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ST.MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING ACADEMIC STAFF

TURNOVER INTENTION: THE CASE OF SOUTH WEST ACADEMY

BY:

MIHERET KEBEDE_SGS/0266/2015A

January, 2024

ADDIS ABABA, ETHIOPIA

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Advisor: Taye Amogne(PHD)

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Abstract

The theme of this thesis is to identify factors contributing towards turnover intention among the academic staff of South West Academy. This turnover intention can be measured in the aspects of personal factors, environment and economic factors, job satisfaction, leadership style, work-life

balance, level of motivation, compensation and benefits and organizational commitment. The paper had used primary data sources. Five Likert scale Questionnaire was used for data collection. The study employed descriptive and explanatory research design due to its research objectives and the target population was employees of southwest academy jemo branch, the sampling technique used for this research was census. In order to achieve the objective of the study and answer the research questions, a quantitative research approach was used, incorporating quantitative research methods, and utilizing a cross-sectional research design. The results of this survey analyzed using descriptive and inferential method with the help of SPSS version 20. The findings have shown that job satisfaction, work-life balance, leadership practice, compensation and benefits, organizational commitment, and motivation are the factors that influence whether the employee will stay in or leave the organization. As illustrated in the study, the most influential factor for turnover intention was level of motivation and work-life balance was found to have the highest impact on turnover intention, followed by compensation and benefits, job satisfaction, organizational commitment, and leadership practices. Therefore, it has been recommended to fix the factors, such as increasing or enhancing job satisfaction, work-life balance, implementing leadership development, offering competitive and fair compensation and benefits, and maintaining organizational commitment. Consequently, by implementing the insights, the South West Academy can lower or reduce the turnover and increase the involvement and motivation of the workforce.

Key words: Turnover intention, Employee turnover, Academic staff

CHAPTER ONE

1. INTRODUCTION

This section include, background of the study, background of the organization, statements of the problem, research question, Objectives, significances, Scope, limitations, definition of key terms and organization of the paper presented as below.

1.1 Background of the Study

Human resources are one of the most valuable resources of an organization and without human resources; the organization wouldn't be able to function. Getting and keeping onto talented employees is very important for an organization to do well. Labor turnover is an important and pervasive feature of the labor market. (Martin 2003). It affects both employees and the organization. Workers are facing changes, they have to learn new skills for their jobs and look for new career opportunities. Companies have troubles when they lose skilled workers, have to stop making things, and spend money to find and train new employees. (Jack Martin and Bernice A. Pescosolidoand 2007)

Different scholars and researchers in the field use employee turnover as the degree of individual movement across the membership boundary of a social system. This definition includes the attainment and the hiring of new employees to the organizational work performance. Clifford, (2012), briefly states that turnover is any departure beyond organizational boundaries. Employee turnover is typically classified as either voluntary or involuntary. According to Ronra and Chaisawat (2009), voluntary turnover occurs when an employee chooses to end their relationship with an organization for personal or professional reasons. In contrast, involuntary turnover, as described by Ronra and Chaisawat (2009), is initiated by the organization and often affects employees who would prefer to stay.

Turnover intention is a well-known subject to the organization in any business culture and industry. It is one of the most important topics that need due considerations at workplace and in any organization. Meyer et al. (1993) defined turnover intention as conscious willfulness to seek other alternative jobs opportunities in other organizations. No matter how big or small the

organization, turnover intentions among the employees exists and always be a main concern for organization to reduce or eliminate due to the existence of associated cost.

According to Allen, Bryant, and Vardaman's (2010) research, turnover among academic staff is a major challenge faced by educational institutions worldwide. The impact of such turnover on student learning outcomes and institutional effectiveness is considerable, making it a critical issue in the field of education on a global scale. Academic staff turnover poses unique challenges for universities and schools. A study by Akinyemi and Jegede (2016) emphasizes that turnover among academic staff in African educational institutions can disrupt the continuity and quality of education, as well as hinder institutional development. The study underscores the need for in-depth investigations into the nature of academic staff turnover within African educational settings to develop targeted retention strategies.

According to Molla and Gebremariam (2018) suggest the impact of turnover on the Ethiopian higher education sector, with issues such as job dissatisfaction, lack of career development opportunities, and inadequate compensation contributing to staff departures. The study emphasizes the necessity of examining the specific factors underlying academic staff turnover within the Ethiopian context to inform effective retention strategies.

In the urban setting of Addis Ababa, the capital city of Ethiopia, academic staff turnover is a critical concern for educational institutions. According to a study by Abate and Surafel (2017), turnover among academic staff in Addis Ababa has been linked to challenges in maintaining institutional stability and providing consistent educational experiences for students. The study calls for comprehensive research to understand the nature and underlying causes of staff turnover in Addis Ababa educational institutions to inform targeted interventions.

In South West Academy School, the turnover intention of academic staff has been identified as a significant issue impacting the institution. However, there is a dearth of research examining the specific nature and contributing factors of staff turnover intention at the academy. This study seeks to address this gap by conducting an in-depth investigation into the nature of academic staff turnover intention at South West Academy school, with the goal of informing strategies to address and reduce the turnover intention and foster a more stable and supportive environment for staff members.

1.2 Background of the organization

South West Academy is a private education institution that was established in 2009/10 G.C. by two visionary Ethiopians who aspired to see citizens developed in academics, values and good behavior. Since its establishment it has brought up more than 20,000 students and joined different higher education institutions and to the job market to serve their country at different capacities. The school has four campuses each lead by campus directors and assisted by grade level unit leaders. Currently, there are more than 9000 students are attending their formal education at different grade levels from KG to senior high school. The school also created job opportunities to more than 850 staff members who aligned themselves with the mission and vision of the school contributing in the formation of the young generation at different capacities. South West Academy is a very successful education institution where it serves the community with reasonable school fee and also known for the remarkable score its students high grades in Regional, National and International examinations the students are subjected to. The school is striving toward the provision of quality education with the motto ***Happy Parents, Happy Students and Happy teachers.***

1.3 Statement of the Problem

The dedication and experience of academic staff are invaluable to any school. As staff members remain with the school, their impact and influence continue to grow. When a trusted academic staff member leaves, the school suffers a significant loss. Their dedication and experience are crucial in shaping the educational environment and contributing to the overall success of the school.

The high turnover intention rate of teaching staff at South West Academy is a pressing issue that needs to be addressed. This turnover intention can lead to disruption in the academic environment, having a negative impact on the quality of education provided at the institution. Additionally, it can create instability and conflict among Academic staff members, affecting the morale of the remaining staff and the overall reputation of the school. Wang and Haertel (2017) explore the role of teacher quality in educational productivity, underscoring how turnover can affect the overall quality of teaching staff and create additional strain on the remaining teachers.

According to Hagedorn, Maxwell, and Cypers (2007), they discuss how staff turnover intention can have a negative impact on a school's academic performance, emphasizing the disruption in daily operations that can how it affects both students and existing staff. Academic staff turnover can cause immediate disruption in the daily operations of the academy, leading to potential gaps in teaching and pressure on existing staff. Staff turnover can impact on the school's overall academic performance. This can ultimately affect the institution's reputation and financial viability and hinder its ability to attract and retain top talent.

From previous recorded data we can see that employees are consecutively leaving southwest academy at an increasing rate, the data in 2021 shows that 19 employees terminated their contract with the academy in or by the end of academic year. Similarly 23 employees resigned in 2022, and around 27 employees have leaved the academy in 2023 academic year. It is necessary to conduct research into the factors influencing Academic staff turnover intention at South West Academy to understand the phenomenon and identify potential solutions. By investigating the underlying factors that contribute to staff turnover intention, school districts can develop targeted strategies to address the problem and create a more stable and supportive work environment for the Academic staff. Additionally, this research may provide valuable information to other academic institutions facing similar challenges, contributing to broader knowledge about employee retention and workplace satisfaction in the education sector.

1.4 Research Questions

Considering the aforementioned inspirations and ideas, this study requires raising specific questions to seek answers.

1. What is the effect of job satisfaction on turnover intention among academic staff at South West Academy?
2. What is the effect of leadership practice on turnover intention among academic staff at South West Academy?
3. What is the effect of work-life balance on turnover intention among academic staff at South West Academy?
4. What are the effects of level of motivation on turnover intention among academic staff at South West Academy?
5. What are the effects of compensation and benefits on turnover intention among academic staff at South West Academy?

6. What are the effects of organizational commitment on turnover intention among academic staff at South West Academy?

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this study is to examine the effect of academic staff turnover intention at south west Academy.

1.5.2 Specific Objectives

The specific objectives of the were to;

1. To find out the effect of job satisfaction on turnover intention among academic staff at South West Academy?
2. To find out the effect of leadership practice on turnover intention among academic staff at South West Academy?
3. To find out the effect of work-life balance on turnover intention among academic staff at South West Academy?
4. To identify the effect of level of motivation on turnover intention among academic staff at South West Academy?
5. To identify the effect of compensation and benefit on turnover intention among academic staff at South West Academy?
6. To identify the effect of organizational commitment on turnover intention among academic staff at South West Academy?

1.6 Significance of the Study

The study aimed to contribute new insights into the prevalence of academic staff turnover intention, allowing for further research to be conducted by interested researchers. Additionally, the findings are expected to be beneficial for South West Academy under study, as they will draw attention to specific dimensions of academic staff turnover intention, ultimately influencing critical decision-making processes. This study had also be significant in providing valuable data for academic institutions to develop and implement effective retention strategies for their

Academic staff members and will have broader implications for other organizations that will struggle with academic staff turnover intention, offering potential solutions and best practices for managing and reducing turnover intention rates. Furthermore, the findings from this study might offer specific insights and recommendations for South West Academy to improve the working conditions of its academic staff. This will lead to increased staff morale, productivity, and job performance, ultimately enhancing the overall learning environment and educational experience for students, as well as positively impacting the academic success and growth of the institution through attracting and retaining high-quality educators.

1.7 Scope of the study

This study had investigated academic staff turnover intention at South West Academy, by focusing on the primary factors contributing to and influencing turnover intention, its attitude of academic staff towards turnover intention factors, in addition the study focused only on the six dimensions (factors). It should be noted that South West Academy has three branches, but this study was specifically focused on the Jemo site only (KG- 12).

1.8 Limitation of the study

The study on the factors influencing academic staff turnover intention at South West Academy is subject to several limitations. Firstly, due to time constraints, the research may not be able to comprehensively capture all aspects related to staff turnover. Additionally, the study focuses solely on academic staff and does not encompass the experiences of non-academic employees. South West Academy has Jemo, Lafto and 58 campus branches spread throughout Addis Ababa city, the researcher focuses on Jemo branch. Moreover, Despite these limitations, the study intended to provide a valuable contribution to the understanding of academic staff turnover intention within the setting of South West Academy.

1.9 Operational Definition of key Terms

Human resources or HR: is the company department charged with finding, screening, recruiting, and training job applicants, and administering employee-benefit programs. As companies reorganize to gain a competitive edge, HR plays a key role in helping companies deal

with a fast-changing environment and the greater demand for quality employees (Joanna O'riordan, 2017).

Employee turnover: total number of workers who leave a company over a certain time period.

Turnover intention: A thought of leaving the organization (Tett&Meyer,1993). It is employees' intended plan to switch their existing job and search for other (StanK., 1991).

Academic staff: those employees that are engaged on teaching activities.

Academic staff turnover: According to Price and Mueller, "academic staff turnover refers to the rate at which academic employees leave their current position within an educational institution and are replaced by new staff members." (Price and Mueller, 1981)

1.10 Organization of the Study

The study incorporated five major chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, significances of the study, scope and limitation of the study, and operational definition of terms as well as organization of the study. The second and third chapter presents the review of related literature and the research design and methodology respectively. The fourth chapter deals with the presentation and analysis of data gathered from responses and documents. The last part, which is chapter five provides the summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature

This chapter mainly emphasizes on the theoretical and empirical literature part of the study undertaken. On the first part of the chapter, I try to see the theoretical bases for the concept of turnover of employees.

2.1.1 The Concept of turnover

Employee turnover, as defined by Hom and Griffeth (1984), is 'willful terminations of individuals from Organizations '. Loquercio et al. (2006) stated that turnover of employees is the extent of employees leaving in a given era yet preceding the expected end of their agreement. As per Singh et al. (1994), Employee turnover is the rate of progress in the working staff amid a characterized period. Ivancevich and Glueck (1989) defines that employee turnover is the net after effect of the exit of a few workers and passageway of others to the companies.

Various authors have tried to define the term employee turnover in different ways through different phenomena. Some of the definitions areas follows;"Employee turnover means when employees leave a company for reasons like retiring, quitting, getting fired, or other reasons (Smith& Johnson, 2010).Turnover is how we measure how fast employees leave and have to be replaced in a company. It shows how many people have joined and left the company during a specific time. (Brown & Perez, 2015).

Employee turnover is when workers leave a company and new people are hired to take their place. The turnover rate is the number of employees who leave the company in a certain time period, shown as a percentage (Anderson, 2019).Turnover refers to the departure of employees from an organization, and it encompasses both voluntary and involuntary separations. "It is a way to measure how well a company's employees are doing and how well the company is working (Chen & Lee, 2018).

2.2 Definitions of Turnover Intentions

The theory of turnover shows that turnover intention is the best predictors of whether a worker leaves the firm or not and the cognitive process of thinking and planning to leave a job (Lambert, 2006). According to Medina (2012), turnover intention is defined as an employee's intent to find new job with another employers within the next year. Moreover, intention to leave is considered a conscious and deliberate desire to leave an organization within the near future and consider the last part of a sequence in the withdraw cognition process (Mobley, Horner, & Hollingsworth, 1979). Turnover intention is mental decisions prevailing between an individual's approach with reference to a job continue or leave the job (Jacobs and Roodt, 2007). Turnover intentions are the instant connection to turnover behavior (Boles *et al.*, 2007).

Turnover intention is the conscious willfulness to seek other alternative job opportunities in other organizations (Meyer 1993); and according to Tett and Meyer (1993), it is the conscious and deliberate decision to leave the organization. Turnover intention as stated by Sousapoza and Henneberger, (2002) is the reflection of the (subjective) probability that an individual will change his or her job within a certain period of time. Employee turnover intention is a mental decision prevailing between an individual's approach with reference to work to continue or leave the work (Jacob and Roodt, 2007). Ali (2009) holds that turnover intention may be seen as the intention of employees to quit their organization. Similarly, it is an individuals' own estimated probability that they are permanently leaving the organization at some point in time in the near future (Vandenberg and Nelson, 1999).

2.3 Factors of Employee Turnover Intention

2.3.1 Job satisfaction

Study by Derek *et al.* (2007) affirmed that job satisfaction and affective commitment as the basic variables for turnover intentions. He further indicated that no evidence was found in the results for continuance dedication as a variable with turnover intentions. The results also deduced that significant positive correlations were found for the distal variables workload, work stress, employee salary (pay), job satisfaction, and work to family conflict.

Magnus et al. (2001) resulted that the job insecurity is interrelated primarily to exit and devotion reactions, but not to voice. In terms of exit, a striking pattern in our results concerns the connection obtained between job insecurity and organizational turnover intention. Although the magnitudes of effect sizes differed across countries, there was a positive relation between job insecurity and the propensity to exit from the organization. According to Rand Hawa (2007), high job satisfaction leads to lower turnover, while low satisfaction leads to higher turnover. He argued that job dissatisfaction would be more predictive of turnover. Curran (2012) defines job satisfaction as “all characteristics of the job itself and the work environment which employees find rewarding fulfilling and satisfaction, or frustrating and unsatisfying” individuals will be satisfied with the job when their expertise, abilities, knowledge and skills are fairly utilized by the organization and when the organization grants opportunities of advancement and rewards.

Empirical findings suggest that satisfied employees are more likely to be effectively committed and like to stay to their organization than those who are dissatisfied (Feng and Angeline, 2010). They observed that job satisfaction rather than organizational commitment related to the actual turnover of employees.

2.3.2 Leadership practice

Lack of support, particularly from supervisors decrease workers ability to cope up with their stressful job and increase the likelihood that they will leave their job Mobley (1977). According to Rosse (2010), leaders are defined as senior executives, those described in academic literature as the upper echelons or the top management team. The coordination between managers or supervisors with their sub-ordinates may create impact on employee turnover. It depends on the employee satisfaction with their supervisors and also the communication skills of supervisors to handle their subordinates. Decision making is a collective and interactive exercise that requires committed participation from both management and employees (Swonepoel, 2008). This implies, are interested in sharing of organizational decision making.

2.3.3 Compensation (monetary rewards)

Monetary reward has been defined is such a way like cash or equivalent that an employee receives against his services from the employer. Monetary rewards have negative effect on

employee turnover. This reward helps to raise job satisfaction and likewise suite for minimizing the intent to leave the job /Rahmon, 2009).

Compensation plays an important role to retaining employees (Abdali, 2011). Employees demand an appropriate level of compensation for their effort. Such compensation may be offered in monetary (direct) reward, such as salary and bonus or bundled with other non-monetary (indirect) reward such as medical, insurance and transportation services (ut Lon IM, 2010). Poor compensation is widely known as one of the problems in the organization that leads to employee turnover.

According to shamsuzzoha (2003), one of the most common reasons given for leaving the job is the availability of higher paying jobs. This implies that an employee leaves the current organization to gain better payment from other organization. When looking at specific vacancy characteristics, pay level is one that stands out that as being important to most applicants. Pay is considered one of the most effective and important job attributes in determining applicant attraction to the organization.

Employees preferred organizations with high rather than low pay, flexile rather than fixed benefits, individual rather than team based pay, and fixed rather than variable pay (Payne et al, 2010). This indicates that compensation is the most important element in attracting, retaining and utilization qualified workers. Fair compensation policy is very important for both employer and employees. Employer should compensate its employees in equitable with the work done, and employees should ask the amount of reward according to their work performance result. If so, it leads to reduction in employee turnover.

Pay satisfaction is one of the main concerns to both employers and employees. For employees, pay is of obvious importance in terms of satisfying their economic needs. It is essential that they are satisfied with their overall pay as this may impact their attitudes and behaviors. Pay satisfaction and its relationship to intent to turnover is a worthwhile link to be studied because pay satisfaction can potentially have either positive or negative consequences (Baakile, 2011). Scholars note that one of the most important variables determining retention is monetary compensation. Within an economic exchange relationship, employees expect to receive financial outcomes (e.g., pay); while in a social exchange relationship they also desire nonfinancial

outcomes such as material benefits, support, and recognition (Shore, Tetrick, Lynch, and Barksdale, 2006).

Thompson (2019) quoted Leonard (nd) defining compensation as payment which includes wages, salaries, bonuses and commission structures. The main returns of compensation and benefit packages includes; attracting top talent, improved productivity and profitability, and increased employee motivation, loyalty and job satisfaction. Sudiardhita et al (2018) argued that compensation is a reward received by someone for his hard work either in the form of money or in the form of other rewards that make the person feel pleased with the work that has been achieved. It is given to workers as a means to attain organizational goals that include: extrinsic aspects in the form; salary and wages, benefits, incentives and additional income, as well as intrinsic aspects of the form; responsibilities, challenges and the nature of the work, abilities, skills and growth of personal qualities.

2.3.5 Organizational commitment

Organizational commitment refers to the extent to which employees are dedicated to their organization and are willing to continue their membership within it. High levels of organizational commitment have been found to be associated with lower turnover intentions among academic staff. Research conducted by (Allen and Meyer in 1990) found that employees with a strong sense of organizational commitment are less likely to have the intention to leave their current position. This holds true for academic staff as well, where a deep commitment to their institution can act as a significant deterrent to thoughts of leaving. When academic employees feel a strong attachment to their organization, they are more inclined to remain with it, thereby reducing turnover intentions.

Furthermore, organizational commitment has been found to be particularly important in the academic sector. Research by Smeenk et al. (2010) found that academic staff who were committed to their organization were more likely to engage in proactive behaviors, such as seeking out new opportunities for research and collaboration, and were less likely to engage in negative behaviors, such as absenteeism and turnover.

2.3.6 Level of motivation

Creating a positive work environment and fostering a supportive workplace culture can further enhance employee motivation and reduce turnover intention among academic staff. Research has shown that when employees feel valued, supported, and engaged in their work, they are more likely to remain committed to their roles and have a greater sense of fulfillment, ultimately leading to increased job satisfaction and reduced turnover (Meyer & Smith, 2000). Instituting effective communication channels and providing professional development opportunities can also contribute to higher levels of motivation and job retention among academic staff (Gagné&Deci, 2005).

Harackiewicz and Sansone (2000) defined motivation as, “any stimulus generated internally which causes generation and directing of behavior”. They have given certain examples as hunger and thirst, recognition, rewards etc causes motivation. Motivation has been used to explain types of behavior since long ago i.e. behavior driven by extrinsic rewards or punishment, behavior driven by basic biological needs or drives related to procreation (hunger or thirst) and survival. Their explanations also states that the need or desire to achieve particular outcomes i.e. recognition or avoidance of punishment, promotion also motivates behavior. Germann (2004) also confirmed and restated the findings of Sansone et al. (2000) and has highlighted the importance of individual's motivation for their maximum level output

2.3.7 Work-life balance

Work-life balance became important as a research area when the workplace dynamics started to change due to the economic uncertainty which resulted in a fight for survival in the organization. Work-life balance involves how much control one feels over the number of hours put in to work in comparison to the number of hours one makes available beyond the boundaries of work. Reiter (2007) noted that most definitions of work-life balance are situational where the idea of work-life balance is subjective. The balance between work and life activities and how it is achieved changes from one individual to another as it depends on when one feels satisfied both with job and personal life. Thus, supporting the absolutist approach to defining work-life balance, the individual gives equal amount of time in every domain. It is the ability of the individual regardless of age or gender, to find a balance that enables them to combine the responsibilities at work and non-work domains in line with the aspirations attached to these

domains (Reiter, 2007).

Heathfield(2019) argued that achieving a work-life balance is a daily challenge. It can be tough to make time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities, in addition to the demands of the workplace. Work-life balance is a concept that describes the prototype of splitting one's time and energy between work and other important aspects of their life.

Nassiuma (2018) stated that work life balance had weak and negative correlation with all the indices of employee turnover (attrition, resignation and Dismissal). This implies that there was a statistically significant but negative relationship between work life balance and employee turnover. Implying that work life balance may not be the only determinant of labor turnover. When one does not balance employees' life with work schedule there is likelihood that employees will leave the job.

Glass (nd) argued that acknowledging each employee's efforts to strike a balance allows you to be part of the solution. Job satisfaction typically increases with improved life balance, which in turn increases employee loyalty, creativity and productivity. Wedgwood (2019) identified the following four reasons why work-life balance is important for your people and your organization: Fewer health problems, more engagement, less “burnouts” and more mindfulness.

Fluke (2017) identified the following 11 creative strategies to improve employee work-life balance: Provide flex hours including seasonal hours, Allow employees to work from home, Less rigid lunch schedules, Provide laptops and equipment to make working from anywhere possible, Have a conducive office setup, Encourage social activities, Team-building exercises, Workplace volunteering, Allow for payroll giving, Offer perk and Have an open-door policy.

2.4 Academic staff attitude towards turnover intention factors

Several studies have examined the attitudes of academic staff towards turnover intention factors, with a focus on their impact on job satisfaction and organizational commitment. Research by Perić et al. (2018) found that job satisfaction and organizational commitment were significant

factors in determining the turnover intention of academic staff, with higher levels of satisfaction and commitment associated with lower turnover intentions.

Additionally, leadership and the support provided by the institution were identified as important factors in influencing the attitudes of academic staff towards turnover intention. A study by Kaya et al. (2017) found that transformational leadership and supportive organizational climate were negatively related to turnover intentions among academic staff.

Work-life balance is another critical figure that can affect the states of mind of scholastic staff towards turnover purposeful. Inquire about by Böckerman and Ilmakunnas (2012) found that a destitute work-life balance was related with higher turnover eagerly among scholastic staff, highlighting the significance of advancing a sound work-life adjust to diminish turnover eagerly.

Several studies have examined the attitudes of academic staff towards factors that influence turnover intention. One study by Tavares, Oliveira, and Sousa (2020) found that job satisfaction, perceived organizational support, and work-life balance significantly influenced turnover intention among academic staff in a Portuguese university. Similarly, research by Ahmad, Ramayah, and Mahdzan (2014) identified organizational justice, job stress, and leadership style as significant predictors of turnover intention among academic staff in Malaysia.

2.5 Potential strategies to reduce employee Turnover

Many managers are experiencing more pressure from top management to find and keep good employees in their organizations. This means they need to be better at hiring, training, and keeping their employees satisfied so they want to stay. Job involvement is how much a person cares about their job and how much they feel connected to it. It shows how much a person feels emotionally invested in their work (Kanungo, 1982).

Inclusion in terms of internalizing values almost the goodness or the significance of work made workers not to stop their occupations and these associations are related to errand characteristics. Laborers who have a more prominent assortment of tasks tend remain within the work. Tasks characteristics have been found to be potential determinants of turnover among representatives (Couger, 1988; Couger and Kawasaki, 1980; Cultivate, 1989; Goldstein and Rockart, 1984).

These incorporate the five center work characteristics recognized by Hackman and Oldham (1975, 1980): expertise assortment, which alludes to the opportunity to utilize a assortment of esteemed abilities and gifts on the work; assignment personality, or the degree to which a work requires completion of a entirety and identifiable piece of work - that's , doing a work from starting to conclusion, with obvious comes about; assignment centrality, which reflects the degree to which the work encompasses a significant affect on the lives or work of other individuals, whether inside or exterior the organization; work independence, or the degree to which the work gives flexibility, freedom, and watchfulness in planning work and deciding methods that the work gives; and work input, which alludes to the degree to which the work gives data almost the adequacy of one's execution (Tor et al., 1997).

Involvement would impact work fulfillment and increment organizational commitment of the representatives. Representatives who are more included in their occupations are more fulfilled with their occupations and more committed to their organization (Blau and Boal, 1989; Brooke and Cost, 1989; Brooke et al., 1988; Kanungo, 1982). Work involvement has moreover been found to be contrarily related to turnover eagerly (Blat and Boal, 1989). Work fulfillment, career fulfillment, and organizational commitment reflect a positive state of mind towards the organization, in this way having a coordinate impact on worker turnover eagerly. Work fulfillment, work inclusion and organizational commitment are considered to be related but recognizable demeanors (Brooke and Cost, 1989).

Some potential strategies to reduce employee turnover suggested by many authors are providing a positive work environment: According to research by Koc (2015) and Trowler (2010), cultivating a supportive and inclusive work culture is essential. This may involve providing career development opportunities, creating open lines of communication between employees and management, and ensuring employees feel appreciated and recognized for their achievements. Addressing the issue of work-life balance:Tiatco (2016) emphasizes the importance of implementing flexible work and resource arrangements to help employees manage their workload and maintain balance. A healthy balance between work and life. Ensuring a work-life balance can significantly reduce stress and improve job satisfaction.

Executing mentorship programs and support system:Trowler (2010) and Koc (2015) emphasize

the noteworthiness of giving mentorship and support for new or junior staff member. Such programs can offer assistance in proficient advancement, cultivate a sense of having a place, and move forward work fulfillment. Competitive compensation and benefits: De Witte et al. (2014) and Al Ariss (2010) noted that advertising competitive pay rates and benefits, as well as clear ways for career progression, can play a significant part in reducing turnover. When representatives feel enough remunerated for their endeavors, they are more likely to stay with their manager.

Conducting regular employee feedback and engagement surveys: Herzberg (1968) and Maslach (2001) emphasize the importance of gathering employee feedback to understand concerns, their needs and level of engagement. This allows organizations to address problems before they lead to employee turnover. Enhancing leadership and management practices: Hakanen et al. (2008) and Bass (1990) highlight the influence of effective leadership on employee retention. By promoting strong and supportive leadership and management practices, organizations can create a positive and motivating work environment. Building a strong employer brand: Authors such as Cable and Turban (2001) and Collins (2001) emphasize the impact of a positive employer brand on employee retention. Build a reputation as an employer of choice that can attract and retain top talent. By implementing these practices, organizations can work to reduce employee turnover and achieve a more stable and engaged workforce.

2.6 Empirical Evidence

There are extensive empirical studies in relation to turnover of employees. Therefore, in this section the most selected and related empirical findings of related literatures are presented. Many studies have identified various factors that contribute to voluntary employee turnover. Personal factors, such as job satisfaction, dissatisfaction with salary, lack of career advancement opportunities and work-life balance, have historically been linked to decision-making (Pfeffer, 2005; Mobley, 1977).

Researchers suggest that involuntary turnover may stem from factors beyond the employee's control, leading to feelings of injustice and distress among affected employees (Weng et al., 2018). Research on unavoidable turnover often explores the impact of life events and

circumstances that influence employees' ability to remain in their current roles, highlighting the importance of flexibility and support in managing such transitions (Hom et al., 2012). Moreover, research by Price (1977) and Hom and Kinicki (2001) has shown that dysfunctional turnover can result from poor management practices and job dissatisfaction.

According to research by experts such as Koc (2015) and Trowler (2010), cultivating a supportive and inclusive work culture is essential. Conversely, theoretical perspectives by Rusbult and Farrell (1983) and March and Simon (1958) suggest that employee turnover may be functional if it enables individuals to find better opportunities for personal and career growth. As the work of Trowler (2010) and de Boer et al. (2007), has highlighted the impact of job dissatisfaction, lack of recognition and limited career advancement opportunities as potential reasons for academic staff turnover. Additionally, research by Koc (2015) and Tiatco (2016) has pointed to organizational culture, poor leadership, and work-life balance as key factors influencing the decision of academic staff to leave their positions. De Witte et al. (2014) and Al Ariss (2010) have further supported these theoretical arguments, demonstrating a strong relationship between these factors and academic staff turnover.

2.7 Conceptual Framework of the Study

As discussed in the literature reviewed, there were possible reason why employee's turnover has left their job and identified the type of turnover among those reasons the following will be focused by the researcher: Job satisfaction, work-life balance, leadership practice, compensation and benefit, organizational commitment and level of motivation .The variables are presented in Figure 2.2 below

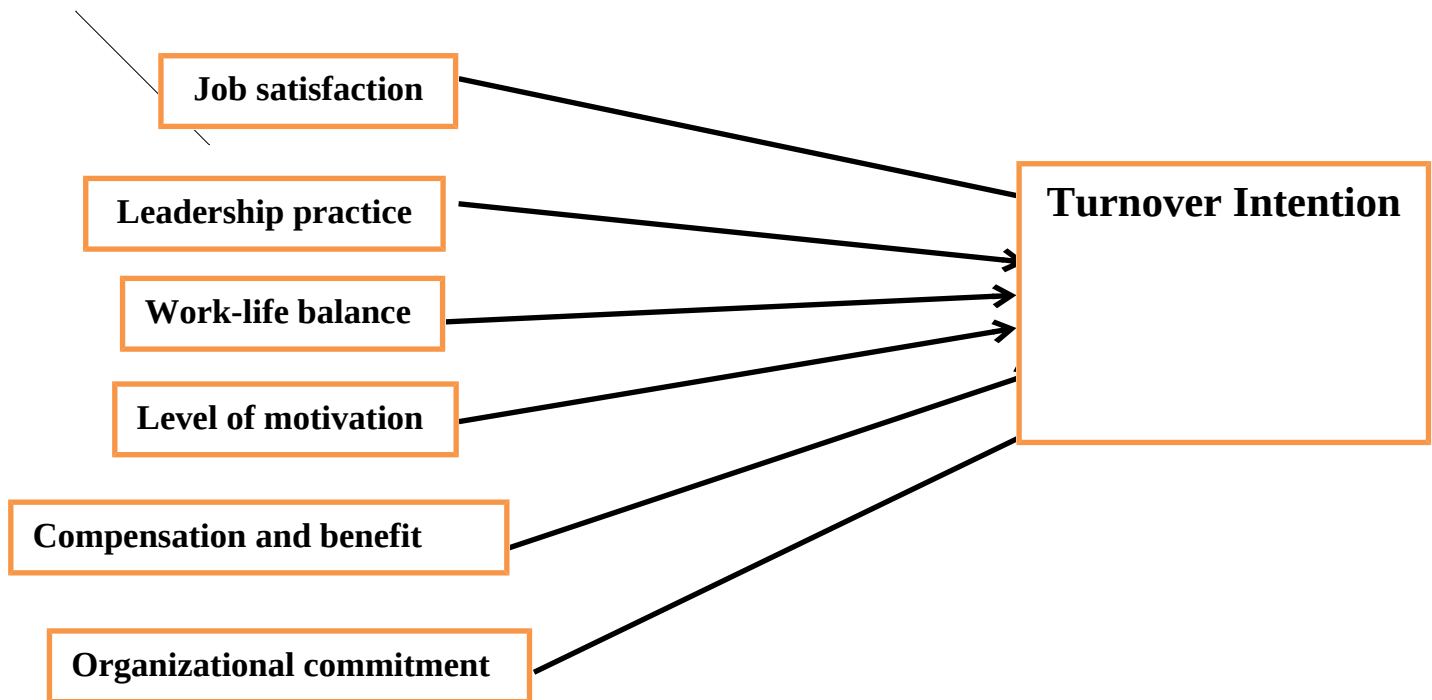


Figure 2.2: Heneman and Judge (2009)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology for the study which includes the research design, research approach, study population, sample size and selection, sampling techniques and procedure, data collection instruments, data quality control (validity and reliability), procedure of data collection, data analysis and measurement of research variables.

3.2 Research Design

Research design has been described to encompass the blueprint that guides the conduct of research study characterized with a maximum control over variables that may interfere with the validity of the research findings. It has also been explained to represent a set of guidelines and instructions to be followed in addressing the research problem (Leedy&Ormrod, 2010). Also, Zikmund, Babin, Carr, & Griffin (2009) offered that research design is a blue print which specifies the exact data procedure or strategy that the researcher will go through to achieve the objectives of the study. The study employed the descriptive and explanatory research design due to its research objectives and Cross sectional survey method, data was systematically collected at a point in time, analyzed and presented.

3.3 Research approach

Quantitative research approach is based on the philosophy of post positivism worldview. It is also reductionist in that the intent is to reduce the ideas into a small, discrete set of ideas to test, such as the variables that constitute hypotheses and research questions. In addition, quantitative approach uses statistical methods in describing patterns of behavior and generalizing findings from samples to population of interest, and employs strategies of inquiry such as experiments and surveys (Creswell 2003). To accomplish the objective of this study and address the research questions, the researcher had chosen and employed a quantitative research approach.

3.4 Source of Data

Both primary and secondary data sources were used in conducting the research.

3.4.1. Primary Sources

According to Blaxter (2001), primary data is defined as consisting of materials that one has gathered by him/herself through systematic observation, information archives, the results of questionnaires and interviews and case study which one has compiled. Primary sources of data are mainly employed to fully answer the research questions. The primary data was gathered by using five Likert scale questionnaire from the academic staff of South West Academy.

3.4.2Secondary Sources

Saunders et al, (2007) define secondary data as data used for a project that were originally collected for some other purpose. The secondary sources of information that the researcher had used in the study include from relevant company documents; policy and procedure manual, organizational reports, and company website.

3.5 Population, Sampling Techniques and Sample Size

Population according to Bryman and Bell (2011) is the universe of units from which a sample is to be selected. In other words all elements, individuals, or units that meet the selection criteria for a group to be studied are taken for detailed examination. The study of the total population is not possible and it is also impractical. The practical limitation: cost, time and other factors which are usually operative in the situation stand in the way of studying the total population (Singh, 2006).

In this study, the target population is employees of South West Academy in Jemo branch district. South West Academy has three branches and 850 employees and one branch is located in Jemo branch district with 220 employees and the remaining are in the Lafto and Saris campuses with 630 staff. There are several alternative ways of taking a sample. However, the researcher used census method and the sample size was 220 employees of Jemo branch district.

3.6 Method and Instrument of Data Collection

Both primary and secondary data were collected and used for the study. Primary data was collected by using a questionnaire. 220 questionnaires were distributed. The questionnaires were structured in close-ended type and responses to the questions is measured on a five Likert rating scale where: Strongly Agree (SA) = 1; Agree (A) = 2; Neutral (N)=3, Disagree (D) = 1; and Strongly Disagree (SD) = 5; The use of Likert scale is to make it easier for respondents to answer question in a simple way and the questionnaires which were prepared by the company for exit interview included yes or no questions and open ended questions. In addition, this research instrument is permitted an efficient use of statistics for the interpretation of data. Moreover, the central issue to argue that Likert scales is that it produce ordinal data. Johns (2010) noted that in statistical terms the level of measurement of the Likert response scale is ordinal rather than interval: that is, we can make assumptions about the order but not the spacing of the response options. Secondary data was collected from South West Academy documents; policy and procedure manual, organizational reports, and website.

3.7 Methods of Data Analysis

The process of gathering, modeling, and evaluating data using a range of logical and statistical procedures is known as data analysis. The form of data analysis for this study was a descriptive and inferential method (correlation and regression). Each completed questionnaire was inspected to determine whether it is usable or not. A statistical package for social science (SPSS version 20) was used to process the data for the analysis.

3.8 Ethical Considerations

The goal of ethics in research is to ensure that no one is harmed or suffers adverse consequences from the research activities (Cooper and Schindler, 2001:112). The researcher's aimed and protected the rights of the respondents by:

- i. None of the respondents were named during the research or subsequent report writing;
- ii. The respondents were informed about the reason and purpose of the research; and
- iii. Confidential files and issues regarding employees' personal data, policies and strategies of the company and other highly classified information that need to be kept confidential were given

value.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The present chapter deals with the analysis and interpretation of the data collected from the employees of Southwest Academy, based on the frame of this thesis and it was done in two sections: The first section of analysis presents descriptive statistics of respondents in terms of their demographic characteristics and the second section of analysis deals with inferential statistics which comprises different sub-sections.

4.1 Demographic Characteristics of Respondents

This section summarizes the demographic characteristics of the sample, which includes gender of the respondent, educational level, work experience, and marital status. The purpose of the demographic analysis in this research is to describe the characteristics of the sample such as the proportion of males and females in the sample, education level, and marital status and work experience, so that the analysis could be more meaningful for readers.

Table4.1. Demographic Profile of the Respondents

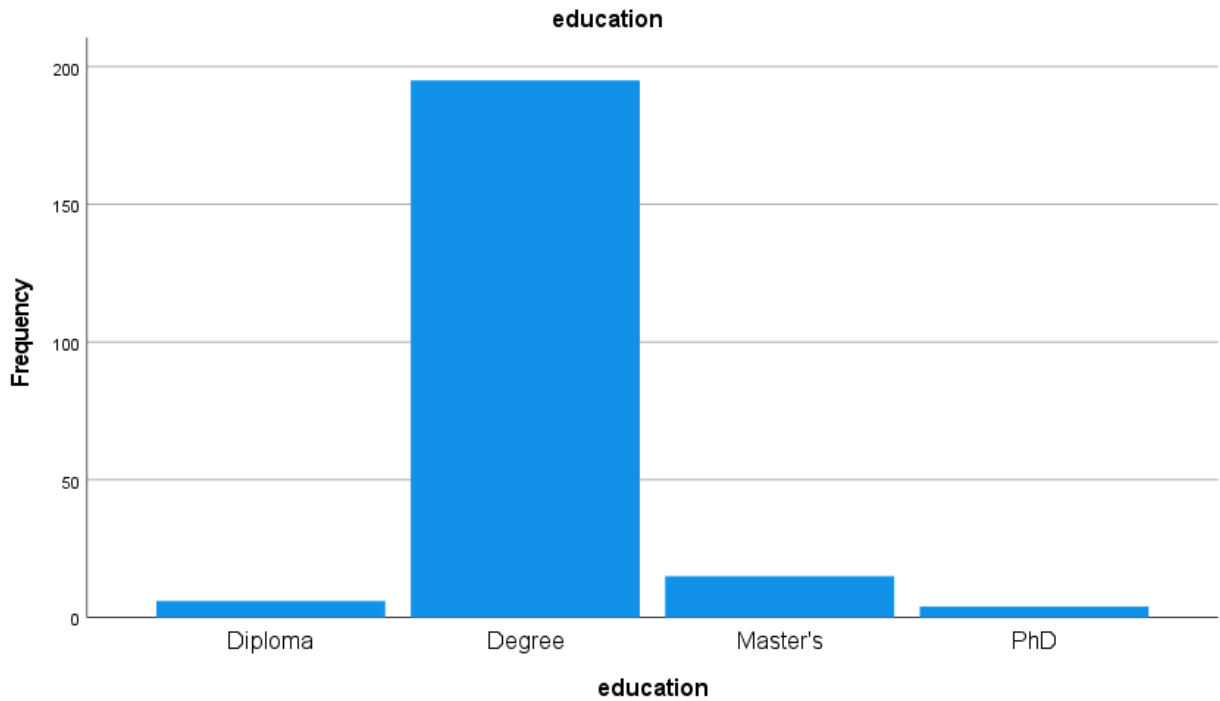
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	220	1	2	1.55	.499
marital_status	220	1	3	1.82	.462
Education	220	1	4	2.08	.404
Experience	220	1	4	2.62	.960
Valid N (listwise)	220				

Gender				
		Frequency	Percent	Valid Percent
Valid	Male	99	45.0	45.0
	Female	121	55.0	55.0
	Total	220	100.0	100.0

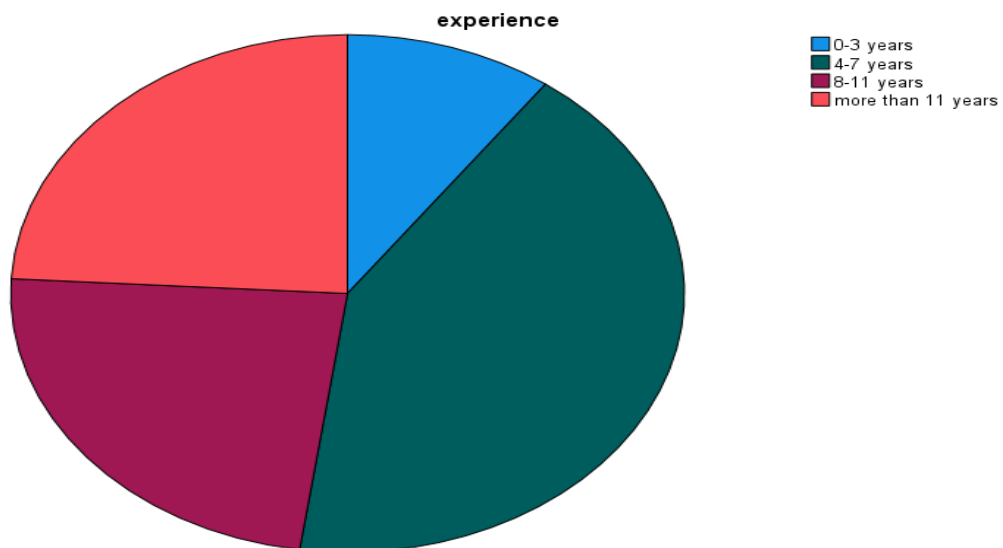
The data obtained from the questionnaire, shown in the table above, reveals that out of the 220 respondents 121 (55%) are females and the remaining 99 (45%) are males. This explains that the number of female respondents were greater than male respondents who were participated in the study. So, this implies that the school system have to focus on the female employees than males.

		marital_status			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Single	47	21.4	21.4	21.4
	Married	166	75.5	75.5	96.8
	Divorced	7	3.2	3.2	100.0
	Total	220	100.0	100.0	

With regard to employee Marital Status out of the respondents, 47 (21.4%) employees are single, whereas 166 (75.5%) employees are married and the remaining other 7 (3.2%) employees are divorced. This shows that most of the employees 75.5% are married and stable in their life, which is an advantage to the academy to retain those employees, by providing suitable working environment.



It is evidenced that the employees of SWA hold a range of educational qualification from Diploma to Phd's level. The majority of the respondents which counts 195 (88.6%) were BA/BSC Degree holders followed by MA/MSC Degree holders which is 15(6.8%), while the remaining 6 (2.7%) of the respondents were Diploma holders and Phd holders were 4(1.8%). This implies that the SWA has fairly educated and skilled work force.



The above pie chart indicates that the majority 93 (42.3%) of the respondents have been working in the school for 4-7 years. Similarly, 53 (24.1%), served for 11 years and above, 52 (23.6%) of employees served for 8-11 years, 22(10%) of employees served for 0-3 years. This implies that the SWA employees have enough working experiences.

4.2 Reliability Test

Cronbach's Alpha value	Interpretation	
0.91-1.00	Excellent	
0.81-0.90	Good	
0.71-0.80	Good and Acceptable	
0.60-0.70	Acceptable	
0.01-0.59	Non acceptable	
Turnover Intention	4	0.913
Job satisfaction	3	0.904
Work life balance	3	0.938
Organizational Commitment	3	0.917
Level of Motivation	3	0.922
Compensation and Benefit	3	0.931
Leadership Practices	3	0.916

Alpha

Case Processing		
Valid		
Cases	Excluded ^a	
Total		

a. Listwise deletion based on all variables

Table, Reliability test result (value) ranges

As shown on the above tables, the instrument used for data collection is reliable and acceptable by a cronbach alpha value that shows excellent level of acceptance. The questions under each independent variable are reliable to measure the dependent one.

4.3 Descriptive Analysis

In order to see the general perception of the respondents regarding the selected employees turnover factors and intention the researcher has summarized the measures with the respective mean and standard deviations. Thus, the mean indicates to what extent the sample group averagely agrees or does not agree with the different statements. The lower the mean, the more the respondents disagree with the statements. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample Marczyk, Dematteo and Festinger (2005). The mean values are presented in the following tables together with standard deviation values for each variable. Thus, detail of the analysis is presented as follows.

According to Zaidaton & Bagheri (2009) the mean score below 3.39 was considered as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point Likert scale instrument. Thus, detail of the analysis is presented as follows.

4.3.1 Turnover Intention

Table 4.2 Mean and Standard Deviations for Turnover Intention

Variables	N	Min	Max	Mean	Std. Deviation
I often think about quitting my present job.	220	1.00	5.00	3.17	.888
I will look for a new job opportunity in next year.	220	1.00	5.00	4.82	.645
I will leave voluntarily my present company under any situation.	220	1.00	5.00	3.63	.916
As soon as possible, I will leave the organization.	220	1.00	5.00	3.58	.987
Turnover Intention-Overall	220	1.00	5.00	3.80	.859

Source: Survey (2020)

According to Table 4.2, the respondents are agreed that they don't have much impact with the mean value of 3.17. Thus implies that, employees have no confidence on what they think about quitting their present job. Regarding looking for a new job opportunity in next year, the survey results reveal that the majority of respondents are strongly agreed with relatively the higher mean 4.82. Thus implies that, the school continually focuses on the potential factors which lead the employees to seek for job opportunity.

The above table result shows that 3.63 mean this implies the respondents disagreed on the turnover of employees. We can infer that managers should give attention that why employees leave their job as soon as they can. The respondents are not satisfied with the school and actively left the school with the mean value 3.58. This implies that, employees are ready to leave the school as much as they can. The above table 4.2 shows that the overall mean average score of South West Academy Turnover Intention is 3.80 which can be considered as high mean score. This implies that employees are not satisfied with the retention capacity of the school.

4.3.2 Job satisfaction

Table 4.3: Mean and Standard Deviations for Job satisfaction

	N	Min	Max	Mean	Std. Deviation
I am satisfied with my current job.	220	1.00	5.00	3.48	.933
I am satisfied with the benefits that I received at the school.	220	1.00	5.00	1.91	1.55
I feel satisfied with the support and resources provided by the organization to perform the job effectively.	220	1.00	5.00	1.47	.893
Job satisfaction-Overall	220	1	5	2.29	1.12

Source: Survey (2020)

According to table 4.3, the respondents are slightly agreed on satisfying with their current job with the mean value 3.48, and employees' also are not satisfied with the benefits that they received at the school with 1.91. We can infer that, there is a gap that employees are not happy with the benefits that the school offers. Based on Table 4.3, the results show that the majority of the employees are not satisfied with the support and resources provided by the organization to perform the job effectively. Thus the mean value 1.47 which is low which implies that, there is no support and resources provided by the organization.

The above table shows that the overall mean average score of South West Academy job satisfaction practice is 2.29 which can be considered as low mean score which shows that, employees are not satisfied with the basis of job satisfactions.

4.3.3 Work- life balance

Table 4.4: Mean and Standard Deviations for Work- life balance

	N	Minimum	Maximum	Mean	Std. Deviation
I feel satisfied with my current work-life balance.	220	1.00	5.00	1.83	.895
I feel that my job allows me to effectively balance my personal and professional commitments.	220	1.00	5.00	2.08	.967
I believe that my employer supports and encourages a healthy work-life balance.	220	1.00	5.00	1.95	.851
Work- life balance-Overall	220	1.00	5.00	1.953	.899

Source: Survey (2024)

According to Table 4.4, Work-life balance, South West Academy believes that employees are supported and encouraged a healthy work-life balance, Scores relatively the lowest mean 1.95

which implies that, the school describes the prototype of splitting one's time and energy between work and other important aspects of their life.

With regard to current work-life balance, employees are happy with the mean value 1.83 which is very low. This implies that, the school doesn't give to the individual equal amount of time in every domain.

Respondents were also asked about the feeling of their job allows them to effectively balance their personal and professional commitments. The result shows that the respondents slightly feel it with a mean of 2.08 which is low. This shows that they do not feel that their job allows them to effectively balance their personal and professional commitments. From the overall mean value of 1.953 we can infer that, the school lacks focus on the balance between work and life activities and how it is achieved changes from one individual to another as it depends on when one feels satisfied both with job and personal life.

4.3.4 Leadership practice

Table 4.5: Mean and Standard Deviations for Leadership Style

	N	Min	Max	Mean	Std. Deviation
There are clear goals and expectations set by my leader.	220	1.00	5.00	4.01	1.21
I feel my leader provides clear and effective communication.	220	1.00	5.00	4.06	1.03
I feel that my supervisor's leadership style is effective in motivating and guiding the team.	220	1.00	5.00	3.33	.772
Leadership Style-Overall	220	1.00	5.00	3.8	1.00

The respondents were asked to indicate whether there are clear goals and expectations set by the school leader or not, and the results are shown in Table 4.5. This table shows that the majority of respondents have clear goals and expectations set by their leader with mean value of 4.01 which

is high. This implies that the school's goals and expectations are well explained to the employees.

According to Table 4.5, the findings for feeling that leader provides clear and effective communication to employees and supervisor's leadership style is effective in motivating and guiding the team with mean value of 4.06 and 3.33 respectively. We can infer that the school's leader have provided clear and effective communication to employees however failed to supervisor's leadership style and guiding the team. The above table shows that, the overall mean average score of South West Academy leadership style practice is 3.8 which can be considered as high mean score which shows that the coordination between managers or supervisors with their sub-ordinates may create impact on employee turnover.

4.3.5 Compensation and benefit

Table 4.6: Mean and Standard Deviations for Compensation and benefit

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I am satisfied with the company salary scheme.	220	1.00	5.00	2.09	1.14
I believe that my compensation is fair and competitive compared to others in similar positions.	220	1.00	5.00	1.67	.999
I feel that the organization adequately rewards my performance through bonuses or incentives.	220	1.00	5.00	1.90	.852
Compensation and benefit -Overall	220	1.00	5.00	1.89	.997

The respondents were asked to indicate whether the employees are satisfied with the company salary scheme or not, and the results are shown in Table 4.5. This table shows that the majority of respondents are not satisfied with the company salary scheme with mean value of 2.09 which

is low. This implies that the school's salary scheme is not good enough to inspire its employees to work harder. According to Table 4.5, the findings for the compensation is not fair and competitive compared to others in similar positions with mean value of 1.67.

We can infer that the school's failed to provide competitive compensation. For the statement that seeks the level of agreement about to the degree to which they feel that the organization adequately rewards their performance through bonuses or incentives. Majority of the respondents are strongly disagreed with mean value 1.90 which shows that, the school does not focus on employees' performance and bonuses or incentives. The above table shows that, the overall mean average score of South West Academy Compensation and benefit is 1.89 which can be considered as low mean score which shows that employees are not totally happy with the compensation and benefits of the school.

4.3.6 Organizational Commitment

Table 4.7: Mean and Standard Deviations for Organizational Commitment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I feel a strong sense of loyalty and attachment to this organization.	220	1.00	5.00	4.16	1.23
I feel personally committed to the goals and values of the organization.	220	1.00	5.00	4.11	.874
I plan to stay with the organization for the foreseeable future.	220	1.00	5.00	3.03	.743
Organizational Commitment – Overall	220	1.00	5.00	3.76	0.949

Source: Survey (2024)

The result in Table 4.6 shows that the majority of the respondents are feeling a strong sense of loyalty and attachment to the organization with mean value 4.16. Thus implies that, employees are in deep commitment to their institution and can act as a significant deterrent to thoughts of

leaving. The respondents also indicated whether they are feeling personally committed to the goals and values of the organization or not. Table 4.6 shows that the majority of the respondents are happy for committed to the goals and values of the organization with mean value 4.11 it shows that they have feeling of achieving the school's goals.

In terms of the agreement level with regard to whether the employee has plan to stay with the organization for the foreseeable future, majority of the respondents are not strongly agreed with mean value 3.03. We infer that employees are not motivated to stay in the school. The overall mean average score of South West Academy Organizational Commitment practice is 3.76 which can be considered as moderate mean score which shows that, employees are slightly feel a strong sense of loyalty and attachment and personally committed to the goals and values of the organization.

4.3.7 Level of motivation

Table 4.8: Mean and Standard Deviations for Level of motivation

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
I feel valued and appreciated in my work environment.	220	1.00	5.00	2.13	.896
I often look forward to coming to work and feel motivated to perform at my best.	220	1.00	5.00	1.74	.709
I am satisfied with the level of support receive from my colleagues and superiors.	220	1.00	5.00	2.04	.854
Level of motivation –Overall	220	1.00	5.00	1.97	.818

According to Table 4.7, Level of motivation, South West Academy employees are feeling value and appreciating in their work environment, Scores relatively with the lowest mean 2.13 which implies that, the school doesn't create a positive work environment and fostering a supportive workplace culture can further enhance employee motivation and reduce turnover intention among academic staff. With regard to looking forward to coming to work and feel motivated to

perform at their best with the lowest mean value 1.74. This implies that, the school doesn't motivate its employees.

Respondents were also asked about whether they are satisfied with the level of support receive from their colleagues and superiors or not. The result shows that the majority of the respondents are strongly disagreed that they get support from their colleagues with a mean of 2.04 which is extremely low. This shows that employees feel valued, supported, and engaged in their work, they are more likely to remain committed to their roles and have a greater sense of fulfillment, ultimately leading to increased job satisfaction and reduced turnover. From the overall mean value of 1.97 we can infer that, the school has no any designs to achieve the level of motivation of its employee's successfully.

4.4 Pearson Correlation Analysis

Pearson correlation was used to explore relationships between the explanatory variables, specifically to assess both the direction (positive or negative) and strength of the relationship between the explanatory variables. This study sought to establish whether there were significant associations between turnover factors (Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation) and turnover intention.

The Pearson Product-Moment Correlation Coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of a correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and +1.00. Variables may be positively or negatively correlated. A positive correlation indicates a direct positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Ruud et. al. 2012).

Table 4.9 Correlation Coefficient

Correlation coefficient(r)	Strength of the correlation
From 0.01 up to 0.09	Negligible association
From 0.10 up to 0.29	Low association
From 0.30 up to 0.49	Moderate association
From 0.50 up to 0.69	Substantial association
From 0.70 and above	Very strong association

Source: Joe W. Kotrlik, J. C. Atherton, A. Williams and M. KhataJabor .(2011)

Depending on the above assumption, all basic constructs were included into the correlation analysis. Figures with the symbol” **” indicate that each variable are significantly correlated with each other at a significance level of $p < 0.01$. Determining the degree of association between the selected employees turnover factors (Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation) on turnover intention is the main purpose of conducting an analysis using Pearson correlation. So, the correlation result between the employee’s turnover factors and turnover intention will be summarized in table 4.10 below.

Table 4.10 Correlation Analysis between Independent variables and Dependent Variable

		Correlations						
		TI	JS	WLB	LP	CB	OC	LM
TI	Pearson	1	.942**	.986**	.933**	.964**	.928**	.973**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
JS	Pearson	.942**	1	.903**	.934**	.916**	.967**	.906**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
WLB	Pearson	.986**	.903**	1	.986**	.912**	.961**	.986**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
LP	Pearson	.933**	.934**	.906**	1	.918**	1.000**	.906**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
CB	Pearson	.964**	.916**	.912**	.918**	1	.906**	1.000**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
OC	Pearson	.928**	.906**	.961**	.906**	.906**	1	.906**
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220
LM	Pearson	.973**	.967**	1.000**	.906**	1.000**	.906**	1
	Correlation							
	Sig. (2-tailed)							
	N	220	220	220	220	220	220	220

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey (2024)

Accordingly, the above Pearson correlation coefficients shows that the six factors measuring employees turnover are all positively related with turnover intentions within the range of 0.01 to 0.986, all are significant at $p < 0.01$ level. All the independent variables, i.e. Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation show very strong association of positive relation with the dependent variable (turnover intentions).

Based on table 4.10, Level of motivation has a very strong and significant relationship with employees' turnover intentions at the value of .973 and $p < 0.01$. Moreover, Work- life balance has a positive and significant relationship with employees' turnover intentions at the value of .986 when p is less than 0.01. Leadership Practice has a positive and significant relationship with employees' turnover intentions at the value of .933 and $p < 0.01$. Additionally, Compensation and benefit has a positive and significant relationship with employees' turnover intentions at the value .964 and $p < 0.01$. Organizational Commitment has a positive and significant relationship with employees' turnover intentions of .906 and $p < 0.01$. Finally, Job satisfaction has a positive and significant relationship with employees' turnover intentions at the value .942 and $p < 0.01$.

Regarding the relationship among the independent variables, table 4.10 clearly shows that the variables are very strongly and significantly correlated with each other (sig. level $p < 0.01$). Furthermore, the results indicate that work life balance, level of motivation and compensation and benefit have very strong and significant correlation with employees' turnover intentions.

4.5 Multiple Regression Analysis

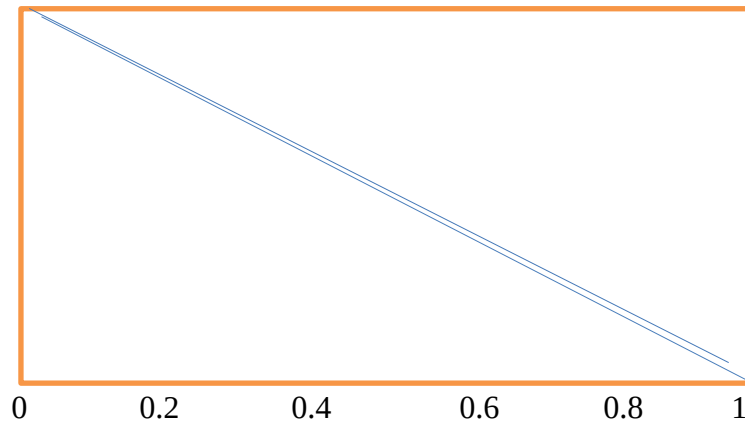
In order to see the contribution of each turnover factors on employees turnover intentions, standard multiple regression analysis was employed. The regression model presents how much of the variance in employees turnover intentions is explained by the selected turnover factors: Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation. As shown in the table below, 73.8% variation in employee turnover intention is explained by turnover factors (where by R^2 is 73.8. and adjusted R^2 is .730). The remaining 26.2 % the variation in turnover intention in South West Academy are explained by other variables which are not included in the model.

4.5.1 Assumptions of multiple linear regression analysis

The studies of Williams et.al. (2014) suggests that it's necessary to test the four assumptions of multiple regression before running the model. The assumptions are the residuals must be normally distributed; there must be a linear relationship between the dependent variable and independents variables. The two assumptions of the multiple regression models are discussed below.

A. Linearity assumption test

Multiple Regressions is that the relationship between the independent variables and dependent variable must be linear. The linear relationship between the independent variables and outcome variable can be checked by using the scatter plots.



Normal P.P Plot of regression standardized residual

The Figure 4.1 above shows the scatter plots of the independent variables (job satisfaction, work life balance, leadership practices, compensation and benefit, organizational commitment and level of motivation) and dependent variable (employees turnover intention) indicating that the relationship can be displayed by a straight line signifying that the association among these variables is linear.

B. Normality assumption test

According to Williams et.al. (2014) residuals are the difference between the observed value of the outcome variable and the independent variable and this residuals of the regression model must be normally distributed.

Table 4.9: Multiple Regression result of selected turnover factors and employees' turnover intentions

Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 ^a	.738	.730	.66055

Predictors: (Constant), Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation.

As shown in the table above, **73.8%** variation in employee turnover intention is explained by turnover factors (where by R square is 73.8. and adjusted R square is .730). The remaining **26.2 %** the variation in turnover intention in South West Academy are explained by other variables which are not included in the model.

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	93.104	6	15.517	100.10	.000 ^b
	Residual	33.032	213	.155		
	Total	126.136	219			

Dependent Variable: employee turnover indentation b. Predictors: (Constant Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation.

The ANOVA table above shows the overall significance / acceptability of the model from a statistical perspective. As the significance value of F statistics shows a value .000, which is less than $p < 0.05$, implying that the model is significant. This indicates that the variation explained by the model is not due to chance.

To test how well the regression model fits the data, ANOVA (analysis of variance) provides F value where F equals to mean square of explained data divided by mean square of residual data (Sekaran, 2003). The above table revealed that, F value of the model is 100.10. Thus, one can decide that regression model best fits the data at a significance level of .000.

The value of F must be greater than 5. In this study, the value of F is 100.10 at 0.000 significant

levels which are greater than 5 and this shows that the model is good as its value is less than 0.05. We can conclude that the combination of turnover factors has positive effect on employee turnover intention which is statistically significant and confident at 95%.

Table 4.10 Multiple Regression Coefficients

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.557	.179		2.582	.010
Work life balance	.922	.011	.984	80.540	.000
Job satisfaction	.565	.075	.457	7.578	.000
Leadership style	.153	.071	.177	2.142	.033
Compensation and benefit	.607	.075	.479	8.046	.000
Organizational commitment	.400	.063	.394	6.325	.000
Level of motivation	.608	.098	.682	6.191	.000

Dependent Variable: employee turnover intention

Source: own Survey (2024)

From the above table (4.10), we can easily compare the relative contribution of each of the different variables by taking the beta value under the un standardized coefficients. The higher the beta value, the stronger its contribution becomes. Accordingly, Work life balance (Beta=.992) makes the strongest unique contribution to explaining the dependent variable in which the results revealed that a one-unit increase or positive change in " Work life balance " would lead to a 0.992 unit increase in the level of employee turnover intention and followed by Level of motivation (B=.608), then Compensation and benefit (B=.607).On the other hand, Job satisfaction, Organizational commitment and Leadership style to explaining the dependent variable with beta values of .565,.400 and .153 respectively.

When we see the statistical significance of each variable from the above coefficients table (4.10), Work life balance (Sig. = .000), Level of motivation (Sig. = .000), Compensation and benefit

(Sig. = .000), Job satisfaction (Sig. = .000), Organizational commitment (Sig. = .000) and Leadership style (Sig. = .033) have a statistically significant contribution (Sig<.05) for the prediction of the dependent variable. Thus Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation have positive and significant effect on employee turnover intention.

Furthermore, the beta value indicates the amount of change in the dependent variable (overall employee turnover intention.) due to changes in independent variables (Job satisfaction, work-life balance, leadership style, compensation and benefit, organizational commitment and level of motivation). This means if there is 1% change in the value of Work life balance then employee turnover intention increases by 92.2% if other factors remain constant. If there is 1% change in the value of level of motivation, then employee turnover intention increases by 60. 8% if other factors remain constant. If there is 1% change in the value of compensation and benefit, then employee turnover intention increases by 60.7% if other factors remain constant. If there is 1% change in the value of Job satisfaction then employee turnover intention increases by 56.5% if other factors remain constant. Moreover, if there is 1% change in the value of level of organizational commitment, then employee turnover intention increases by 40.0% if other factors remain constant. Finally, if there is 1% change in the value of leadership style, then employee turnover intention increases by 15.3% if other factors remain constant.

This analysis is basically done for the sake of testing whether multicollinearity is the problem of this research or not before proceeding to regression analysis. According to Ho (2006), when the predictor variables are correlated among themselves, the unique contribution of each predictor variable is difficult to assess. As per statisticians' suggestion cited by Pallant, J. (2005), if a correlation coefficient matrix demonstrates the degree of association between variables about 0.75 or higher, there may be multicollinearity and should be rectified before using such variables as predictors in regression analysis. Hence, specific to this study, as long as all the six Correlation coefficients are below 0.75, there is no problem of multicollinearity being assumed thus; allow using the data in regression analysis.

In general, among the six predictors, multiple regressions (Beta coefficients) analysis revealed that, Work life balance is the first most significant variable for employee turnover intention followed by level of motivation, compensation and benefit, Job satisfaction, organizational

commitment and leadership style employees takes the third, fourth, fifth and sixth place respectively. Thus all turnover factors have positive and significant effect on employee turnover intention.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

This chapter presents the findings and result from the analysis of the data gathered from respondents. This study aimed to investigate the nature of academic staff turnover intention in South West Academy. The discussion then attempted to carry out all the objectives of the study. Therefore, recommendations are provided to help the target organization address the current issue.

5.1 Summary of Major Findings

This section summarizes the core points and major findings which were obtained from data analysis of survey questionnaire. The number of female respondents in the sample population is a bit higher (female 55%, male 45%) and it is largely dominated by the years of service of 4-7 (42.3%). The largest group of the population comprises first-degree holders in BA/BSC, which is 88.6% of the total respondents.

From the arithmetic mean values generated by the descriptive statistics, it shows that Turnover intention (mean=3.8), Leadership style (mean=3.8), Organizational commitment (mean= 3.76) and are above average and closer to average mean whereas Work life balance (mean=1.95), Level of motivation (mean=1.97), Job satisfaction (mean=2.29) and Compensation benefit (mean=1.89) are below the cut off points. From this we can understand that employees of South West Academy are highly disagreed or dissatisfied with the level of motivation practice. And, employee turnover intention in the school under this study is not good since the mean score for it is 3.8 which are lower than cutoff value and closer to agreement to leave the organization.

The values generated in the Pearson correlation for Job satisfaction ($r=.942$, $P<0.01$) are significantly and positively correlated with employees' turnover intention. Work life balance has Pearson correlation coefficient ($r=.957$, $p<0.01$) which show positive and significant relation with employees' turnover intention, Leadership style has a correlation result ($r=.933$, $p<0.01$) are significantly and positively correlated with employees' turnover intention, on the other hand Compensation and benefit has the Pearson coefficient ($r=.964$, $p<0.01$) which shows a very strong and positive correlation with employees' turnover intention. Additionally, Organizational

commitment has the Pearson coefficient ($r=.928$, $p<0.01$) which shows a positive correlation with employees' turnover intention and finally, Level of motivation commitment has the Pearson coefficient ($r=.973$, $p<0.01$) which shows a strong and positive correlation with employees' turnover intention. Pearson coefficient implies that, the six factors measuring employee turnover factors are all strongly and positively related with employees' turnover intention within the range of 0.9 to 0.973, all were significant at $p<0.01$ level.

Findings from the regression result (Beta=.922) with (Sig. = .000) which can infer that Work life balance has positive and significant effect on employees' turnover intention. Job satisfaction has regression result (Beta=.565) with (Sig. = .000) which implies that, it has positive and significant effect on turnover intention. Moreover, Leadership style has positive and significant effect on employees' turnover intention having regression result (Beta=.153) with (Sig. = .033). On the other hand, Compensation and benefit has the regression result (Beta=.607) with (Sig. = .000) which shows a positive and significant effect on turnover intention. Additionally, Organizational commitment has positive and significant effect on employees' turnover intention having regression result (Beta=.400) with (Sig. = .000) and finally, Level of motivation has positive and significant effect on employees' turnover intention having regression result (Beta=.608) with (Sig. = .000). From the regression result, Work life balance is the most contributing employee turnover factor in the prediction of employees' turnover intention has positive and significant effect on employees' turnover intention having regression result with beta value .922. The other five employee turnover factor, in their descending order of un standardized coefficients, are Level of motivation (B=.608), Compensation and benefit (B=.607) ,Job satisfaction (B=.565), Organizational commitment (B=.400) and Leadership style (B= .153) The regression result implies that, employee turnover factor has a positive and significant effect on employee turnover intention at South West Academy.

Finally, Job satisfaction, Work life balance, Leadership style, Compensation and benefit, Organizational commitment and Level of motivation with F-value significant at 0.000 have 73.8 % of the variation on employees' turnover intention is contributed in South West Academy.

5.2 Conclusion

From the above described major findings, the following conclusions were drawn concerning the factors influencing employee intention to leave South West Academy. Data analysis showed that job satisfaction, work-life balance, leadership style, compensation and benefits, organizational commitment, and motivation level play a significant role in determining whether employees stay or leave an organization.

As shown in the findings all the independent variables are determining factors of turnover intention in the organization. As all the above mentioned factors shows a dissatisfaction of employees and their negative attitude towards the turnover intention of the Academy, we can generalize that the work life balance, level of motivation and compensation and benefit are highly contributing to the turnover of employees in south west academy. In addition the remaining variables organizational commitment, leadership practices and job satisfaction have a strong and positive relationship with employee turnover.

Generally, this study's results can be useful to the management bodies at South West Academy in addressing employee turnover problems and improving retention strategies. Since they fail to sense and recognize the turnover intention of employees in their organization. In addition the education sector highly requires employee retention than any other business organizations.

5.3 Recommendations

Based on study finding and entire research process, the researcher has recommended reducing the rate of employee's turnover intention in south West Academy.

- It is important that South West Academy takes notice of improving its work-life balance through adopting flexi-schedules, remote work arrangements and routine wellness activities.
- South West Academy can eventually reduce turnover rates by increasing the level of motivation through giving more incentives, recognition and chances for growth or opportunity.
- South West Academy needs to pay employees well, give them bonuses based on their

performance, and offer good benefits to make them happy and want to stay at their jobs.

- South West Academy needs to make sure they offer chances for employees to grow in their career, be appreciated, work in a good atmosphere, and communicate openly. This will enhance job satisfaction.
- It is important, that South West Academy should also put more emphasis on Provide strong, supportive management who communicate clearly with their employees and give them the chance to develop themselves.
- To reduce the turnover intention of the members at South West Academy the most important thing is to increase the organization commitment of the institution so, South West Academy should seek to Cultivate a culture that upholds ethical behavior among its staff members, set out clear goals, values as well providing necessary trainings and development opportunities while at the same time recognizing and appreciating efforts made by an employee.

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APPENDIXI

Research questionnaire

St Mary University Master of Business Administration

Programmers: Dear Respondent:

This questionnaire is designed to collect information for the master thesis on the topic "**An Investigation of the nature of academic staff turnover intention: The case of South West Academy** " to fulfill the partial requirements of the Master of Business Administration (MBA)degree.

The purpose of this study is to investigate the nature of academic staff "turnover intention. There is no "right" or "wrong" responses only the expression of your real thoughts and feelings is important.

Please respond to each question by indicating the extent to+ which you regard the statements. Your participation is of great value for the success of this study, and therefore, I would like to thank you in advance for your kind cooperation in responding to this questionnaire. The information you provide will be kept confidential. Hence it is not necessary to write your name. Please attempt all the questions.

Yours faithfully,

Miheret Kebede

Part I

Instruction: a. Put sign "X" in the box against the answer that you think best suits.

b. For each question where alternative answers are not given please write your answer clearly in the blank space provide against each question.

Biographical information

1. Sex:

Female ☐

☐ Male

2. Marital Status

☐ Single

☐ Married

Divorced

☐ Widowed ☐

3. Level of education

☐ Diploma

☐ MA/MSc.

☐ BA/BSc.

PHD ☐

Other ☐

4. Total years of experiences in the

☐ School 0-3

☐ 8-11

☐ 4-7

☐ 11 or above

Part II: Turnover Intention

Rate the following statements by putting a tick mark "-" where, 1=Strongly Disagree (SD), 2= Disagree (D), 3=Neutral (N), 4= Agree (A), 5=strongly Agree (SA).

Statements of turnover Intention	Scales				
	SD	D	N	A	SA
1.I often think about quitting my present job					
2. I will look for a new job opportunity in next year					
1. I will leave voluntarily my present company under any situation					
2. As soon as possible, I will leave the organization					

Part III: Factors of Turnover Intention

Rate the following statements by putting a tick mark "-" where, 1=Strongly Disagree (SD), 2= Disagree (D), 3=Neutral (N), 4= Agree (A), 5=strongly Agree (SA).

Variable/Item	SD	D	N	A	SA
Job satisfaction					
1. I am satisfied with my current job.					
2. I am satisfied with the benefits that I received at the school.					
3. I feel satisfied with the support and resources provided by the organization to perform the job effectively.					

Work- life balance					
1. I feel satisfied with my current work-life balance.					
2. I feel that my job allows me to effectively balance my personal and professional commitments.					
3. I believe that my employer supports and encourages a healthy work-life balance.					
Leadership Style					
1. There are clear goals and expectations set by my leader.					
2. I feel my leader provides clear and effective communication.					
3. I feel that my supervisor's leadership style is effective in motivating and guiding the team.					
Compensation and benefit					
1. I am satisfied with the company salary scheme.					
2. I believe that my compensation is fair and competitive compared to others in similar positions.					
3. I feel that the organization adequately rewards my performance through bonuses or incentives.					
Organizational Commitment					
1. I feel a strong sense of loyalty and attachment to this organization.					
2. I feel personally committed to the goals and values of the organization.					
3. I plan to stay with the organization for the foreseeable future.					
Level of motivation					
1. I feel valued and appreciated in my work					

