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Assessment of Push and Pull Determinants for Academic Staffs' Turnover in Ethiopian Universities: The Case of Ambo University

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Abstract

Considering high turnover as a sign of challenge in an organization, this study was conducted to assess the determinants (Pulling and Pushing) factors for academic staffs turnover of Ambo University in 2014. The study focused on six factors; economic, managerial, environmental, social and technological, teaching related factors and student characteristics. Both primary and secondary data was utilized in the study. Primary data was through the use of attitudinal survey questionnaire, semi-structured interview, focused group discussions and secondary data by document analysis. A total of 295 (182 current and 113 former) staffs were included in the study. The multistage stratified sampling technique was used to select current staff members while former staff members were selected on the bases of available and snowball sampling techniques. The analysis employed both the quantitative and qualitative approaches. The results showed that the rate of turnover exceeds 10% in the university by 2014. Economic factor was identified as a major pulling and pushing factor, whereas environment/ location was a pull factor. However, social service, technological, managerial, student characters and teaching related factors in descending order were perceived as pushing factors for the teachers in the university. A downward review of government tax policy regime, timely provision of instructors' performance evaluation, and improvement in the working environment will help influence instructors' turnover decision. Moreover, further study that incorporates higher management officials and a detailed analysis of government policies as it affects Universities in Ethiopia and Ambo University in particular is suggested.

Keywords: Pull-Push factors, determinants, academic staff, turnover, retention

Introduction

The problems of employee separation has generally been recognized globally as a great challenge for organizational systems (Hill, and Hirshberg, 2013; Kainth, 2010 and Belkin, 2013). Trends around the world had shown that nearly all countries experienced teacher separation at all educational levels. In America, the maximum teacher dropout was reported to exceed 80% in 1963, and 13 years after, in 1976, teachers in the country needed attrition to eliminate the surplus (Ellenburg, 1979). This shows that in developed countries turnover is avoidable even as it has continued to increase in developing countries. The turnover rate reached 42% in Ivory Coast, 40% in Zaire, and 46.6% in Ghana (Bame, 1991). In Ethiopia, the trend of teacher turnover has been an age-old problem since the introduction of modern education in

1908 up to the present time (Seyoum, 1992). Motuma, (2006) had also reported a 17% turnover of secondary school teachers' in Oromia region of Ethiopia.

The loss of human asset has been described in various terms by different researchers. Terms such as turnover (Hill and Hirshberg, 2013; Meyer, 2013), attrition (Victor *et al.*, 2012) and migration (Bhatt, 2005) were used to describe the loss of human asset. Locally, Darge (2002); Seyoum (1992); Getachew (1999); Manna and Tesfaye (2000); Tesfaye and Demewoz (2004) and Guzuma, (2012) all used brain drain and drop out interchange ably though there were conceptual differences between these terms. Turnover, which can be voluntary or involuntary and avoidable or unavoidable, is a broader term that can reveal the process in which employees leave the organization and have to be replaced (Chaffari and Singh, 2000), but attrition is relatively a narrower term that is used as an employment policy designed to control a surplus of employees in an organization by pushing them to voluntarily and normally leave (Brinson, 2010 and 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.

Globally, Ellenburg (1979) reported in his study that out of seventeen reasons listed, the one with the most frequency was salary, followed by teaching loads, inadequate supervision, poor assignment during first year at teaching, discipline problems, marriage and inadequate preparation in the subject field. He identified administration as a key to boosting teachers moral; the more democratic the administration, the higher the moral and vice versa. Masahudu (2008) and Paulse (2005) attributed teachers' separation to low morale, reaction to stress or consequence of job dissatisfaction and lack of motivation. Lack of competencies, initial preference and commitment to the profession, reaction to conflict or the consequences of the combination of the problems were considered as the factors (Smith and Rowley, 2005).

Studies in Ethiopia had also shown that employment conditions are more stressful than factors intrinsic to teaching (Darge, 2002; Getachew, 1999). Among these, ineffective administration, low professional recognition, poor working condition, low salary and the uncertainty about job security were found to be the major sources of teachers stress (Seyoum, 1992; Manna and Tesfaye, 2000). Moreover, lack of economic incentives, teachers' career commitment, perceived social status, supervision and professional support, and gender were found to be major predictors of teachers' career decision (Tesfaye and Demewoz, 2004).

Nowadays, 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 in general and Universities in particular (Teshome, 2003). He captures the concern and worry with the following statement:

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).

Evidently, within the last four years (2011-2014), 216 academic staff members formally and voluntarily left Ambo University. Moreover certain number of staff might have informally left the University. As a result of th turnover, Ambo University neede to hire instructor to replace th turn ver whose replacement costs can sult in unacceptable size thr gh recruitment, selection, trai ing and socialization. This ces ve t rnover can place cu ent go l achievement of the Ambo U rsity in 'jeopardy' because the erations 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 Ambo 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 of the university left. Hence, if this problem is not solved as soon as possible, quality of education in Ambo University can be affected as the result of teacher shortage; technological and educational development will be at risk and that will in turn, put other sector into risks by retarding their development due to operational disruptions. Moreover, the country's hop s of development at large will be dar ning. Therefore, this study was arrie out with the following specifi bjec ives.

1. Id nt the magnitude of actual a d po ential turnover among the ademic staff of Ambo Un versity
2. Identify the push factors among the academic staff of Ambo University.
3. Identify the pull factors that attract and retain teachers to the University
4. To know whether there is difference between sex and age groups and, experienced and non-experienced teacher as the result of these factors.

Basic research questions

The study aims to provide answers to the following basic research questions.

1. What is the magnitude of actual and potential turnover of academic staffs at Ambo University?
2. What are the potential pulling factors that attract and retain and

the push factors to leave the university?

3. What is the relationship if any between service year, sex, age, level of qualification and field of study of the teachers and teacher turnover/retention in the university?

The scope and limitations of the study

This study was delimited to the pulling and pushing factors and Ambo University academic staffs only. The framework of the study is depicted in Figure 1.

Figure 1. Framework of the study (Adapted from Kainth, 2010)

As indicated in the framework, Kainth (2010) and Shah *et al.*, (2010) defined pulling and pushing factors as retention and controlled factors respectively. The pulling factors are supposed to attract to and retain instructors in Ambo University, whereas the push factors leads to leaving the university (Kainth, 2010; AEE, 2007/8; Loquercio, 2006; Perlesz and Lindsay, 2003). Moreover, top management staffs were not included in the study which can be considered as a gap. The study is also limited by lack of '*exit interviews*', which could have uncover the employee's real reasons for leaving the university in addition to the unrest during the time of data collection

Methodology

Description of the study area

The study was conducted at Ambo University, which is located, in West Shewa, Oromia, Ethiopia. It is one of the foremost 32 Ethiopian public higher learning institutions with significant contributions to the country's overall development through capacity building of development agents in the form of short, medium and long term trainings in various fields since its establishment in 1946. After passing through various developmental stages, it becomes autonomous and upgraded to the status of University in 2009. Currently, it has 5 colleges, 3 institutes and a school with a total of 39 undergraduate and 10 post graduate programs in various fields.

Study design and sampling techniques

A descriptive survey method appropriate to the nature of the topic as described by Perlesz and Lindsay (2003) and Shah *et al.*, (2010) was followed. The participants of the study were current and the former instructors from institutes/colleges/

Table 1. Ambo University staff population by college and qualification

Colleges	Diploma			Bachelor			M.D/MV			Masters			PhD			Total			*S/Size*
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Techno	36	3	39	84	8	92	-	-	-	61	1	62	-	-	-	181	13	194	*59*
N/Scie.	10	-	10	22	1	23	-	-	-	75	2	77	6		6	113	3	116	*35*
Medic.	4	1	5	28	5	33	20	5	25	44	3	47	-		-	96	14	110	*33*
Agric	3	1	4	42	9	51	3	1	4	56	9	65	7	1		112	21	133	*40*
FBE	-	-	-	15	4	19	-	-	-	37	1	38	-	-		52	5	57	*17*
S/Scie.	-	-	-	16	2	18	-	-	-	66	6	72			1	83	4	87	*26*
Law	-	-	-	4	2	6	-	-	-	12	2	14	-	-	-	16	4	20	*6*
Educ.	2	-	2	-	-	-	-		-	27	1	28	-	-	-	29	1	30	*9*
Coop.	-	-	-	2	-	2	-	-	-	21	3	24	-	-	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: Ambo University, 2013/14. (In the table, *M.D is medical Doctor and MV is medical Vet.*)

school of Ambo University. At the time of the study, there are 776 Ethiopian current instructors in the university including 169 (149 male and 20 female) on study leave. The sample size (233) was determined using Kothari (2004) formula. Then, using stratified sampling techniques, six to fifty-nine current instructors **(CIs)** were proportionally selected from each institute/colleges/school. Cascading to the department, individual respondents were proportionally selected at the department level using systematic random technique. The population and sample size of current academic staff from each college is presented in Table 1. The respondents were also categorized based on qualification. Availability sampling and snowball technique were employed to select 209 (197 male and 12 female) former instructors (FIs) of Ambo University. A triangulated data gathering approach (Questionnaire, interview and Focused group discussions) was used. Two different sets of attitudinal survey questionnaires was developed consisting of 16 open-ended and 9 close ended items administered to current and former instructors of the university. Additionally, focus group discussion was held with 30 selected current instructors from across the colleges and institutes, while a semi structured interview was conducted for 10 current instructors, 10 former instructors. Moreover, five Deans of Colleges and 10 heads of different departments were purposively interviewed from which the highest number of turnover had been reported. However, 78% (182) out of 233 CIs and 54% (113) out of 209 former academic staffs returned the questionnaire. The main data was collected just before the salary increment of July 08, 2014. However some additional data were collected from 10 CIs respondents who were randomly selected and interviewed for the second time to check whether or not the salary increase has altered their previous response. The lists of the pulling and pushing factors are thematically organized into *six* main topic and *sixteen* sub-topics considering their similarities and the kinds of conditions in the study context.

Data analysis

Considering the data were ordinal and the wide gaps between the number of the group of respondents (the current and the former staffs, male and female etc), frequency percentage, median, weighted mean, standard deviation, rank order and Mann Whitney U Test were employed to compare the difference in level of attitude towards the pull and push factors between different groups' responses. SPSS was used to calculate Mann Whitney U Test. All statistical tests was pre-set at $\alpha = 0.05$.

Results and Discussion

Respondents' characteristics

The result of respondents' characteristics indicated that current instructors are much younger than former instructors. Seventy five

(66.4%) of the FIs and 95 (52.2%) of the CIs reported that they were less than 30 years old. Moreover, the median age of the CIs was 29.7 and 34.7 for FIs. Result also showed that 116 (63.7%) of the current and 73 (64%) of former instructors were married. The remaining instructors, in both cases, were unmarried at the time of the study. With regard to the length of service years, the FIs had more years of work experience than the CIs, i.e. about 90 (80%) of the FIs have served at least for 10 years both in teaching and non-teaching jobs while only 96 (52.74%) of the CIs had similar service years. However, except those who moved to other universities, the FIs working with nongovernmental organization (NGO) and embassies reported earning better salary and income than the CIs with the same length of services years and level of qualifications.

Reasons for Ambo University academic staff turnover

The initial preference variable to join Ambo University was assessed as a single item. Accordingly, respondents were asked to indicate the reasons by ranking the three most important factors in the order 1 to 3 and the responses were calculated by assigning 3, 2 and 1 point for 1st, 2nd, and 3rd ranks, respectively. The result indicated that most 135(45.76%) of the academic staffs had preferred Ambo University due to its immense location advantages. Similarly, 103(34.91%) of the respondents had expected to get sufficient amount of money from none-salary sources like their friends in elsewhere universities. Similarly, 50(16%) and 7(2.37%) of the instructors joined Ambo University for its social advantages and its attractive weather condition, respectively. As a result, they 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. As a result, Ambo University has employed 504 staffs in the last four years, which means an average of 126 per year to replace the turnover (Figure 2).

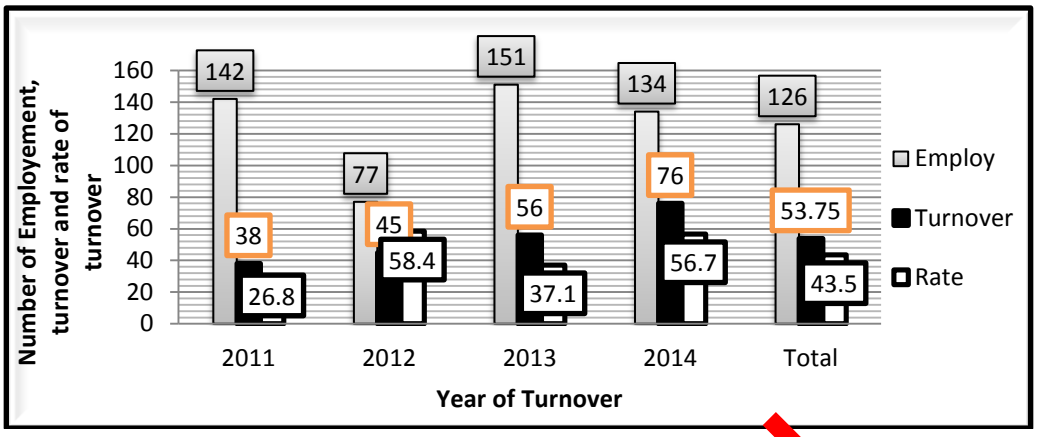

Figure 2. Turnover rate and employment of Ambo University Academic Staffs **Source:** Ambo University 2013/14

The results showed that the average turnover rate among instructors was 54(42.9%) in the last four years. The turnover rate increased from 38 (26.8%) in 2010/11 to 77(57.5%) in 2013/4. This indicated that by 2013/14, the actual voluntary turnover rate of Ambo University academic staffs had exceeds 10 percent (Figure 2). Moreover, the CIs were asked whether they had planned to leave or stay at Ambo University to see the future status of the turnover. The summery of their responses showed that 57% of them have plan to leave the University for less Salary

Table 3. Turnover of academic staff by College/Institute/School at Ambo University in 2013/14

Institutes/College/School	Present			Turnover			Turnover Rate			
	M	F	T	M	F	T	M	F	Total	Rnk
Cooperative and Devt	24	3	27	-	1	1	-	33.	3.7	8
Institute of Technology	181	13	194	27	2	29	14.9	15	15	2
Education & Professional	29	1	30	1	-	1	3.5	-	3.3	9
Social Sci. and Humanities	83	4	87	19	-	19	21.8	-	19.5	1
Natural & Computational	113	3	116	8	-	8	7.1	-	6.9	5
Business & Economics	52	5	57	3	1	4	5.8	20	7.1	4
Agriculture & Veterinary Sci.	112	21	133	7	2	9	6.5	9.5	6.7	6
Medicine &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	70	8	78	10	11.	10	

Source: Ambo University, 2013/14.

The highest turnover rate (19.5%) was recorded in the College of Social Sciences and Humanities followed by the Institute of technology with 15%. Education and Professional Studies recorded the least turnover (3.3%) of

instructors. Instructors in the institute reported good income opportunities from different sources, such as CEP, and other training programs to supplement their salary.

A 10% turnover rate in a team of academic staff implies that the management has to hire and train 10% new instructors every year. This necessarily requires both direct and indirect costs, which include the costs to locate, hire and train a new employee to fill the gap with the attendant short term consequence of inexperienced staff affecting operations. Gomez-Mejia *et al,* (2003) reported a high level of turnover as a symptom of a serious problem within an organization and an indication of better opportunities elsewhere outside the organization.

In regard to the level of turnover, Torrington *et al.,* (2005) had put up two arguments that can be made both against and in favor of a certain amount of staff turnover, each of which is equally persuasive. The purpose of the first argument is against the turnover to control unnecessary recruiting cots costs and avoiding continuous staff development from time to time. The second argument favors turnover because certain number of instructors' turnover is functional and can opens a way to talented instructors to join the university. In other words, more dynamic employees with fresh blood need to have new ideas and experiences and avoid poor performers, as well as the role of organization management system in retaining instructors (Torrington *et al.,* 2005). However, Ghaffari and Singh (2000); Belkin (2013) and Guzman (2012), all reported that a turnover in excess of 5% has more negative consequences for educational organizations because of the challenges to cover the gaps created.

Determinants for Instructors Turnover

Economic factors

The weighted mean of the economic factors (3.6) was higher than any other pushing factors. The results showed that 211 (72%) of the respondents reported that they do not expect career promotion in the university. Moreover, 231 (78%) of the respondents were dissatisfied with the lack of compensation or insufficient income (bonus, incentives and rewards for outstanding performance); lack of fringe benefits and transport pay; lack of per-diem for community service activities and insufficient research funds, insufficient part-time works and lack of loans (emergency and others) to supplement their salary. In addition, 162(89%) of the currents teachers were irritated with the 35% tax deduction from salary, house and position allowances, CEP payrolls, adding the payments on to the base salary. Besides, 228 (77%) of the respondents were dissatisfied with the opportunities for career structure

promotion in the university. More than 90% of the respondents of the Ambo University reported that they are unable to fulfill the too demanding criteria (research publication and community services) for promotion. Similarly, 235 (79.7%) of the respondents feel that the income opportunities in AU is below their expectation. Of the total number of respondents, about 104 (57%) of CIs reported that they had plan to search new opportunity for equal or less salary in another University. This shows that the economic problem of Ethiopian teachers is still not yet resolved since 1953. Getachew (1999) had reported that the highest and the weightiest reason for teacher withdrawal was money, which surprisingly till today has continued to be the most prominent pulling and pushing factors 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.

Managerial factors

Money was found not to be the only reason for teachers leaving the university. The weighted mean (3.47) for managerial factors shows that it is the third important push factor. Specifically, about 73% of the respondents perceived that management issues is one of the reasons for the teacher turnover in the university The result also showed that 186 (63%) of teachers do not feel the need to discuss their problems. Management and effective monitoring of staffs and students perceptions are indispensable or absolutely essential for teacher retention and quality of education in the University.

On performance evaluation process (PEP), most (89%) of the respondents do not see its contribution to improving their work. About 50% of the respondents, do not feel the process of evaluations is independent of the evaluators' bias and hearsay, particularly that of students and immediate boss. Most (86%) of the respondents also complained that as per the policy that an instructor should get a copy of the performance evaluation results at the end of every semester is not being implemented in many departments. Consequently, this result is in line with the findings of Masahudu (2008), Khan *et al.*, (2012); Victor and Machaisa (2012) and Wiswall (2011) who all had reported that PEP affected teachers' morale.

Teaching related factors

Evidently, the weighted mean of the teaching related factors (2.38) showed 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 respondents indicated that perceived low socio-economic status (3.34), lack of recognition (3.12) and lack of professional autonomy (3.01) are ranked 1 to 3, respectively, as sources of teachers' dissatisfaction. Therefore, in this context, the teacher represents 'all' who is blamed for economic, political and social crises of a country.

The logic is that if teachers play their roles do not properly play their appropriately, everything will be right.

Environmental factors

The result as shown by the weighted mean (1.18) indicated that environmental factors are the most important pulling factors for academic staff because the environment has insignificant hardships (1.21), temperature (1.13) and market price problems (0.91). Most 235(58.75%) of the academic staff members had preferred Ambo University for its immense location advantages (31.1%), weather condition (13.8%) and social advantages (14%). Most instructors (68%) identified Ambo University as an "*ideal place*" among the universities in Ethiopia. This confirms why 58.75% of them came to the university from other higher institutions through the processes of transfer (25%) and recruitment (41%).

Social service and Technological factors

According to the respondents, most of the challenges external to the university disrupted the instructors' retention rather than the internal ones. For instance, the weighted means, 3.64 and 3.57, showed that the social and technological service constraints and economic factors are respectively the first and second most important pushing factors than the managerial facoters (3.47) for the academic staffs. More specifically, 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. The social service and technological factors are categorized into social service problems (3.60) technological (3.67) and infrastructure and facilities factors (2.90). The results show that 193 (65%) of the respondents are negatively affected by the social services such as the problem of pure water, the substantial interruptions of electricity, access to information (telecommunication and internet services) were all identified as sources for the problem under question. Similarly, 45% of the respondents mentioned that personal facilities in the university were also identified as the source of teacher dissatisfaction in the university. Moreover 96 (33%) of the respondents reported the lack of adequate health services in the area as another pushing factor.

Student characters

The weighted mean (2.62) shows that the students' character in the universities is identified as a source of disappointment and frustration for teachers. Student characters were categorized into two: students' disciplinary problems (3.02) and deficient academic background (1.99). The former include students' arrogance due to their status as evaluators of teachers' performance, absenteeism, unrest and disobedience for the rules and regulation of the

university. The later is also manifested by the poor academic status such as deficiency in English language, low self motivation of students to learn and poor performance in the content of the course they are supposed to learn. Although about 48% of the respondents appreciated the university's reaction against the students' misbehaviors such as students' cheating and arrogance, most (70%) of the teachers considered the students' unrests as a serious challenging for their activities.

Dominant Pulling and Pushing factors

Certain factors weigh more heavily in minds of the respondents than others. Hence, the results of the study in general showed that economic factors (3.64) is a major issue while environmental factors contribute the least (1.18) as the push factors for the academic staffs (Table 4).

Table 4. Summary of Pulling and Pushing factors of Academic staffs of Ambo Uni[illegible]

S/ No	Source of Teacher Turnover by Rank		Mean and SDs by Rank (N=295)				
	Main topics	Subtopics	Mean	SDs	Indi Rank	Group Mean & SDs	Group Rank
1	Economic Factors	1.1. Salary 1.2. promotion Opportunities 1.3. Compositions & fringe benefits	3.36 3.63 3.82	0.41 0.24 0.36	7 3 1	3.64* 0.3+	1
2	Managerial Factors	2.1. Performance Appraisal 2.2. Supervision Activities 2.3. Management issues	3.32 3.51 3.60	0.33 0.21 0.20	8 6 5	3.47* 0.23+	3
3	Social services and technological Factors	3.1. Technological Services 3.2. Social services 3.3. Lack of Infrastructure	3. 67 3.62 2.90	0.48 0.26 0.43	2 4 10	3. 57* 0.78+	2
4	Environmental Factors	4.1. Hardships 4.2. Temperature problems 4.3. Market prices	1.21 1.13 0.91	0.12 0.20 .03	14 15 16	1.18* 0.43	6
5	Teaching Related Factors	5.1. Socio-economic status 5.2. workload in AU	2.61 2.11	0.42 0.31	11 12	2.38* 0.43+	5
6	Students Characters	6.1. Students Disciplinary 6.2. Students Academy	3. 02 1.99	0.42 0.21	9 13	2. 62* 0.44+	4

'*' refer to the overall mean, and '+' the SDs

Specifically, the results in table 4 showed that money (compensation opportunities and fringe benefits (3.82), lack of promotion opportunities (3.63), social services constraints (3.62) and managerial issues (3.60) were major concerns for the staff members. The result is consistent with the findings of Manana and Tesfaye (2000), Darge (2002) Tesfaye and Demoz (2004) and Motuma (2006) who all reported inadequate salary,

technological services; problems of performance evaluation, poor supervision activities, and students' discipline are sources of employee dissatisfaction. However poor infrastructure and facilities, low socio-economic status attached to the profession, workload in the university, students' academic deficiency, temperature problems and market prices are all identified by the academic staff as the least pushing factors.

The Mann – Whitney test on Group Differences

The results of Mann-Whitney U Test on the rank order for group differences are presented in tables 5-7. All the tables show the weighted Means of both groups but only the sum of Ranks of the smaller group (R_1*) and the number of times a small group's score precedes a larger group's score ($U_1 = n_1 n_2 + n_1 (n_1+1)/2 - R_1$) for brevity. Hence, the sum of ranks for the other group was obtained using $R_2 = (n_2+1) n_2/2 - R_1$, and the number of times a larger group's score followed a smaller group's score by $U_2 = n_1 n_2 - U_1$. For all, the standard deviations ranged from 0.25 - 0.60 for the smaller groups and 0.26 - 0.69 for the larger groups (Table 5).

Table 5. Summary of Mann-Whitney U Test for CIs and EI

The reasons for teacher turnover N =295 (n1=182 + n2 =113)	Weight. Mean (1)	(2)	Sum of Ranks (R_1)*	U_1*	Z
In adequate salary and Lack of Promotion	3.63	3.62	1515	25492	0.18
Social service and Technological factors	3.54	3.58	1608	25399	1.09
Administrative Factors	3.04	3.61	1445.5	25561.5	2.63++
Teaching Related Problem	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

The results of the study indicates that both current and former teachers were dissatisfied as a result of 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, current teachers showed greater concern about administration (Z = 2.63) and teaching status (Z = 2.61). In contrast former teachers exhibit more confidence to the availability of better employment opportunities than do current teachers. This finding agrees with Ingersoll and May (2012), who reported that an organization that fits the need and goal of its employees could attract talent and key personnel in general.

According to the findings, male teachers experienced more dissatisfaction with regard to Social

service and Technological factors (Z =3.01), inadequate salary and lack of promotion (Z 2.32), administration issues and poor supervision (Z = 2.39) than female counterpart (Table 6). This is because they had more confident in their marketability for better employment opportunities outside the University. This confidence could be due to the culturally greater stereotypic nature of male to confront hardships situations and safeguard their interests than their counterparts.

Table 6. Summary of Mann –Whitney U Test for Male and Female*

Reasons for the teacher turnover	N=295 n_1* = 24 n_2 = 271	Mean Scores		Sum of ranks (R_1)		Z
		Female (1)	Male (2)			
In adequate salary and Lack of Promotion		3.12	3.73	1649	5155	2.32++
Social service and Technological factors		3.01	3.68	1707	5097	3.01++
Administrative Factors		3.05	3.89	[illegible]	[illegible]	2.39++
Teaching Related Factors		2.81	2.92	164[illegible]	5159.5	1.84
Students' Characteristics		2.44	[illegible]	[illegible]55.5	1555.5	0.91
Environmental Factors		2.13	[illegible]	[illegible]	5248.5	1.01

On the other hand, female teachers were found to be less predisposed on account of estimate risks. This finding was in line with that reported by Darge (2002) in Addis Ababa that male teachers are more dissatisfied with poor performance evaluation activities than the females, while both (male and female) were dissatisfied with teaching related factors and students characters. A number of differences were also detected in the level of dissatisfaction between experienced teachers (with 10 years and above experience) and the less experienced teachers (Table 7).

Table 7. The Mann-Whitney U Test for Experienced and Less Experienced Teachers*

Reasons for teacher turnover	n_1* =131 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
Administrative Factors		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

The results showed that both the experienced and less experienced teachers were disatisfied with the constants interruptions of social and information communication services (Z = 0.93). Less experienced teachers (as expressed earlier) demonstrated more sensitivity to the inefficient administration (Z=2.44) and teaching related factors (Z=3.13) in the

university than experienced teachers. The less experienced teachers feel greater dissatisfaction towards management because of the frequent blaming for maladjustment, poor teaching and other disciplinary problems.

On the other hand, experienced teachers are more dissatisfied with economic factors (Z=2.42) because they earn same salary and other benefits with less experienced teachers with Masters and PhD degrees as at the time of this study. In other words, experienced teachers felt greater dissatisfaction because of the fact that though initially the career structure promised considerable advantages particularly for experienced teachers, practically, the horizontal promotion has not yet been implemented; hence the experienced teachers appeared disillusioned. However, both groups indicated similar degree of dissatisfaction with poor income opportunities, performance evaluation and student unrests.

Conclusion

The study findings showed that most teachers had preferred Ambo University for its proximity to Addis Ababa and better sources of income opportunities particularly from non-salary sources. However, the income opportunities from extra works, bonus, promotions, per-diem and research funds and incentives in other Government Universities and Colleges, Private schools, Embassies and Non-profitable and profitable NGOs have altered the preference and commitment of the instructors to the University. As a result, the actual rate of voluntary turnover among teachers has increased. Similarly, male experienced master's and doctoral degree holders in the college of social sciences, institute of technology and school of law had a higher turnover rate than their counterparts. Economic consideration was a major pull and push factor followed by the social and technological service constraints, managerial factors and students' characteristics in descending order. Most of the managerial factors that are listed as pushing factors are not peculiar to Ambo University as an institution but rather related to government policies. However, most of the young and less experienced teachers had greater satisfaction.

Recommendation

Base on the study findings, the following are suggested

1. The University management should improve the overall working environment, through organizing frequent workshops and trainings on performance appraisals, BSC and BPR to avoid confusion
2. The timely compilation of performance evaluation results at the department levels should be encouraged by management and be made available to respective instructors
3. The Ethiopian government should consider revising downwards the

tax policy of 35% on all payments as this will put more money in the pocket of instructors and thereby influence the decision to stay in the University.

4. The University should design different incentive/reward policy toencourage staffs morale towards research and community service.
5. Government, University management, teachers and students along with all stakeholders (parents, religious leaders and the society at large) should work together collaboratively to prevent student unrest and that of the town in general.

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