cheha, on the west and north by the Wolkite Town. It was established in 2004 E.C and consists of 8 Colleges and one school, and teaching hospital. Based on Ministry of Education differentiation, Wolkite University is categorized among the applied science universities of Ethiopia. According to the 2015 human resource management report of WKU, a total of 1329 (983 were active and 346 were on study leave), and 1508 administrative staff have been actively engaged in teaching, administrative, research and community service activity at Wolkite University.

#### **3.2. Research Design**

The study utilized both quantitative and qualitative research approach with both a descriptive survey and regression analysis research design. This methodology aims to gather data that is both quantifiable and qualitative data that lends itself well to generalization across a broad population (Choy, 2014). The research was structured to collect a comprehensive set of data, encompassing both quantitative metrics and qualitative insights, to provide a detailed description of the nature and characteristics of employee turnover. This approach, coupled with the research design chosen, is particularly suitable for this study.

#### **3.3. Target Population**

The study population is the complete list of professional staff of Wolkite University including teaching hospitals and all these units are under investigation. All colleges, schools, administrative staffs were the target population used in this study. Therefore, the total numbers of professional staff used in this study were about 2491 professional staff of Wolkite University.

### 3.4. Sampling Techniques and Sample Size

Two stage sampling procedure were employed to select target respondents from the list of professional staff from Wolkite University. In the first stage, list of professional staffs from 8 colleges, one school, and administrative staff were taken from Wolkite University human resource office and respective colleges. Then, in the second stage, sample respondents were randomly selected from the list of professional staffs from their respective college and offices.

The sample size in this study was determined using the formula developed by Yamane (1967). Proportional to the population size sampling techniques was employed to determine the sample size to be taken from each college. For this study a confidence level of 95% and 10 % of level of precision will be used to determine the required sample size.

$$n = \frac{N}{1+N(e)^2}$$

n = sample size

N= total number of house hold

e = 10% level of precision

The total number of academic staff at Wolkite University in 2015 was used to determine the required sample size for this study. Accordingly, about 983 active staff and 1508 administrative staff was a sample source in this study. In line with the above formula:-

$$n = \frac{983}{1+983(0.1)^2}=96$$

Table 3:1. Sample distribution of professional staff from Wolkite University

No	List of college/school/	N	n (Sampled staff)
1	Social science and Humanities	103	4
2	Computing and informatics	84	3
3	Natural and computational science	144	6
4	Engineering and technology	191	7
5	Agriculture and Natural Resource	116	4
6	Business and Economics	58	2
7	Behavioral and educational college	37	2
8	Medicine and Health Science	224	9
9	School of Law	26	1
10	Administrative staff	1508	58
<b>Total</b>		<b>2491</b>	<b>96</b>

Source: Own Computation based on data from WKU HRM office 2015.

### **3.5. Data Sources and Types**

Both qualitative and quantitative data types were collected from primary and secondary sources. Secondary data were collected from relevant sources like Wolkite University human resource offices, internet, and journal articles related with the study objectives.

### **3.6. Method of Data Collection**

For the purpose of data collection, the researcher was used closed-ended questionnaires with the selected professional staff. Thus, closed ended questionnaires are helps to avoid pressure up on the respondents in any direction and better be able to obtain the required data in the study area.

The primary data like service years, marital status, age, monthly income, justice, work environment, training and development, autonomy, weather condition, leadership, reward system, compensation, performance appraisal, training and development, promotion guideline, and institutional supports, etc., were collected from sample professional staff of Wolkite University.

The questionnaire is divided into two sections. The first section contained the demographic characteristics of the respondents are requested to provide information about their gender, age, year of service or experience and education level. The second section of the questionnaire was designed to enable the researcher to gather information about factors affecting employee turnover intention in Wolkite University. For all questionnaire included in section two, the respondents are requested to indicate their attitude on a five-point Likert scale type to measure weighted as follows: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5= strongly agree. Besides, secondary data were collected through reviewing literatures.

### **3.6. Method of Data Analysis**

The study employed both descriptive and econometric analysis to analyze the data collected from professional staff of Wolkite University.

### 3.6.1. Descriptive Statistics

Descriptive statistics like frequency, percentages, Likert scale, mean, and standard deviation were employed to examine staff turnover trends, identifying personal, internal and external factors affecting staff turnover intention in Wolkite University. The study also employed chi-square and t-test analysis outputs to assess the presence of significant mean and proportional differences among staffs that have turnover intention and their counterparts regarding some characteristics relevant to the study.

### 3.6.2. Econometric analysis

To determine the important factors that affect staffs' decision to turnover intention in Wolkite University, a probit regression model was employed with the help of STATA version 14. This model is chosen over others for the following reasons: The dependent variable is dichotomous and qualitative, and therefore, the probit regression model is the best to use. Because the dependent variable, i.e., staff turnover intention, is not a continuous one, the goal of the probit regression model is a bit different because it predicts the likelihood that the dependent variable, staff turnover intention in Wolkite university, is equal to 1 (rather than 0), given certain values of the explanatory variables.

It is used to predict the probability of an event occurring. In the case of the probit model, the dependent variable is binary and can only take on one of the two values, such as yes or no, true or false (Aldrich, 1984). Both continuous and categorical (or binary) explanatory variables will be used in the probit model. Therefore, in the probit model, the decision of a staff to turnover intention (Gujarati, 2004) was specified as follows:

$$Y^* = X\beta + \varepsilon, \varepsilon \sim N(0, \delta^2) \quad y_i = \begin{cases} 0, & \text{if } y_i^* \leq 0 \\ 1, & \text{if } y_i^* > 0 \end{cases}$$

Where  $Y^*$  is the latent variable that was observed in linear regression,  $y_i$  represents the probability of the binary dependent variable of the individual professional staff deciding whether or not to be a staff of turnover intention.  $\beta$  shows the coefficient of independent variables that needs to be estimated;  $X_i$  represents the personal, internal, and external factors that will expect to affect the staff turnover intention; and  $\varepsilon$  indicates the error term.

The relationship between an independent variable and the outcome of the probability is interpreted by means of the marginal effect, which accounts for the partial change in the probability of the dependent variable, staff turnover intention. The marginal effect associated with the explanatory variables X on the probability P ( $Y_i = 1/X$ ), holding other variables constant, can be derived as

$$\frac{\partial p_i}{\partial X_{iK}} = \beta_i$$

This represents how much the probability of a change in the dependent variable is expected to increase or decrease for a unit change in an explanatory variable.

### **3.7. Definition and Hypothesis of Variables**

The proposed variables (dependent and independent) description and their expected effect on the dependent variables are presented in the following table.

Table 3:2: Summary of Variable definitions and hypothesized effect

<b>Variables</b>	<b>Definition</b>	<b>Effect</b>
Turnover intention (IT)	Dummy dependent variable to capture the turnover of employees in WKU where turnover intention is denoted by 1, 0 otherwise.	
<b>Explanatory variables</b>		
Sex	Dummy variable represented by 1 if male, 0 otherwise	+
Age group	Categorical variable represented by 1 if between 20 and 30, 2 if between 31 and 40, 3 if between 41 and 50	+/-
marital status	Dummy variable represented by 1 if married & , 0 otherwise	+/-
Experience	Continuous variable measured in year of teaching experience	-
Education	A categorical variable represented by 1 if BSc/BA, 2 if MSc/MA, 3 if PHD	+
JS	Job satisfaction. Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used.	-
WLB	Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used to measure Work-life balance of employees.	-
H	Employee’s happiness. Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used will be used.	-
MS	Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used to measure management support to the employee	-
CM	Career management. Five-point Likert scale variable with extremes ““strongly disagree 1” to “strongly agree 5” will be used” will be used.	-
IWB	Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used to measure innovative work behavior of the employee.	(+, -)
LMX	Leader member exchange. Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used will be used.	(+, -)
CWS	Five-point Likert scale variable with extremes “strongly disagree 1” to “strongly agree 5” will be used to measure employees co-worker support.	-

## **CHAPTER FOUR**

### **4. RESULT AND DISCUSSION**

This chapter comprises three subsections: descriptive analysis, correlation analysis, and regression analysis. The initial subsection, descriptive analysis, showcases the data gathered through questionnaires utilizing measures such as mean and standard deviation. Furthermore, the study investigates into analyzing and interpreting the collected data. Moving on to the second subsection, correlation analysis assesses the relationship between two variables. Lastly, in the regression analysis subsection, the focus is on determining the statistical impact of factors related to employee turnover on actual turnover rates.

The study used a data from 96 respondents. The distributed questionnaires from two respondents were not collected due to their absence in their office; however, replacement had done to fulfill the required sample respondents.

#### **4.1. Socio Demographic Characteristics of Respondents**

This study encompassed key demographic characteristics such as gender, age group, educational levels, and experience of academic staff at Wolkite University. Sex was analyzed to assess its potential impact on staff turnover, revealing that approximately 70.3% of respondents were male while 29.7% were female academic staff members, indicating a predominance of male academic staff in numbers compared to female counterparts (Table 3).

In terms of age distribution, the descriptive analysis showed that the majority (64.8%) of academic staff fell within the 31-40 age brackets, suggesting a presence of young and energetic staff that could perform well if effectively managed. Additionally, around 31.9% of respondents were aged between 20-30 years, with a notable 96.7% of academic staff being under 40 years old, highlighting a relatively youthful workforce (Table 3).

Educational qualifications revealed that the majority (69.2%) held Bachelor's degrees, while 9.9% had Doctoral degrees. Only about 20.9% held Master's degrees, suggesting a well-educated academic workforce capable of fulfilling teaching, research, and community service roles effectively (Table 4-1).

Regarding years of service at Wolkite University, the distribution showed that 18.68% had 1-3 years of experience, 27.48% had 4-6 years, 18.68% had 7-9 years, and 35.16% had over 10

years of experience. The average teaching experience was around 7.66 years, with a range from 2 to 16 years, indicating a diverse range of experience levels among academic staff members (Table 4-1).

Overall, the findings suggest that Wolkite University has a predominantly male academic staff population with a significant proportion under the age of 40, holding Master's degrees or higher qualifications and possessing varied levels of teaching experience suitable for fulfilling their roles in teaching, research, and community service activities effectively.

Table 4:1: Characteristics of sample respondents by socio demographic characteristics

Variable	Category	Frequency	Percent
Gender of respondent	Male	67	70.3
	Female	29	29.7
Age of respondent	20-30	31	31.9
	31-40	62	64.8
	41-50	3	3.3
Educational Qualification	MSc degree	20	20.9
	BSc degree	66	69.2
	PHD	10	9.9
Marital Status	Married	82	90.1
	Unmarried	9	9.9
Work experience	1-3	17	18.68
	4-6	25	27.48
	7-9	17	18.68
	>10	32	35.16

Source: Own Survey (2024)

#### 4.2. Trends of professional Staff Turnover in Wolkite University

Considering the first six months of 2016 EC, about 62.16% of the professional staff who leave the institution were administrative staff. The remaining 37.84% were academic staffs. From the academic staff, the top five colleges where higher numbers of employees left include: engineering and technology college, 22 (31.42%), natural and computational science 10 (14.28%), computing and informatics, 9 (12.85%), college of social science and humanities and college of medicine and health science 7 (10%),

College of agriculture and natural resource, and college of business and economics, 4 (5.71) and school of law, (2.85%). The study finding shows that college of engineering and technology, natural and computational science and college of computing and informatics were found to be among the top lists colleges at Wolkite university where large number of academic staff left within the specified period (Figure 4:1).

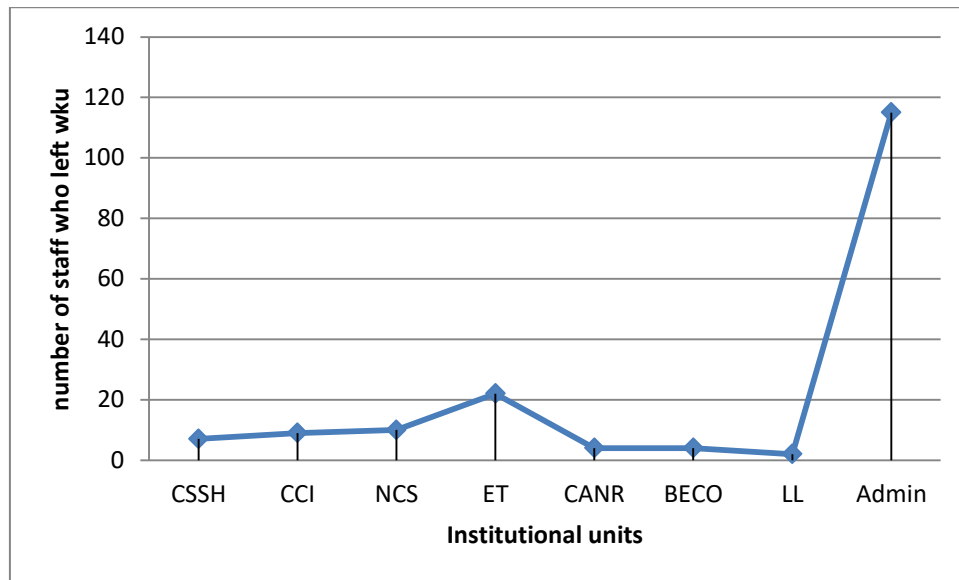


Figure 4-1: Staff turnover in Wolkite as of February 2016

The study was proposed to assess staff turnover trend for the last 10 years; however the researcher couldn't find enough data from the respective office to assess Wolkite university staff turnover trend for the last 10 years. For this reason, only the last seven years (from 2010 to half year data of 2016) were used to evaluate the academic staff turnover trend of Wolkite University.

For many reasons a total of 297 academic staffs left Wolkite University for the last seven years (between 2010 to half year 2016). From the study leave information provided by human resource department office of Wolkite University for the last seven years, the majority (about 81%) were males while 19% were females. Likewise, a total of 1,144 administrative staff was left the institution for the last seven years.

As depicted in Figure 4-1, the number of professional staff who left university has increased from time to time; turnover rate has been seriously increasing since 2013. In the case of 2016 Ec, the study result only includes the number of professional staff who left the university for only six months. Besides, as indicated in Table 4-1, the numbers of male academic staffs are

dominant in Wolkite University and may be for this reason male academic staffs are more likely left the university compared to female academic staffs.

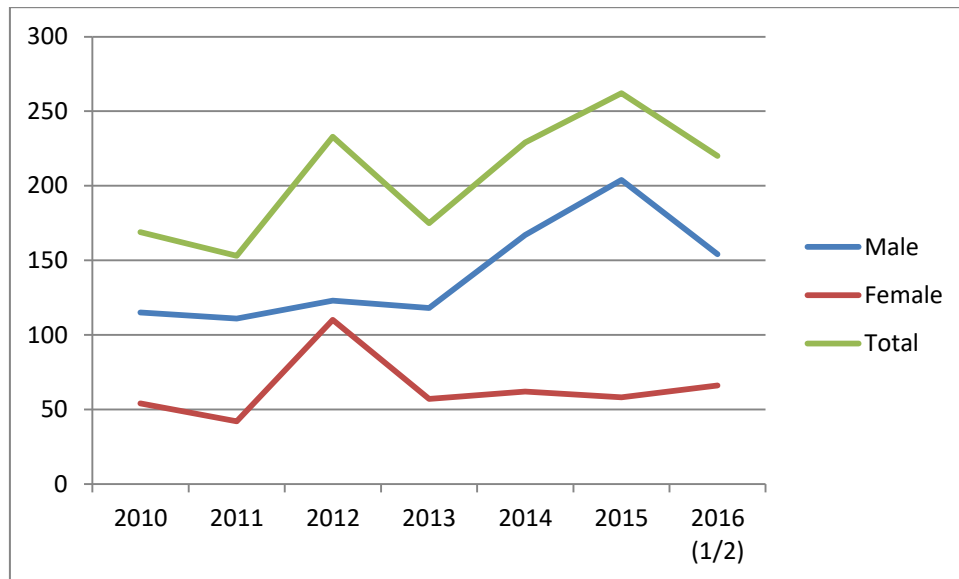


Figure 4-2: Trends of Academic Staff Turnover in Wolkite University  
Source: own survey (2024)

### 4.3. Descriptive analysis of Factors of Turnover Intention

This descriptive analysis serves to examine the gathered data and provide a detailed account of the information obtained from the questionnaire. It aims to ascertain employee perceptions regarding factors influencing employee turnover. Below in Table 4, you would find descriptive statistics (mean and standard deviations) for the five independent variables and the employee turnover scales, as reported by the participants. According to Best (1977) recommendation of to interpret quantitative data, mean value of Likert scale value between 1-1.8 indicates very dissatisfied, between 1.81-2.6 refers dissatisfied, between 2.6-3.49 refers moderately satisfied, between 3.5-4.9 refers satisfied, and 5 refers very satisfied. The study also used this approach to interpret the dataset.

#### Academic staffs job satisfaction

The job satisfaction of academic staff at Wolkite University is notably positive, with a mean value of 3.6459 and a standard deviation of 1.05659. This suggests that the sample respondents are generally content with the job satisfaction within the organization. The questionnaire items pertaining to job satisfaction cover various aspects such as satisfaction with resources and equipment provided for their roles, happiness derived from material and monetary rewards offered by Wolkite University, willingness to recommend the university to

friends and family, ensuring physical safety in the workplace, contentment with benefits and responsibilities allocated by the institution, perception of fair compensation for their work, satisfaction with the job itself, approval of the organization's commitment to fostering a conducive working environment, and appreciation for the life insurance benefits provided by the institution. These factors collectively contribute to a positive outlook on job satisfaction among academic staff at Wolkite University.

As indicated in Table 4-2, the majority of respondents expressed positive sentiments towards the items mentioned, on average. The standard deviation value (SD=1.01659) suggests that the responses from the respondents were widely dispersed. A standard deviation greater than 1 signifies a significant spread of responses across the observations, indicating a considerable variation among the respondents. This dispersion highlights the diversity in responses among participants, showing a high level of heterogeneity and a wide distribution from the mean.

Table 4:2: Academic staff job satisfaction level at Wolkite University

<b>Academic staff job satisfaction indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am given the resources and equipment to do my job.	3.6703	1.28283
I am happy about what I physically receive (materials and monetary rewards) from my university.	3.6813	1.21910
I would strongly endorse this university to my friends and family to join.	3.7582	1.30248
I recommend my workplace as a physically safe place to work.	4.2308	1.13605
I feel I receive a fair share of benefits and responsibility made by this University.	3.2967	1.32911
People here are paid fairly for the work they do.	3.4615	1.25882
My work has a special meaning: this is not "just a job".	3.7143	1.29345
Institution facilities contribute to a good working environment.	3.8132	1.29882
I am happy about the life insurance that institution has offered.	3.1868	1.41352
<b>Cumulative mean of Job satisfaction Level</b>	<b>3.6459</b>	<b>1.01659</b>

Source: Own Survey (2024), (n=96)

### **Academic staffs Work Life Balance**

The work-life balance of academic staff is a crucial factor influencing employee turnover. The mean work-life balance score for academic staff is 3.9209 (SD=1.02149), indicating that the majority of staff are content with the institution and their work environment. The questionnaire items focused on aspects such as efforts to promote work-life balance, fair consideration of leave requests by management, working hours, networking opportunities, and institutional support during absences for valid reasons.

Table 4-3 results revealed positive sentiments towards these aspects. The standard deviation value of 1.02149 suggests a dispersed range of responses among participants, indicating a significant variation in perceptions among academic staff. The high standard deviation implies heterogeneity and wide dispersion of responses from the mean, highlighting diverse perspectives within the staff population. Overall, these findings suggest a need for tailored strategies to address individual needs and enhance overall work-life balance satisfaction among academic staff.

Table 4-3: Academic staff Work Life Balance (WLB) at Wolkite University

<b>Work Life Balance indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
People are encouraged to balance their work life and their personal life.	3.6703	1.29147
I can request a leave whenever I need, and management fairly considers my request.	4.1978	1.16638
I am okay with working hours.	4.1319	1.18518
I got to know about many people through this job.	3.9341	1.17191
I can take time off from work when I think it is necessary.	3.6703	1.28283
<b>Cumulative average on WLB of Academic staffs</b>	<b>3.9209</b>	<b>1.02149</b>

Source: Own Survey (2024), (n=96)

### **Academic Staffs Happiness**

In relation to the happiness of the academic staff, the mean value is 3.8352 with a standard deviation of 1.08354. This suggests that the majority of the academic staff in the sample were content in their current job roles and positions. The questionnaire items focused on growth opportunities, community contributions, and the institution concern for special occasions, institutional culture, university reputation, and personal accomplishments within their

institutions. The responses indicate that a majority of the participants have positive sentiments towards these aspects.

The standard deviation value of 1.08354 signifies that there is variability in the responses provided by the participants. A standard deviation greater than 1, as seen in Table 3, indicates a wider spread of responses among the observations. This suggests that there is a significant dispersion in the responses from the participants.

Furthermore, a high standard deviation value implies that the responses from the participants are diverse and widely spread around the mean. This heterogeneity in responses indicates that there is a considerable variation in how individuals perceive and feel about the factors mentioned in the questionnaire.

Table 3-4: Academic staff’s level of happiness in the work place

<b>Academic staffs happiness indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
I feel good about the ways we contribute to the community.	3.9011	1.17431
My organization celebrates special occasions.	3.6703	1.22977
I am happy about this organization's culture.	3.8571	1.28730
I am proud to tell others I work here.	3.8462	1.32433
When I look at what we accomplish, I feel sense of pride.	3.9011	1.24771
<b>Overall cumulative happiness</b>	<b>3.8352</b>	<b>1.08354</b>

Source: Own Survey (2024) , (n=96)

### **Management Support to Academic staffs**

The support provided by management to academic staff plays a crucial role in retaining experienced personnel within educational institutions. A survey was conducted where respondents were asked about the level of management support they receive in their work, yielding a mean value of 3.8901 with a standard deviation of 1.11286. This mean value suggests that a majority of respondents are content with the management support they receive for their work.

The questionnaire items focused on aspects such as management's recognition of mistakes, willingness to address reasonable questions, communication channels, participatory decision-

making, and acknowledgment of additional responsibilities. The majority of respondents expressed positive sentiments towards these aspects. The standard deviation value of 1.11286 indicates that responses were dispersed among the participants, with a higher spread denoted by a standard deviation greater than 1. This dispersion suggests varying opinions among respondents regarding management support for academic staff.

The high standard deviation value implies heterogeneity and wide variability in responses compared to the mean, indicating that employees do not entirely agree on the level of management support provided. This diversity in responses highlights the need for further exploration and potential improvements in ensuring consistent and effective support for academic staff within institutions.

Table 4-4: Academic staff’s perception of the management support at Wolkite University

<b>Indicator of management support to academic staff</b>	<b>Mean</b>	<b>Std. Deviation</b>
Management recognizes my honest mistakes as part of doing business.	3.8352	1.22260
I can ask management any reasonable question and get a straight answer.	3.9231	1.27568
Management is easy to talk with.	4.0330	1.21519
Management involves people in decisions that affect their jobs or work environment.	3.8132	1.19175
Management of the organization shows appreciation for good work and extra effort.	3.8462	1.26424
<b>Cumulative mean on academic staff</b>	<b>3.8901</b>	<b>1.11286</b>

Source: Own Survey (2024) , (n=96)

### **Academic Staff Career Management**

In relation to the management of academic staff at Wolkite University, the average rating stands at 3.7445 with a standard deviation of 1.13772. This suggests that a majority of respondents are content with the career advancement opportunities provided by the university. The questionnaire items focused on aspects such as access to professional training and development, chances for special recognition, opportunities for sharing experiences, ability to make a difference within the institution, and overall satisfaction with career

progression. The majority of respondents expressed positive sentiments towards these aspects.

The standard deviation value of 1.13772 indicates that there is variability in the responses received from the participants. A standard deviation greater than 1 signifies a wider spread of responses among the observations, indicating a higher level of dispersion among the respondents. This suggests that there is significant diversity in how participants perceive and respond to the questionnaire items.

Furthermore, a high standard deviation value implies that the responses from participants are diverse and widely distributed around the mean. This heterogeneity in responses indicates that there is a considerable variation in opinions and attitudes among the participants regarding their career growth experiences at Wolkite University.

Table 4-5: Academic Staff Career Management Experience at Wolkite University

<b>Career management indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
I am offered training and development to further myself professionally.	3.6264	1.28796
Here, everyone has an opportunity to get special recognition.	3.7033	1.22470
You receive opportunities to learn something new from the organization.	3.8791	1.20033
I feel I make a difference here.	3.6154	1.19042
I am satisfied with my career progress.	3.7692	1.31721
<b>Overall mean of carrier management</b>	<b>3.7445</b>	<b>1.13772</b>

Source: Own Survey (2024) , (n=96)

### **Academic Staff Innovative Work Behavior**

Innovative work behavior is a crucial independent variable that is expected to have an impact on employee turnover. The mean value for this variable is 3.6209 with a standard deviation of 1.13918, indicating that the majority of respondents view innovative work behavior positively. The questionnaire items related to innovative work behavior include motivation to try new things at work, opportunities for developing new and improved methods, organizational recognition of new ideas and innovations, and motivation for embracing

change. The high mean value suggests that most respondents have positive attitudes towards these aspects.

The standard deviation value of 1.13918 indicates that there is variability in the responses provided by the participants. A standard deviation greater than 1 signifies a wider spread of responses among the observations, indicating a higher level of dispersion in the data. This suggests that there is significant diversity in how respondents perceive and engage with innovative work behavior.

Furthermore, a high standard deviation value implies that participants' responses are heterogeneous and widely distributed around the mean. This diversity in responses indicates that there is a range of perspectives and attitudes towards innovative work behavior among the respondents. Overall, the findings suggest that while there is generally positive sentiment towards innovative work behavior, there is also a notable degree of variability in how individuals perceive and respond to it.

Table 4-6: Innovative working behavior of academic staff at Wolkite University

<b>Innovative work behavior indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
When I try something new at work and others help and motivate me.	3.7363	1.27223
I had meaningful opportunities to develop new and better ways of doing things at work.	3.6044	1.29854
Your institution celebrates new creations and ways to do things in the workplace.	3.5275	1.20500
I feel I make a difference here.	3.6154	1.19042
<b>Overall Cumulative Mean</b>	<b>3.6209</b>	<b>1.13918</b>

Source: Own Survey (2024) , (n=96)

### **Leader Member Exchange (LMX) among Academic Staff**

Leader-member exchange (LMX) is influenced by the leadership style employed and the impact of servant leadership on employee turnover. A good leader fosters employee empowerment, development, interpersonal acceptance, and courage. It is anticipated that a stronger leader-member exchange will lead to reduced employee turnover and its associated consequences.

The mean value of 4.0440 (SD=1.10842) from the sample respondents' judgments suggests that a majority perceive a positive leader-member relationship. The questionnaire items focused on supervisor support for academic staff, willingness of academic staff to go the extra mile, supervisors' positive mindset, and their commitment to addressing work challenges. The overall assessment indicates good communication within the leader-member exchange.

The standard deviation value of 1.10842 indicates a dispersed range of responses among the participants. A standard deviation greater than 1 signifies a wider spread of responses from the mean, indicating heterogeneity among participants' perceptions. This suggests that there is significant variability in how respondents view their leader-member relationships, highlighting diverse perspectives and experiences within the group.

Table 4-7: Leader member exchange among academic staff in Wolkite University

<b>Leader Member Exchange indicator</b>	<b>Mean</b>	<b>Std. Deviation</b>
My supervisors support me whenever I need them.	4.0220	1.22907
People in this workplace are willing to give extra to get the job done.	3.8132	1.35738
My supervisors have a positive attitude.	4.1429	1.14087
I am comfortable talking with my supervisor about challenges I face at work.	4.1978	1.21307
<b>Cumulative mean value</b>	<b>4.0440</b>	<b>1.10842</b>

Source: Own Survey (2024) , (n=96)

### **Co-worker Support of Academic Staff**

The correlation between coworker relationships and employee retention is theorized to be negative, while negative energy in the workplace tends to be positively linked to employee turnover. The average employee perception score for support among colleagues is approximately 4.0247, with a standard deviation of 1.05545, indicating a generally positive relationship among coworkers. The questionnaire items focused on coworker support, motivation for personal and institutional goals, mutual care, teamwork habits, and treatment by colleagues irrespective of demographic factors like age, gender, religion, and social background.

Notably, similar to other variables, the standard deviation exceeds one, suggesting varying perceptions of colleague support within the organization. This variability underscores the diverse perspectives and experiences individuals have regarding their colleagues' support and relationships, highlighting the nuanced nature of interpersonal dynamics in the workplace.

Table 4-8: Co-worker support of academic staff at Wolkite University

<b>Co-worker Support</b>	<b>Mean</b>	<b>Std. Deviation</b>
My co-workers support me whenever I need them.	4.0989	1.12601
People care about each other here.	4.0549	1.08896
When there is teamwork, my co-workers are staying with me until the end of our assigned task.	3.9670	1.07961
My co-workers are treated fairly to me regardless of my age.	3.9780	1.20165
<b>Over all mean</b>	<b>4.0247</b>	<b>1.05545</b>

Source: Own Survey (2024) , (n=96)

#### **4.4. Professional Staff Turnover Intention**

The mean value for the dependent variable of employee turnover intention is 2.4808 with a standard deviation of 1.00639. This suggests that, on average, the majority of respondents agree that they haven't turnover intention. The questionnaire items related to employee turnover include considerations about quitting their current job, willingness to leave for other jobs, perceived risks of leaving, and experiences of former staff that have left the institution.

The standard deviation value of 1.00639 indicates that there is dispersion in the responses of the participants. A standard deviation greater than 1 signifies a wider spread of responses among the observations, showing a higher level of dispersion among the respondents. This suggests that there is significant variability in the responses compared to the mean.

Furthermore, the high standard deviation value implies that participants' responses are diverse and widely spread from the mean. This indicates heterogeneity among the responses, with a considerable range of opinions and intentions regarding leaving for other institutions or jobs.

Table 4-9: Academic staff turnover intention in Wolkite University

<b>Academic Staff decision to left the institution/sector</b>	<b>Mean</b>	<b>Std. Deviation</b>
How often has your seriously considered quitting the job in this workplace?	2.3077	1.28834
If you receive a job opportunity from another company, how often you would consider the opportunity seriously.	2.6813	1.24614
Almost nothing in my life would be disrupted if I decided to leave my organization now.	2.7363	1.30669
My team members leave the organization regularly.	2.1978	1.19462
<b>Cumulative value</b>	<b>2.4808</b>	<b>1.00639</b>

Source: Own Survey (2024), (n=96)

#### **4.5. Factors affecting Employee Turnover**

The descriptive analysis result summary of explanatory variables used in the probit models is presented from Tables 4-1 to Table 4-10. The study result showed that about 45.5% of the sample respondents were having turnover intention while the remaining 55.5% were not having turnover intention. The probability of academic staff have turnover intention is nearly about 40.97% (Table 4-11). The model validation statistics are also nearly similar. The model was checked for the suitability and explanatory power of independent variables over the dependent variables. The test results indicated the likelihood function of the probit model was significant (Wald  $\chi^2 = 49.93$  with  $P < 0.001$ ), showing its explanatory power. The results of the probit model are presented in Tables 4-11 and some of the explanatory variables and their respective marginal values are statistically significant in determining academic staff turnover intention as expected. The marginal effects of the result indicated the changes in the probability of academic staff turnover intention for a change in the explanatory variable.

The marginal effects of significant explanatory variables are used in estimating the likelihood of staff turnover intention in higher educational institutions, particularly Wolkite University. The marginal effects of the probit regression analysis presented in Table 4-11 showed that job satisfaction, co-worker support, carrier management, gender of household head, educational qualification level of staff and the academic staff experience in higher educational institutions significantly determine turnover intention of academic staff at Wolkite University. Carrier

management, gender of a household head and experience of academic staff at HEIs have a positive and significant effect on turnover intention while job satisfaction, co-worker support, the educational level of staff affects negatively.

Job satisfaction is among the hypothesized variables affecting academic staff turnover negatively. As expected, the study coefficient from the probit model analysis result showed the existence of negative relationship between job satisfaction and employee turnover, and this relationship was significant at 1% level ( $p < 0.076$ ). Satisfied employees are more likely stay where they get satisfied and vice versa. The marginal effects of this variable reveal that a 1% increase in job satisfaction increases the probability of employee turnover intention by 0.47 percentage points. Similarly, 1% increase in job satisfaction decreases the probability for employee turnover intention by 0.77 percentage points. With this observation, it can be stated that improving job satisfaction will highly affect to reduce high employee turnover. These results verify the existing statements indicating that job satisfaction has the highest significant and negative estimate value.

Table 4-10: A probit model results on factors affecting academic staff turnover at WKU

Variables	Coefficient	Robust Std. error	p_value	Marginal effects		
				mfX	Robust Std. error	p_value
lnJS	-1.996*	1.1250	0.076	-0.775*	0.4413	0.079
lnIWB	-0.815	0.8609	0.344	-0.316	0.3359	0.346
LnMS	-0.257	0.8503	0.762	-0.100	0.3298	0.761
lnLMX	0.143	0.7015	0.839	0.055	0.2725	0.839
lnCWS	-1.551**	0.6397	0.015	-0.6031**	0.2483	0.015
lnCM	1.898*	1.0317	0.066	0.738*	0.4038	0.068
LnWLB	-0.902	1.1259	0.423	-0.351	0.4386	0.424
lnH	-0.279	1.2007	0.816	-0.108	0.4665	0.816
sex_male	0.823*	0.4611	0.074	0.296**	0.1469	0.044
age_20-30						
age_31_40	-0.004	0.516	0.993	-0.001	0.2008	0.993
age_41_50	-0.832	0.7525	0.268	-0.275	-0.1924	0.152
edu_BSc/A						
edu_MSc	-0.258	0.5377	0.631	-0.101	0.2116	0.632
edu_PhD	-1.95**	0.8734	0.025	-0.462***	0.0805	0.0001
M_married	-0.224	0.5721	0.694	-0.088	0.2273	0.69
teach_exp	0.204***	0.0517	0.0001	0.079***	0.0196	0.0001
_constant	3.175	1.2312	0.010			
Pseudo R <sup>2</sup> = 0.4461						
Wald chi <sup>2</sup> (15) = 49.93						
Number of sample observation=91						
				Pr(et_dummy) (predict)= 0.4097		

Source: Own Survey (2024), (n=96)

\*, \*\*, \*\*\* refers significant at 10, 5 and 1% level.

Employee's co-worker supports are among the significant variables affecting academic staff turnover intention negatively, as expected. This variable is significant at 5% level (p =0.015). Employee who has got a support in academics or administrative issue is more likely stay for long time in his position. Just employee social capital discourages academic staff turnover intention. The marginal effect showed that the 1% increase in co-worker support will also

increase the probability of low employee turnover by 0.603 percentage points. The results ensure that encouraging co-worker support is crucial rather than employee cynicism.

Carrier management is one of the most critical factors in employee turnover. Contrary to the hypothesized sign, carrier management is significantly and positively associated with academic staff turnover and it was significant at 10% level ( $p=0.06$ ). With a 1% increase in carrier management, the estimated marginal effect of academic staff turnover is 0.27 percentage points increase for staffs in Wolkite University. This just due to the reason that those academic staff with many experience in teaching, research and community services have good resume to leave the institutions for other competitive job opportunities. For this, HEIs need to improve and consider career growth management and, concurrently, to prevent such employee retention.

Based on the results, gender of the academic staff significantly and positively determine staff turnover intention. Gender was significant at 10% level ( $p=0.074$ ). Male-academic staffs are more likely to leave the institutions compared to female academic staff. The marginal effect for gender of respondents showed that male academic staff increases the probability of leaving the institution for other sector/institution by 0.296 percentage points as compared to female academic staff.

Educational level of respondents is among the significant variables affecting employee turnover intention. Academic staff attended PHD degree is less likely have turnover intention compared to those with BSc/BA holders. The variable was significant at 1% level of significance ( $p=0.025$ ). It could be due to the students who have actively attended doctoral degree are stable and may not have staff turnover intention. The marginal effect of the variable indicates staff turnover intention would decrease by 0.462 percentages for PhD holders compared to BA/BSc degree holders.

Experience is among the significant factor affecting employee turnover as expected. The probit model result indicated that the possible positive relationship between experience and employee turnover retention and this was significant at 1% level ( $p=0.0001$ ). Experience staffs are more likely join other related sectors other than sticking in public university with in the same rank and salary for many years. The marginal effect of the result indicates one additional year of experience results staff turnover intention to increase by 0.079 percentage

points. Salary is the same for Ethiopian university lecturers regardless of the year of experience and this would be the possible reason for their turnover intention.

The probit model outputs suggest that job satisfaction, co-worker support, career management, gender of academic staff, educational qualification of respondent, and lecturing experience are significant factors of academic staff turnover intention.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of Key findings

The average value from five point Likert scale for the proposed psychographics and socio-demographic factors were 3.6459 for academic staff job satisfaction, 3.9209 for academic staff work life balance, 3.8352 for academic staff happiness, 3.8901 for management support to academic staff, 3.7445 for academic staff carrier management, 3.6209 for academic staff innovative work behavior, 4.0440 for leader member exchange among academic staff, and about 4.0247 for co-worker support of academic staff. The mean value for all above mentioned variables were sufficient to conclude the positive work environment at Wolkite University. Moreover, academic staff's turnover intention was 2.48, on average. This indicates academic staff turnover intention is low and majority of the employee were not willing to leave the institutions.

From the sampled academic staff from Wolkite University, about 45.5% were having turnover intention. This result shows significant number of academic staff has the intention to quit their job. The major factors affecting staff turnover intention based on the probit model analysis output revealed that job satisfaction, coworker support, carrier management, gender, staff experience, and educational qualification were significantly determine academic staff turnover intention in public higher educational institutions.

To prevent staff turnover, public higher educational institutions must improve employee job satisfaction. As per the findings, increasing job satisfaction has a significant effect on reducing employee turnover. Higher educational institutions staff turnover are found to be decreasing through coworkers relationship and other social capital in their working environment. On the other hand, the existed academic staff platform in managing experienced academic staff and the carrier growth management contributes the existed increased staff turnover in higher educational institution, particularly in Wolkite University. The result of the study indicates that academic staff with good work experience and experts in the field is more likely leave the institution for other industries due to poor academic staff development in Ethiopia.

In general, the current study empirically investigated the effect of job satisfaction at 10% level, co-worker support at 5% level, carrier management at 10% level, and gender of staff at

10% level, educational qualification at 5% level and teaching experience at 1% level. According to the authors' knowledge, no prior studies were conducted considering the combined effect of all the independent variables on employee turnover in public higher educational institution. Therefore, this study strengthens the literature by demonstrating how job satisfaction, carrier management, co-worker support, gender, education and experience impact employee turnover in Wolkite University. The findings reveal that job satisfaction, co-workers support, being PhD qualification have a negative effect on employee turnover intention while male academic staff, carrier management and experience positively affect staff turnover intention. This finding is consistent with the previous study, job satisfaction significantly predicted employee turnover. This study consolidates past findings that male employees have higher turnover intention than female employees.

## **5.2. Conclusions**

The study's findings illustrate the importance of job satisfaction, carrier management, co-worker support and gender, education and experience in affecting staff turnover in higher educational institutions. This study provides managerial insights on lowering employee turnover in higher educational institutions. First, higher educational institutions need to be aware that experienced employees in Wolkite University can be easily taken by other sectors because, later, they have hand on experience and skills. Therefore, it is important to implement strategies for a solid career development plan, experience growth, and staff recognition. As job satisfaction can predict employee turnover, it is a must to measure those indicators and maintain a favorable level at all times.

Co-worker support is increasingly becoming a significant factor in employee retention. Further, management can allow employees at all levels to strengthen their relationship and incorporate them to influence institutional decision making process. It is important to retain experienced and skilled staff that started their career paths in the institution. Such employees can drive the institution to success. Managers measuring staff satisfaction should establish standard performance evaluation methods and strategies for institutional enhancement. Higher educational institutions benefit from developing their key performance indicators to safeguard core values while expanding service offerings. Cultivating a flexible organizational culture fosters trust between employees and the institution. Empowering employees with autonomy to take risks and ensuring they feel supported at work adds value to their roles.

These actions collectively contribute to reducing employee turnover intentions within the organization.

### **5.3. Recommendation**

On the basis of the summary of findings and conclusions of the study, the following possible solutions are suggested to reduce academic staff turnover in higher education institutions, maximize academic staff retention, and make the teaching environment attractive in Wolkite University.

The study result showed the effect of job satisfaction on employee's turnover intention. The variable affects staff turnover intention negatively and significantly at 10% level of significance. The probit model regression result showed the possible role of enhancing an academic staff job satisfaction level for staff retention. Therefore, this study suggests that the Ethiopian higher education institutions has to make effort to offer a competitive salary, get creative with benefits, and celebrate successes and they can increase and maintain academic excellences of the university.

The study also found the negative and significant effect of co-worker support on staff turnover intention. The Probit model showed the importance of this variable for employee retention. Therefore, this study suggests the higher educational institutions should support staffs to have better social capital by providing team work assignments like research, committee works, and encourages staffs to have social connection with in the staff and with the outside communities as well.

Surprisingly, carrier management is found to be positively and significantly contributed to academic staff turnover intention. It is obvious that staff with better carrier profile needs more competitive sectors that can provide better salary, benefit and other services. In this regard, the Ethiopian higher public educational institutions are known in their rigidity to treat junior and senior academic staff to treat differently. May be due to this irrational treatment of senior staffs with more career path leave the institutions for other competitive institutions. The probit model result confirms this reality. Therefore, it is recommended that the Ethiopian Civil Service office and the federal government to enforce and look for carrier management strategies of higher educational institutions academic staffs.

Compared to female academic staffs, male academic staffs are more likely mobile and visits social media. It is obvious that female academic staff is more likely busy for social and

family responsibilities. The probit model output suggests male academic staffs are more likely have turnover intention than female academic staff. The mobility and their more familiarity with social media give males to look for competitive job opportunities and then make them to leave the higher educational institutions. Therefore, this study suggests the higher educational institutions should make their staff busy for research, community service and other official tasks.

The educational qualification of the academic staff is also found to be significantly determining the academic staff turnover intention. Compared to BSc/BA holders, PhD holders are more likely leave the institution. Currently, most PhD holder in higher educational institutions is passing boring academic life as they are not actively participates in research and community service due to the institutions limited budget for research. Therefore, special attention should be given for staffs to have PhD holders by the Ethiopian higher educational institutions.

Teaching experience is also another significant variable determining academic staff turnover intention at Wolkite University. It is clear that no salary increment is done based on staff experience and teaching experience is not consider for NGO and other competitive jobs. For this reason, experienced staffs might more likely leave the higher educational institutions for other competitive sectors who consider experience for salary and other allowance. Therefore, the Ethiopian ministry of educations should work with civil service society to consider the value of the Ethiopian university lecturers.

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# APPENDIX

## A1: Appendix. Questioner

### Professional staff thoughts who work for Wolkite University

Dear sir/madam,

If you are working or have worked for any Wolkite University, we would like to have your valuable response and it will guide us to the success of this academic research.

This information is a part of my academic research which attempts to study Assessment of Academic Staff Turnover in Public Higher Education Institutions: The Case of Wolkite University, Ethiopia. Your responses will be strictly confidential. To complete this questionnaire, it will take a maximum of 10 minutes only. Your participation is important to the success of this research and your contribution is highly appreciated. Your professional assistance will help me to complete this academic research and to add something new to our society.

Thank you!

Endale Setotaw

MA student

Developing Planning and Management

Governance and development studies

**1. Part 01 - General Information** Kindly put a tick to the appropriate category

#### 1.1. Gender identity

Male  Female

#### 1.2. Marital status

Married  Single

#### 1.3. Age group (in years)

20 – 30	<input type="checkbox"/>
31 – 40	<input type="checkbox"/>
41 – 50	<input type="checkbox"/>
above 50	<input type="checkbox"/>

**1.4. Teaching experience in HEIs** \_\_\_\_\_

**1.5. Educational/ Professional qualifications** (Please mark the higher Educational/  
professional qualification received)

Passed certificate or diploma level	
Passed Degree	
Passed post graduate	
PHD	

**2. Job Satisfaction**

	Strongly disagree	Disagree	Average	Agree	Strongly agree
2.1. I am given the resources and equipment to do my job.					
2.2. I am happy about what I physically receive (materials and monetary rewards) from the workplace.					
2.3. I would strongly endorse this company to my friends and family to join.					
2.4. I recommend my workplace as a physically safe place to work.					
2.5. I feel I receive a fair share of the profits made by this organization.					
2.6. People here are paid fairly for the work they do.					
2.7. My work has a special meaning: this is not "just a job".					
2.8. Company facilities contribute to a good working environment.					
2.9. I am happy about the life insurance that company has offered.					

### 3. Work-life balance

	Strongly disagree	Disagree	Average	Agree	Strongly agree
3.1. People are encouraged to balance their work life and their personal life.					
3.2. I can request a leave whenever I need, and management fairly considers my request.					
3.3. I am okay with working hours.					
3.4. I got to know about many people through this job.					
3.5. I can take time off from work when I think it is necessary.					

### 4. Happiness

	Strongly disagree	Disagree	Average	Agree	Strongly agree
4.1. I feel good about the ways we contribute to the community.					
4.2. My organization celebrates special occasions.					
4.3. I am happy about this organization's culture.					
4.4. I am proud to tell others I work here.					
4.5. When I look at what we accomplish, I feel sense of pride.					

### 5. Management support

	Strongly disagree	Disagree	Average	Agree	Strongly agree
5.1. Management recognizes my honest mistakes as part of doing business.					
5.2. I can ask management any reasonable question and get a straight answer.					
5.3. Management is easy to talk with.					
5.4. Management involves people in decisions that affect their jobs or work environment.					
5.5. Management of the organization shows appreciation for good work and extra effort.					

### 6. Career Management

	Strongly disagree	Disagree	Average	Agree	Strongly agree
6.1. I am offered training and development to further myself professionally.					
6.2. Here, everyone has an opportunity to get special recognition.					
6.3. You receive opportunities to learn something new from the organization.					
6.4. I am satisfied with my career progress.					

**7. Innovative Work Behavior (IWB)**

	Strongly disagree	Disagree	Average	Agree	Strongly agree
7.1. I feel I make a difference here.					
7.2. Your company celebrates new creations and ways to do things in the workplace.					
7.3. I had meaningful opportunities to develop new and better ways of doing things at work.					
7.4. When I try something new at work and others help and motivate me.					

**8. Leader Member Exchange (LMX)**

	Strongly disagree	Disagree	Average	Agree	Strongly agree
8.1. My supervisors support me whenever I need them.					
8.2. People in this workplace are willing to give extra to get the job done.					
8.3. My supervisors have a positive attitude.					
8.4. I am comfortable talking with my supervisor about challenges I face at work.					

### 9. Co-worker Support

	Strongly disagree	Disagree	Average	Agree	Strongly agree
9.1. My co-workers support me whenever I need them.					
9.2. People care about each other here.					
9.3. When there is teamwork, my co-workers are staying with me until the end of our assigned task.					
9.4. My co-workers are treated fairly to me regardless of my age.					

### 10. Employee Turnover

	Strongly disagree	Disagree	Average	Agree	Strongly agree
10.1. How often has your seriously considered quitting the job in this workplace?					
10.2. If you receive a job opportunity from another company, how often you would consider the opportunity seriously.					
10.3. Almost nothing in my life would be disrupted if I decided to leave my organization now.					
10.4. My team members leave the organization regularly.					

Thank you for taking time to complete this questionnaire!