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Original Research

A Study on the Magnitude and Causes of Turnover among Academic Staffs of Ethiopian Higher Institutions: Evidence from Ambo University

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Abstract

Considering high turnover as a sign of failure in an educational organization, the study was conducted to assess the causes of turnover among the academic staffs of Ambo University. The study focused on six plausible factors: economic, managerial, environmental, social and technological, teaching related factors and student characters. To achieve this end, the data were collected from 295 (113 former and 182 current) staff members through attitudinal survey questionnaire, semi-structured interview, focused group discussions and document analysis. The former staff members were selected on the bases of available and snowball sampling techniques, whereas, multistage stratified sampling techniques were employed to select the current staffs. The analysis employed both quantitative and qualitative approaches. Considering data were ordinal, percentage, median, weighted mean, standard deviation, ranking methods and Mann Whitney U Test were used analyze the data. The results determined that economic, social service and technological, managerial, student characters, teaching related and environmental factors in descending order are identified as the reasons for the teacher turnover in the university. In relation to the groups, male, experienced, elder instructors were dissatisfied and tend to leave the university at higher rate than their counterparts. Therefore, in bringing about improvement in these factors, the government should revise the compensations, fringe benefit, promotion, loans and performance appraisal policies to enhance opportunities for the academic staffs particularly for experienced Maters and PhD holder instructors, and the universities should also create further opportunities and implement the policies in fair and transparent manner. Moreover, both federal and the regional government should give due attention to improve the supply of pure water, electric power, network and internet service for Ambo town in general and for AU in particular.

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INTRODUCTION

The problems of employee separation have globally been recognized as a great worry for the organizational system (Hill and Hirshberg, 2013; Kainth, 2010 and Belkin, 2013). Trends around the world show that nearly all countries have experienced teacher separation from their educational systems. For instance, in America the maximum teacher dropout exceeded 80% in 1963 but the trends of turnover were changed after some 13 years by 1976; and excess of teachers in the country needed attrition to eliminate the surplus of teachers (Ellenburg, 1979). This shows that though turnover is avoidable in developed countries, it has continued increasing in developing countries. For example, the turnover rate reached 42% in Ivory Coast, two-fifth of the teachers in Zaire, and 46.6% in Ghana (Bame, 1991). Trend of teacher turnover has also been an age-old problem in the Ethiopian context beginning from the introduction of modern education in 1908 up to the present (Seyoum, 1992). To be specific, 67% of elementary school teacher in 1953, 42% of the community teachers training finishers and 28% of the one-year in 1960 (Akililu,1967:28) and 17% of Oromia secondary school teachers turnover in 2006 (Motuma, 2006) were reported.

Different researchers use different terms: separation (Gomez-Mejia, 2003), turnover (Hill and Hirshberg, 2013 and Meyer, 2013), attrition (Victor, Pistose and Machaisa, 2012) and migration (Ghafffari and Singh, 2000) for the loss of human asset. Locally, Akililu (1967); Darge (2002); Seyoum (1992) (Getachew (1999); Manna and Tesfaye (2000) and Tesfaye and Demewoz (2004) used the terms interchangeably for this matter. However, literature shows the conceptual differences between these terms. Turnover (voluntary/involuntary or avoidable/unavoidable) is a broader term and process in which employees leave the organization and have to be replaced (Ghafffari and Singh, 2000). Attrition, on the other hand, is relatively a narrower term that used as an employment policy (Gomez-Mejia and other, 2003) designed to control a surplus of employees in an organization pushing only the employees to voluntarily and normally leave ((Brinson, 2010). Migration refers to teacher movement from one type of schools to another type of school (Bhatt, 2005). Similarly, dropout refers to wastage (Manna and Tesfaye,

2000 and Tesfaye and Demewoz, 2004) and brain drain is a figurative term (Darge, 2002; Getachew 1999) that refers to any substantial movements of teachers from one local or field of work for different pushing factors to another for its pulling factors that offers greater attraction or rewards (Guzuma, 2012). Therefore, the broader term, turnover is used in this study to imply the importance of employee retention as well as pulling and pushing factors.

In this vein of study, different literatures have both globally and locally identified different factors, which can push instructors to leave their universities. Globally, Ellenburg, (1979) claims that out of a list of seventeen reasons the one given most frequently was salary, followed by teaching loads, inadequate supervision, poor assignment during first year at teaching, discipline problems, marriage and inadequate preparation in the subject filed. Ellenburg, (1979) generally concluded that administration is a key in teachers moral. That means, the more democratic the administration, the higher the moral and the reverse is also true. Other studies show that teachers' turnover can either be the response to low morale or reaction to stress or consequence of job dissatisfaction (Masahudu, 2008); lack of motivation and low job satisfaction (Paulse, 2005); lack of competencies for the profession; lack of initial preference and commitment to the profession or reaction to conflict or the consequence of the combination of some or all of the problems (Smith and Rowley, 2005).

Local studies have also shown that the employment conditions are more stressful than factors intrinsic to teaching (Darge, 2002 and Getachew, 1999). Among these, ineffective administration, low professional recognition, poor working condition, low salary and uncertainty about job security are found to be the major sources of teachers stress (Seyoum, 1992 and Manna and Tesfaye, 2000). Moreover, lack of economic incentives teachers' career commitment, perceived social status, supervision and professional support, initial preference of teaching and gender were found to be the major predictors of teachers' career decision (Tesfaye and Demewoz, 2004). Darge (Manna and Tesfaye, 2000) also determined that low income opportunities (including advancement and fringe benefits), students' character, performance evaluation, time pressure, resources (including books and facilities), regulation and social relationship in descending order, are the major sources for teachers' stress in other site.

In regard to the reasonable level of turnover, there are different arguments that can be made both against and in favor of a certain amount of staff turnover, each of which is equally persuasive (Torrington, 2005). The purpose of the first argument is in favor of the need for more dynamic employees with fresh blood to bring new ideas and experiences as well as to control over labor costs avoiding poor performers from time to time. The second argument focuses on the importance of instructors retention results from a poorly managed organization. However, to come up with a reasonable level of turnover, an organization should often set an average or a range of standard (Ghaffari and Singh, 2000). A goal might be to keep turnover to a level no higher than the preset standard for the organization. However, there are times when a goal of 0% turnover is a recipe for disappointment because turnover is inevitable for an organization. According to Taylor (1998) and Guzma (2012), turnover in excess of 5% has more negative consequences for educational organizations because substitution to cover the gaps created by turnover is challenging.

Whatever the level and reason is, acceptable or unacceptable, it is beneficial to know what loss is occurring on Ambo university's operations as a result of academic staff turnover because an unexpectedly high turnover has definite implications both on personal and organizational aspects.

Excessive turnover affect the morale of the remaining teachers and the university itself in general. Supporting this, Meyer (2013) writes that: "Turnover is something easy to overlook and yet it can make a school stand ahead of the rest." Lower morale, in turn, affects more than just the productivity and students' achievement particularly in education system (Killian, 1976). Gomez-Mejia (2003) also justify that the loss of talented key personnel cripples the morale of the organization and other workers in the organization, which in turn, causes separation of employees in bunches; 'one triggering others. As the result, technological and educational development will be at risk and put other sectors into risks by retarding their development due to operational disruptions (Meyer, 2013). Moreover, the country's hopes of development at large will be darkening (Pennington and Edward, 2000). Claiming this, MOE has stated the following justification:

> We are losing our talent and highly skilled human resource, for each of whom we have paid dearly. Therefore, we must develop mechanisms of reducing the brain drain through building local human resource development capacity and improving living and working conditions. Dialogue on mobilizing the Diaspora for brain drain by our countries should also be pursued with vigor, (Teshome, 2003).

This shows that the retention and attraction of bright academic staff, creative new comers and open channels for promotion seems to be the most challenging for the Ethiopian Ministry of Education (MOE) in general and for Universities in particular.

The core of the problem is a high movement (turnover and recruitment) among the academic staff, which is the most important input for the quality of education in a university (Wiswall, 2011). In other words, instructors are unexpectedly leaving the university and the university costs unacceptable size to replace them every year through recruitment, selection, training and socialization (AEE, 2007/8). Evidently, within the last four years (2010/11-2013/14), 216 academic staff members formally and voluntarily left the University. Moreover certain number of staff might have informally left the University. According to Meyer (2013); Killian (1976); Gomez-Mejia (2003), such a high turnover is always a symptom of a problem within an organization. Such excessive turnover can place current goal achievement of the university in 'jeopardy' (Meyer, 2013) because the operations of the university can be disrupted; the remaining teacher may be bored with extra load to cover the gap created by turnover and negatively affected by the feeling that there may be something wrong with the university or that there are better opportunities elsewhere outside the university; the future recruitment process of the staff in the university will be affected in that prospective candidate want to know why those former teachers left (Ingersoll, 2001/2).

For these reasons, the main objective of the study is to identify the causes of turnover among the academic staff of Ambo University. Specifically, the study was to determine the magnitude of actual and potential turnover, assess the pushing and pulling factors among the academic staff of Ambo University and suggest some mechanisms and strategies to enhance among the academic staffs.

This study delimited to the causes (pushing and pulling factors) of turnover among academic staff of Ambo University. Pushing factors are also called controlled factors (Kainth, 2010; AEE, (2007/8) and Shah *et al.,* 2010). These factors include: (1) *economic factors* (Inadequate Salary and Lack of Opportunities, such as advancement and fringe benefits), (2) *managerial factors* (poor performance evaluation and supervisory support, managerial violence and lack of transparence, equity, recognitions, unable to fit the competitive conditions between other organization, lack of power and job insecurity and other functions), (3) *environmental Factors* (physical hardships, temperature and location social and disadvantages), (4) technology and social services constraints (information communication, infrastructure and insufficient supply pure water, electric power etc), (5) *teaching related factors* (status of teaching, workloads, autonomy, recognitions, etc), (6) *student character* (disciplinary problems and deficient academic background (Loquercio, 2006 and Perlesz and Lindsay, 2003), and (7) the initial preferences of the university. On the other hand, according to Kainth (2010) and Shah, *et al.* (2010), the other round of these all factors are known as pulling factors (also called retention factors).

MATERIALS AND METHODS

Study Area

This study was confined to Ambo University, which was established in 1946 and has recently become independent with a status of a university operating its functions currently with 5 colleges, 3 institutes and a school, which are also restructured into 39 undergraduate and 10 post graduate programs in various fields. The University envisions becoming a distinguished university in Eastern Africa advancing knowledge with a balanced approach to research and education towards human development, valuing professionalism, excellence and social progress. It is committed to attain its vision through the use of modern and environment friendly technology and the provision of quality service to its customer. In order to ensure this, the university strives to maintain a highly trained, motivated and dedicated workforce and enhance its internal capacity in various fields. In addition to the President and the two vice President offices, the University Administrative and Academic sections run by fifteen Directors.

Sample Size

A descriptive survey method was employed for its appropriateness to the nature of the topic as well as to collect and analyze data to investigate into the pulling and pushing factors that cause turnover of the academic staff members (Perlesz and Lindsay, 2003 and Shah, *et al*., 2010). Hence, the major sources of the data were both the current and the former instructors of Ambo University. Table 1 shows the population and sample size of current academic staff from each college.

Table 1: Population and sample size by college and qualification

Colleges	Diploma			Bachelor			M.D/MV			Masters			PhD			Total			Sample Size
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Technology	36	3	39	84	8	92	-	-	-	61	1	62	-	-	-	181	13	194	**59**
Natural Science	10	-	10	22	1	23	-	-	-	75	2	77	6	-	6	113	3	116	**35**
Medical	4	1	5	28	5	33	20	5	25	44	3	47	-	-	-	96	14	110	**33**
Agriculture	3	1	4	42	9	51	3	1	4	56	9	65	7	1	8	112	21	133	**40**
Business and Economics	-	-	-	15	4	19	-	-	-	37	1	38	-	-	-	52	5	57	**17**
Social Sciences	-	-	-	16	2	18	-	-	-	66	6	72	1	-	1	83	4	87	**26**
Law	-	-	-	4	2	6	-	-	-	12	2	14	-	-	-	16	4	20	**6**
Education	2	-	2	-	-	-	-		-	27	1	28	-	-	-	29	1	30	**9**
Cooperatives	-	-	-	2	-	2	-	-	-	21	3	24	1	-	1	24	3	27	**8**
Total	**55**	**5**	**60**	**213**	**31**	**244**	**23**	**6**	**29**	**399**	**28**	**427**	**15**	**1**	**16**	**705**	**71**	**776**	**233**
Sample	**16**	**2**	**18**	**64**	**9**	**73**	**7**	**2**	**9**	**120**	**8**	**128**	**5**	**-**	**5**	**212**	**21**	**233**	

(Source: Documents analysis from Ambo University)

There were 776 Ethiopian instructors in the university by the study time. However, 169(149 male and 20 female) of them were on study leave. Considering the size of the population, 30% (i.e. 6 to 59) of the current instructors (CIs) from each institute/colleges/school were proportionally selected based on the multiple stratified sampling techniques. Cascading to every department, two to seventeen respondents were proportionally selected from each department through systematic random sampling techniques using each department's attendance checklist. This made the total number of the respondents 233. The respondents were also stratified into the level of qualifications. Considering the qualification of the respondents, 18 (16 male and 2 female) Diploma, 73(64 male and 9 female) First Degree, 9 (7 male and 2 female) MD/MV, 128(120 male and 8 female) Masters Degree and 5 male PhD holder instructors were selected for the study. On the other hand, within the last four years, more than 216 academic staff members formally and voluntarily left the University. As the result, available and snowball sampling techniques were employed to select 209 (197 male and 12 female) from 216 (104 male and 12 female) former instructors (FIs) of Ambo university because it was difficult to know where most of the former staff members were working by then.

Procedure of Data Collection and Analysis

A triangulated data gathering approach, Questionnaire, interview and Focused group discussions, was used to gather the data for this study (Perlesz and Lindsay, 2003). Two different sets of attitudinal survey questionnaires were developed with 103 open-ended and 9 close–ended items using two different approaches to gather the data from current and former instructors. Thus, after pilot-testing process has been completed, 233 copies of the questionnaire were dispatched to, 212 male and 21 female, current instructors, and 209 copies of the other set of the questionnaire were dispatched to 197 male and 12 female former academic staff. However, 182 (78%) of CIs, i.e.167male and 15 female current and 133 (54%) of FIs, i.e.104 male and 9 female former academic staffs filled and gave the questionnaire back to the researcher. Particularly, the attempt to gather the data from the former instructors through e-mail was successful. To supplement the questionnaire, three different FGDs were held involving 30 current instructors from all the colleges/institutes/a school, and semi-structured interview was also employed with ten former and ten current instructors of the university. Besides, relevant documents from the university were used to secure relevant statistical information. Moreover the researcher has purposely used the teacher's conference held in the university during 30/9/2014 to 09/10/2014 to supplement the instruments.

The data were collected just before the salary increase was made on July 08, 2014. However, after the salary increase was made, data were collected from 10 key respondents for the second time to check whether, the salary increase has altered the tone of the previous data. Therefore, to make the discussions easier, the specific lists of the causes of the turnover are thematically organized into *seven* main topic and *seventeen* sub-topics considering their similarities and the kind of conditions in the study context (see table 4). Then, each of the final lists of the factors was composed of 10-15 items with five options (strongly Disagree= 0; Disagree= 1; Undecided= 2, Agree= 3 and Strongly Agree= 4) to which the respondents responded by putting a tick mark (✓). Finally, the data analyses were made employing both quantitative and qualitative approaches. Considering the data were ordinal and the wide gaps between the number of the group of respondents (current and the former staffs, male and female etc), frequency percentage, median, weighted mean, standard deviations, rank order and Mann Whitney U Test were employed to compare the difference in level of attitude towards the pulling and pushing factors between different groups' responses. SPSS was used to calculate Mann Whitney U Test. For all statistical tests, alpha will be pre-set at $\alpha = 0.05$.

RESULTS

The respondents were asked to indicate their age, marital status, level of salary and length of service years. The results indicate that 75 (66.4%) of the FI were at most 30 years old, whereas only 95 (52.2%) of the CIs reported that they were less than 30 years old. Moreover, the median age of the CIs was 34.7 and 29.7 was for FIs. According to the respondents, 116(63.7%) of the current and 73 (64%) of the former instructors were married. The remaining instructors, in both cases, were unmarried during the time of this study. However, there is no data obtained on the divorced and widowed teacher in both cases. The FIs seem to have more work experience than the CIs because about 90 (80%) of them have served at least for 10 years both in teaching and in non-teaching jobs while only 96(52.74%) of the CIs have similar service years. However, except in universities, the FIs particularly, those who were working for NGOs and embassies were earning better salary and income opportunities than the CIs with the same or less length of services years and level of qualifications.

The Magnitude of Turnover among the Academic Staff of the University

As already stated, 216 of instructors were left the university within the last four years, which means, 54 instructors every year. As a result, Ambo University has been compelled to employ 504 within the last four years, which means 126 per year, on average. The following figure 1 shows the voluntary turnover rate against the employed academic staff in the university by year.

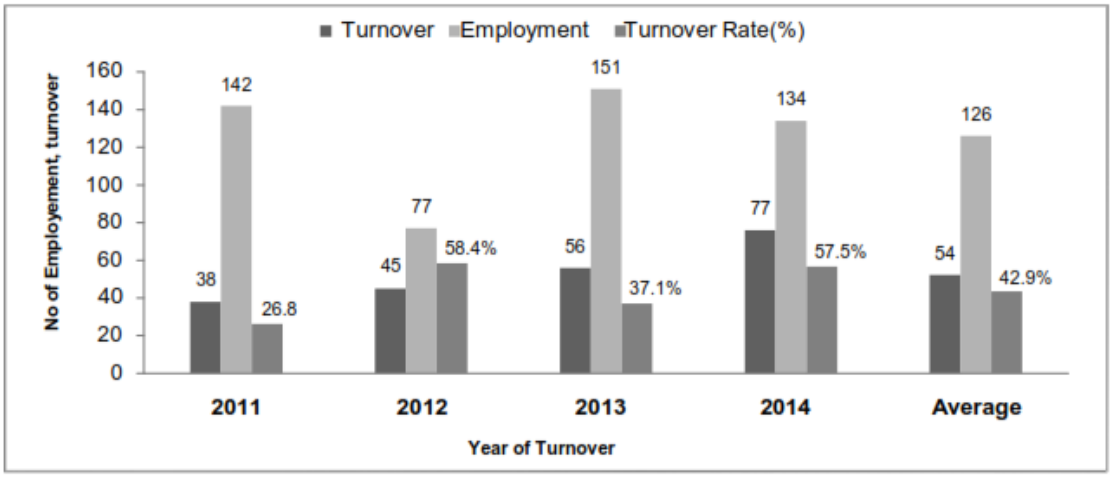

Figure 1: The dynamics of Academic Staff

The results show that the rate of average turnover among the hired instructors was 54(42.9%) within the last four years. It has been increasing from year to year that it was 38(26.8%) in 2010/11 and 77(57.5%) in 2013/4. Moreover, table 2 presents the magnitude of the actual rate of voluntary turnover among the total academic staff of Ambo University.

Table 2: Turnover among academic staff College/Institute/School

List of Institutions/Colleges/ School	Present			Turnover			Turnover Rate			
	M	F	T	M	F	T	M	F	Total	Rank
Cooperative and Development	24	3	27	-	1	1	-	33.3	3.7	**8**
Institute of Technology	181	13	194	27	2	29	14.9	15	15	**2**
Education and Professional	29	1	30	1	-	1	3.5	-	3.3	**9**
Social Sciences and Humanities	83	4	87	19	-	19	21.8	-	19.5	**1**
Natural and Computational Science	113	3	116	8	-	8	7.1	-	6.9	**5**
Business and Economics	52	5	57	3	1	4	5.8	20	7.1	**4**
Agriculture and Veterinary Sciences	112	21	133	7	2	9	6.5	9.5	6.7	**6**
Medicine and Health Science	96	14	110	4	1	5	4.2	7.1	4.6	**7**
School of Law	16	4	20	1	1	2	6.3	25	10	**3**
Total	**705**	**71**	**776**	**7069**	**8**	**78**	**10**	**11.3**	**10**	

The results show that the actual rate of turnover exceeds 10 percent by 2013/14. The rate was 7.8% in 2010/11; it was also increased to 10% in 20013/14. The rate of turnover among the instructors in the College of Social Sciences and Humanities (19.5%) was the highest. Moreover, Institute of Technology (15%) and School of Law (10%) respectively stood second and third in instructors turnover rate. However, Education and Professional Studies (3.3), Cooperative and Development (3.7) and Medicine (4.6), in ascending order, were the least in teacher turnover. Instructors in the institute of Education and Professional Studies reported that they have good income opportunities from different sources, such as CEP, and other training programs to supplement their salary. Therefore, what does this 10% actual voluntary turnover mean for Ambo University management body and for the remaining academic staff?

A 10% turnover rate in a team of academic staff implies different problems. On top of others, the management has to hire and train 10% new instructors within a year to replace the turnover. On average, among 126 instructors who were hired within a year, 54(42.9%) instructors are hired to replace turnover in the university. The recruitment process to fill the gap that was vacated by turnover necessarily required both direct and indirect costs. Moreover, it has created the operational problems as the result of inexperienced staff (Ingersoll and May, 2012; Killian, 1976: 174; Gomez-Mejia 2003: 202). The potential turnover among the academic staff of the university was also estimated to be beyond 57%.

Dominant Sources of Turnover

It is adequately documented that initial preference of an organization is one of the determinants of employees to leave or to stay in the organization. CIs and FIs of AU were asked to indicate why they come to teach in the university by ranking the five most important reasons from eight lists of reasons. The results show that most 235(58.75%) of the academic staff members had preferred to teach in Ambo University for its immense location advantages (31.1%), its attractive weather condition (3.8%) and its social advantages 14%. Moreover, 59(14.8%) of the respondents had expected to get sufficient amount of money from none-salary sources like their friends in elsewhere universities. As a result, they (58.75%) came to the university from other different higher institutions through the processes of transfer (25%) and recruitment (41%). However, a few (20%) of them were assigned by the MOE without their interest. Similarly, a few (9.8%) of them joined AU to use it as stepping stone for their further education. The data on these issues were synthesized using weighted mean and frequency percentage in table 3.

Table 3: Summary of the Source of teacher Turnover and by Rank of Weighted Mean

No	Source of Teacher Turnover by Rank		Mean and SDs by Rank (N=295)				
	Main Topics	Subtopics	Mean	SDs	Individual Rank	Group Mean/SDs	Group Rank
1	Initial Preference	Likes and Dislikes	2.01	0.98	13	0.98	6
2	Economic Factors	Salary	3.36	0.41	7	3.64* 0.3+	1
		Promotion Opportunities	3.63	0.24	3		
		Compositions and fringe	3.82	0.36	1		
3	Managerial Factors	Performance Appraisal	3.32	0.33	8	3.47* 0.23+	3
		Supervision Activities	3.51	0.21	5		
		Management Acts	3.62	0.20	4		
4	Socials services and Technological Factors	Technological Services	3. 67	0.48	2	3. 57* 0.78+	2
		Social Services	3.50	0.26	6		
		Infrastructure	2.90	0.43	10		
5	Environmental Factors	Hardships	1.21	0.12	15	1.18* 0.43	7
		Temperature problems	1.13	0.20	16		
		Market prices	0.91	.03	17		
6	Teaching Related Factors	Socio-economic status	2.61	0.42	11	2.38* 0.43+	5
		Workload in AU	2.11	0.31	12		
7	Students Characters	Students Disciplinary	3. 02	0.42	9	2. 62* 0.44+	4
		Students Academy	1.99	0.21	14		

The * and + refer to the overall mean, and SDs from higher to lower within the second box from the last.

The results show that certain factors weigh more heavily in minds of the respondents than others. Hence, the study in general show that economic factors (3.64), social constraints and technological factors ((3.57), management factors (3.47), student characters (2.62), teaching related factors (2.38) and environmental factors (1.18) are, in descending order, perceived as the pushing factors by the academic staffs. Specifically, the results in the table show that money (composition opportunities and fringe benefits (3.82), lack of promotion opportunities (3.63), managerial acts (3.62) and social services constraints (3.60) are the first major concerns for the staff members. The next concerns for the instructors include technological services (3.57), poor supervision activities (3.51) inadequate salary (3.36), malcontented performance evaluation (3.32) and students' disciplinary (3.02). The results also show that infrastructure and facilities (2.90), socio-economic status attached to the profession (2.61), workload in the University (2.11), students' academic deficiency (1.99), Hardships (1.21), temperature problems (1.13) and market prices (0.91) are identified by the academic staff as the least pushing factors. The next section presents group differences on the level of dissatisfaction by Mann-Whitney U Test among the factors.

Group Differences

The results of Mann-Whitney U Test on the rank order for group differences are summarized in table 4.

Table 4: Summary Data of Mann-Whitney U Test for CIs and FIs ∗

The reasons for teacher turnover N =295 (n1=182 + n2 =113)	Weight Mean		Sum of Ranks (R_1)∗	U_1**	Z
	FI (1)	CI (2)			
In adequate salary and Promotions	3.63	3.62	1515	25492	0.18
Social service and Technological	3. 51	3.58	1608	25399	1.09
Inefficient Administration	3.04	3.61	1445.5	25561.5	2.63++
Teaching Related Problems	2.13	2.82	1549	25458	2.61++
Students characteristics	2.46	2.53	1437.5	25569.5	1.01++
Environmental Factors	1.16	1.19	1506.5	25500.5	1.04
Initial Commitment	1.46	2.61	4694	2496	2.12++

The standard deviations ranged for 0.35-0.60 for CTs and from 0.26-0.49 for FTS. ++ p<0.05. ∗ For brevity, only the sum of ranks for the smaller group is given here. The sum of ranks for the other group may be obtained by using the formula, $R_2 = (n_2+1)\ n_2/_2 - R_1$. ** U_1= The number of times a FOGSSTs score precedes a COGSSTs Score = $n_1\ n_2 + n_1(n_1+1)/2-R_1$, where n_1 (FOGSSTS)= 172, n_2 = 193. For the other group, U_2 may be obtained by using the formula, $U_2 = n_1n_2-U_1$.

The results of the study indicate that both current and former teachers felt dissatisfaction to a similar extent for the economic factors (Z=0.18), student characteristics (Z=1.01), Social service and Technological factors (Z=1.09) and environmental factors (Z=1.04). However, the current teachers showed greater concern about administration (Z=2.63) and teaching status (Z=2.61). In contrast former teachers showed more confidence to the availability of better employment opportunities (marketability of his/her personal skill) than the current teachers. A number of differences were also detected in the level of dissatisfaction between experienced teachers (with above 10 years experience) and less experienced teachers as presented in table 5.

Table 5: Summary data of Mann-whitney U Test for experienced and less experienced teachers∗

Reasons for the teacher turnover n_1∗ =131 and n_2 = 164	Mean Scores		Sum of ranks (R_1)	U1	Z
	Experi (1)	Less exper (2)			
Inadequate Salary and Promotion	3.71	3.53	16697	13432	2.42++
Social service and Technological	3.58	3.59	16723	13406	0.93
Inefficient Administration	2.16	3.86	12442	17688	2.44++
Teaching Related Factors	2.10	2.9	11773.5	18356.5	3.13++
Students' Characteristics	2.4	2.69	17538.5	12591.5	2.29++
Environmental Factors	2.39	2.41	12927.5	17202.5	0.94
Initial Commitment	2.13	2.06	16774	12981	0.37

The results of the study show that both the experienced and less experienced teachers were irritated with the constants interruptions of social and information communication services (Z=0.93). Less experienced teachers demonstrated more sensitivity to the inefficient administration (Z=2.44) and teaching related factors (Z=3.13) in the university than experienced. These less experienced teachers feel greater dissatisfaction with regard to the management because they frequently blamed for maladjustment, poor teaching and other disciplinary problems.

On the other hand, experienced teachers are more dissatisfied with economic factors (Z=2.42) than the less experienced. This is because experienced teachers with Masters and PhD degree are earning equal salary and other benefits with the less experienced, who have not yet begun challenging the too demanding requirements they need fulfill to get promotions. In other words, experienced teachers felt greater dissatisfaction with economic factors than the less experienced because of the fact that though initially the career structure promised considerable advantages for the experienced teachers, practically the rigorousness and the complexity associated with the promotion criteria have not adequately allowed that to happen, and the experienced teachers appear disillusioned. However, both groups indicated similar degree of dissatisfaction with poor income opportunities, performance evaluation and student unrests.

DISCUSSION

The weighted mean of the economic factors (3.64) is higher than any other pushing factors. The results show that 211 (72%) of the respondents did not have hope about the salary promotion in general. Moreover, 231

(78%) of the respondents were dissatisfied with the lack of compensation or insufficient income (bonus, incentives and rewards for outstanding performance); fringe benefits and transport pay; field works' per-diem, sufficient research funds and insufficient part-time works to supplement their salary so as to meet their own financial needs and to support their family. On top of others, 162(89%) of the currents teachers were irritated with the amount of taxation particularly (35%) due from their salary and, from house and position's allowances, CEP payrolls, adding on to the base salary. Besides, 228(77%) of the respondents were dissatisfied with the opportunities for career structure promotion in the university because very few instructors are achieving and using it to their financial goals they have set for themselves. Evidently, more than 90% of the instructors of Ambo University could not pass the too demanding criteria for promotion. Similarly, 235(79.7%) of the respondents feel that opportunities in AU to earn enough money is below what is expected by them at their level. That is why about 104 (57%) of CIs decided to search an opportunity to change the university even for equal or less salary.

It was discouraging to listen to what teachers had to say on the teachers' conference held during 30/09/2014 to 09/10/2014 about their income opportunities and their hopes of regular salary increment (horizontal promotions) and their career structure (vertical promotion) by merit. Particularly, they complained that though the teachers' career structure has been set in legislation, it has been totally closed for most of the academic staffs. Discussing those economic factors, the result of this study is consistent with the findings of the earlier studies, Aklilu (1967) in that the highest and the weightiest reason for teacher turnover, the one stated most frequently was money, which has surprisingly been continued to be the most prominent pulling and pushing factors since 1953 to present in Ethiopia (Motuma, 2006). Moreover, the new salary scale in particular was not found to be significant predictor variable for the teachers satisfaction in the university.

Money is not the only reason for teachers leaving the university. Efficient clear decentralized management and effective supervisory activities are indispensable or absolutely essential for the teacher retention and quality education in university. However, weighted mean for managerial factors (3.47) shows that the factors are the third most important pushing factors for the instructors. Specifically, about 73% of the respondents think that inefficient management is one of the serious reasons for the teacher turnover in the university. This is because, as to the 67.35% of the respondents, some management members are not actually sympathetic in their dealing with the teachers in university. The result of the study also shows that 186(63%) of the teachers claimed that they do not feel free to discuss their problems and claim their rights with some of the management members. Moreover, they do not think the management implements the laws to handle promotions and teachers assignments to different positions in fairways.

A process of the performance evaluation (PEP) of the teachers, which seems to be a slippery task in the university, does nothing for the academic staff. In other words, though basically performance evaluation is important to determine how well employees do their jobs, most (89%) of the respondents think that it has no contribution to either advancement or demotion. According to 50% of the respondents, the process and the criteria of the performance evaluations do not seem to be independent of the evaluators' bias and hearsay. Moreover, most (79%) of the respondents think that PEP for career structure promotion includes some too demanding and confusing criteria (a number of research publications and community development) to interpret and implement. Moreover, most (90%) of the teachers in the university do not know why they are asked to prepare BPR and BSC to be evaluated with. In their BSC, the teachers think that they are forced to include more non-teaching activities than instructional activities.

Most (86%) of the respondents also complained that the teachers' PEPs do not involve transparency as per the policy set because the candidates could not get complete information and use the result of their appraisals for promotion and self-improvement, as well as challenge the evaluators in cases of faulty judgments. Concerning the evaluators, participation of students, peers, and the head of the respective department is helpful to increase the reliability and validity of the evaluation results if and only if the evaluators know why and what they evaluate because almost 90% of the respondents reported that they face difficulties to evaluate their peers at the absence of specific and dependable information about the achievements of their peers to give fair treatment. Consequently, the finding of the present study is in line with the findings of Masahudu (2008), Khan, *et al*., (2012), Victor, Pertunia and Machaisa, (2012) and Wiswall, (2011) in that confusions as a result poor PEP affected the teachers' morale.

The respondents frequently listed that although teachers have basically been considered as 'scapegoats', who are responsible for all sins committed even by others, the values given for the teacher are less than the effort that s/he has to exerts. Evidently, the weighted mean of the teaching related factors (2.38) shows that the teachers are not provided with a better deal of values than they could get by working for alternative organization. Specifically, the summary of the mean scores of the responses of the respondents indicate that perceived low socio-economic status (3.34), lack of recognition (3.12) and lack of professional autonomy (3.01) are ranked 1to 3, respectively, on the rank order as sources of teachers' dissatisfaction. Scapegoat means a teacher is 'all'. Teachers are normally responsible for economic, political and social crises of a country. The logic is to express that if teachers do not properly play their appropriate roles, nothing can go right.

The analyzed using the weighted mean (1.18) shows that the environmental factors are the most important pulling factors for the academic staff of the university. These factors are categorized into environmental hardships (1.21), temperature problems (1.13) and market prices (0.91). The result specifically shows that most 235(58.75%) of the academic staff members had preferred to teach in Ambo University for its immense location advantages (31.1%), for its attractive weather condition(3.8%) and for its social advantages (14%). Most instructors (68%) identified Ambo University as an "*ideal place"* for them among the universities in Ethiopia. As a result, they (58.75%) came to the university from other different higher institutions through the processes of transfer (25%) and recruitment (41%).

Paradoxically, according to the respondents, the challenges external to the university disrupted the instructors' retention rather than the internal ones. The weighted mean (3.57) of the factors show that the social service constraints and technological factors are the second most important pushing factors for the academic staff of the university. These factors are categorized into social service problems (3.60) technological factors (3.67) and lack of infrastructure and facilities (2.90). The results show that 193 (65%) of the respondents are negatively affected by the of social services the problem such as the substantial interruptions of pure water and of electric power supply, poor access to information through telecommunication and internet services are identified as sources turnover. Similarly, the respondents mentioned that personal and office facilities in the university were also identified as the source of teacher dissatisfaction in the university. Moreover 96 (33%) of the respondents have reported that the problem of health service in the area is another pushing factor.

The weighted mean (2.62) shows that the students' character in the universities is identified as a source of disappointment for the teachers today. Student characters were categorized into two: students' disciplinary problems (3.02) and deficient academic background (1.99). The findings show that 114(38.6) of the respondents reported that they were frustrated by the students' disciplinary problems in the university. Similarly, 140(47.5%) of the respondents think that students' arrogance due to their status as evaluators of teachers' performance contributes to teacher dissatisfaction. Moreover, 132(44.7%), 199 (67.5%) and 136(46%) of the respondents think that students absenteeism, unrest and disregard for doing homework, respectively affect teachers retention in the university. Students' deficient academic status does not seem to be a serious problem and cause for teacher turnover. Although it is not a serious problem, the calculated mean scores and standard deviations show that large class size (1.2), deficiency in English language 1.8) and low motivation of some students to learn (1.9) are identified as sources of turnover.

In general, most of the findings of this study are consistent with the results of some studies conducted in other sites in Ethiopian by Aklilu (1967), Getachew (1999), Manana and Tesfaye (2000), Darge (2002) Tesfaye and Demoz (2004) and Motuma (2006) in that initial preference, economic factors, social constraints and technological factors, management factors, student characters, teaching related factors and environmental factors are in different order, identified as the sources of turnover among the academic staffs. The result of this study is also found to be in line with the findings identified by Ingersoll and May (2012) in that teachers usually calculate their benefits to get job that better meet their career needs elsewhere outside the university.

CONCLUSIONS

On the basis of data analysis made so far, the actual rate of voluntary turnover for the university teachers has been increasing from year to year; it exceeds10% in 2013/14. To replace the turnover, the university has to recruit 54 (43%) instructors every year, and it was above 77(57.5%) in 2013/4. In addition, the actual rate of turnover for the fresh teachers, who left within one year was about 21(16%) within the last four years. Migration is the most serious component that accounts about more than half of the overall teacher turnover among the university academic staff. Moreover, the potential rate of turnover among the academic staff in the university exceeds 57%. Similarly, male, experienced, Masters Degree holder teachers in College of Social Science, Institute of Technology and School of Law in descending order tend to leave the university at higher rate than their counterparts.

Surprisingly, the economic factors are perceived as both pulling and pushing factors by the academic staffs of the university. That is, initially most of the teacher had expected Ambo University as a better source of income opportunities to earn sufficient income particularly from non-salary sources. In contrary to their expectation, the weightiest reason for teacher was money, i.e. opportunities for promotions and fringe benefits, special financial and material rewards, and incentives for outstanding performance outside the university has altered the preference of and commitment to the university over others. However, most of the young and less experienced teachers show greater satisfaction with the current salary scale. In opposite, social and technological service constraints, managerial, environmental, Student characters and the teaching related factors in descending order are identified as main pushing factors of the academic staff of the university. However, most of the managerial factors, which are frequently listed as pushing factors, are related to the government policies and regulations rather than institutional implementation problems. Moreover, some of the economic problems are the results of the failure of the university management to create some sources of income opportunities, e.g. sufficient CEP and research funds etc.

The straight forward answer to the question of how best to retain teachers in the university is to provide them with a better deal, in the broadest sense, than they could get by working for alternative organizations. In other words, as the quality of an educational program implementation depends strongly on the quality of academic staff, programs must be designed, initiated, administered, monitored, and changed to retain this valuable human resource asset. For this end, the government, ministry of education and university should work together to improve poor opportunities in the universities and other benefit inequalities between universities and others?

The results of the study also implies that turnover among the university academic staff is a function of the institutional administrative factors. As the result, the University management should ensure that all its sections (the technical level leaders) are democratic, facilitative, and sympathetic with employees and are doing to maintain equity, recognition and democratic leadership fostering transparency, increasing participatory decisions and professional autonomy to maintain teachers' confidence on the management and job security in the university. The University management should ensure the expansion and implementation of CEP and research fund, availability of personal facilities/office furniture and social services. Management also needs to give workshops and trainings on BSC and BPR to avoid confusions. Moreover, government, university management, teachers, students religious leader and other stakeholders should work together to seek ways to inhabit students' unrests and

improve the scarcity of infrastructure and social service (network, internet services, water and electricity supplies) in Ambo.

Conflict of Interest

Conflict of interest none declared.

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