

**THE CAUSES AND CONSEQUENCE OF STAFF TURNOVER IN AGNUA
ZONE EDUCATION OFFICES**

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COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCES

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This research is my original work and has not been presented to any other study programmed or degree in any other university.

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Dedication

This research work is dedicated to my parents whose always with me, my wife Almaz Abebe who inspired me through prayer, encouragement, love and care, also my beloved father Orido Sigabo and mother Womchea Baredo who brought me into this world for their support and sacrifice they made for my education which enable me to reach this stage.

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List of abbreviations and acronyms

AEO: Area Educational Officer

BOM: Board of Management

DAO: District Academic Officer

DEO: District Education Officer

DHRO: District Human Resource Officer

ERG: Existence Relatedness Growth

GNNRS: Gambella Nation Nationalities of Regional State

HRM: Human Resource Management

MOE: Ministry of Education

REB: Regional Education Bureau

SPSS: Statistical package for social sciences

WEO: Woreda Education Office

Abstract

This study was conducted to examine the causes and consequences of staffs' turnover in Agnua zone education offices. The study particularly sought to establish how internal and external related factors affect employee turnover? To achieve this purpose, descriptive research design was employed. The target population comprised a total of 135 employees participated from a total of four districts, among them 85 employees were included as a sample through simple random sampling technique that selected the respondents who were consisted of, 66 educational experts and officers whereas 19 of educational vice and head officers and those whose leaved the organizations were picked purposively. Data analysis was done using mixed method, in a sense frequency and percentage were applied to analyses quantitative data gained through the questionnaires whereas the qualitative data gathered through interview and document analysis with the help of statistical package for social science (SPSS) Version 21 software and presented in the form of tables. As a result, the main findings come out from this study were: managerial factors that contributed to employees' turnover, meaning majority of the respondents 62.3% were unsatisfied with their current job acceptance policies, promotional policies 80% and leadership policies 34.1% are the core contributor to push employees out of the organizations. In fact, employees are leavening the sectors yearly, due to both internal and external related factors that significantly causes of employee's turnover. So the study concluded that most leaders in Agnua zone have not been guided by the above policies consequently the sectors become high employee turnover and the rest of workers become work overload. To solve this problems, Educational offices of Agnua Zone should take the key strategies in controlling the problem of employees' turnover like improving job acceptance strategies, follow better promotional policy, organizing in service training and give professional support to employees in order to develop their organizational limitations. Based on the findings and conclusions, it is recommended that all stakeholders particularly leaders of educational sectors should follow job acceptance strategies to encourage employees, through delegation of duties that stimulated them to improved performance and should revised the procedure of staff promotion which required skills. These can enthuse employees to stay in the sectors, moreover all the study suggests with direction for future research in the same topic at the regional level.

CHAPTER ONE

INTRODUCTION

In this chapter, the researcher gave the historical background of the study, the statement of the problem, research questions, objectives of the study, the significance of the study, delimitations of the study, limitations and the operational definitions of basic terms and also organization of the study correspondingly.

1.1 Background of the study

As the world shift further into a knowledge-based economy that relies majorly on information, knowledge and human capital will become progressively more central to any organizations across the global and the work force of any organization represents its employees (Borthwick, 2011). Meaning, every employee in any organization is expected to continuously render productive service to the organization and remain in that organization until retirement. However, in reality, this is not so but it introduces us to the concept of employees' turnover.

The concept of turnover is often used interchangeably with employees' turnover (Hedwiga, 2011). A number of other terms have been used interchangeably with employee turnover, such include: quits, exits and migration (Morrell, John & Adrian, 2004). Plus, employee's turnover describe as the regular change of employees around the employment market among organizations, professions and between the conditions of full employment and that of being without a job (Abassi et al 2000; Kazi & Zedah, 2011).

Price (2001) pointed out employee turnover as "the degree of individual movement across the membership boundaries of a social system". When a group of employees is considered a social system, this definition would include accession and the hiring of new employees within an organization. Although these definitions vary somehow, each was appropriate in the context of the specific research study in which it was used. For this study, Mobley (1982) defines most accurately reflects the conceptual position of the research. Mobley stated that turnover is the cessation of membership in an organization by an individual who received monetary compensation from the organization. Given corporate America's increased use of temporary workers, this definition insures that those contracted for a temporary period, often through an outside agency, would not be considered.

Actually, every organization has goals it seeks to achieve through the effort of its members. In achievement of this, the organization needs employees who are committed to the various tasks they perform towards the realization of these goals. It is therefore necessary that the organization adopts a system whereby the employee become well motivated through an adequate incentive system in order to maximize output. This will not only help them give off their best but also reduce internal turnover and at the same time increase job satisfaction. The better adequate incentive system, the more motivated the employees would be. A well-motivated group of workers are obviously a better asset to an organization.

This study was guided by both Herzberg's motivation-hygiene and Vroom expectancy theory of job satisfaction. Hertzberg suggests that every worker has two sets of needs such as motivational and hygiene needs meaning, the theory indicates that employees will stay in the organization as long as they can satisfy their needs and they are motivated which developed by (Luthans,1995) but when their needs exceed their income and they feel they are no longer motivated, they will seek better employment where they will feel motivated whereas Vroom expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome. In this theory, it is assumed that employee is likely to remain working in his present job if he/she knows that performance will be measured and evaluated with positive outcomes like pay rise, promotion, job acceptance and others. Failure to be rewarded as expected, may get employee disturbed, reduce his or her effort, be de motivated and may gradually quit the job (Vroom, 1964).

To sum up, the two theories were selected because both they deal with job satisfaction but Vroom expectancy theory were more interested and chosen by the researcher therefore, it provides a theoretical foundation for causes of employee turnover. Educational head officers need to recognize that failure to meet employee's expectation will gradually lead to their dissatisfaction and henceforth turnover. However, it should be noted that a stable staff with experience is necessary for good academic performance and in this reference employee turnover which was interest in this study.

Studies in Tanzania observed that employee turnover can be influenced by a number of factors. Magalla (2011) stated that controllable factors such as: poor working condition, poor recruitment

procedure, lack of motivation and rewards are the reasons that influence employee turnover in the public organizations especially for employees living in rural areas. In addition to that, unequal treatment of workers, lack of promotion, low wages, unclear compensation procedures, less recognition and lack of employees' involvement in decision making are other managerial controllable factors that were also mentioned by Susana (2011) that cause employees' turnover in both public and private sectors including microfinance, health institutions and educational institutions in Tanzania.

In a related way, employee turnover is a constant problem in organizations and it is common in every type and size of organizations specially the countries which are on the way of developing like Ethiopia. In Ethiopia it is a serious issue in the field of human resources management (Abbasi, Hollman & Hayes, 2008). Employee turnover has negative impact on the productivity and effectiveness of an organization since the organization loss skilled man power and forced to spend additional cost to replace the leaving employees (Huselid, 1995; Hamermesh, 2001; Bittel & Newstrom, 2002). For this study Agnua zone education offices were attempted to describe the backgrounds of the study area.

At the regional level, Agnua zone is one of the three zones that are found in Gambella regional state of Ethiopia. The zone comprises of five districts and one special district. Its main town is Abobo woreda which is 45 km far from Gambella town, the capital of the region in south east and 766 km far from Addis Ababa, the capital city of the country in the southwest. Based on the 2007 central statistical agency of Ethiopia the total population of the zone has 99,556 which is 50,722 are men and 48,834 women with an area of 29, 78282 square kilometers and the economy are based on agriculture and animal husbandry. The terrain is mostly flat at elevations between 400-550 meters above sea level, the climate type is hottest, and the rainfall amount is variable reaching up to 40 to 43 mm and this zone shares boundary on the northwest by Nuer zone, on the northeast by the Oromia region, on the southeast Majang zone and on the southwest by South Sudan.

According to the above explanations, since 2009 to 2010 E.C, from the total number of 135 education office experts and officers, the staff turnover will range from 28.8% to 32.6% in the past two years were leave their job, based on 2011 Agnua zone education annual reports and

from the rest 21% of them were already applied for transfers by March says (Seraje Yemame,2011). This figure shows high rate of employee turnover in Agnua zone education sectors.

Generally, one of the problems experienced by the zone is the high rate of staff turnover. In case of this, different district in the zone loses some of their staff members because of job acceptance, promotion, leadership, working conditions and environment are relatively poor and not advantageous for the best performance of employees who happen to have trained in well-mannered they were used to lovely living conditions, with good infrastructure (Irimia 2009). Due to this reason, they are searching for better work conditions are one of the reasons of employee turnover (Armstrong, 2006).

In addition to this, Agnua zone has had many cases of employee turnover that calls for research on causes and consequence of employee turnover. Seraje yemame (2011), indicate that in the period between 2009 and 2010 a total of 83 office employees left the district through transfer to other organizations. This interprets to turnover of eight to nine employees from each district yearly. Then, on the basis of this challenges in the educational organizations the study sought to investigate factors contributing to employee turnover among education office in a zone. More specifically, the study sought to find out whether job satisfaction, leadership police, promotional strategies, job acceptance and find out working conditions and also related factors that cause employee turnover of educational sectors in a zone.

All in all, in order to bring organizational effectiveness through improved workers satisfaction and putting them for a longer at their workplace, leadership policies should be democratic, participative and should get serious attention in the education sectors. In light of this, it is quite useful to assess the current practices of following better leadership style in education offices of Agnua zone.

1.3 Basic research questions

The study intended to provide answers to the following questions:

1. What are the internal causes (pushing factors) for staff turnover in Agnua zone education office?

2. What are the external causes (pulling factors) which causes staff turnover in Agnua zone education office?
3. What is the consequence of the staff turnover on employee's performance of the education office in Agnua Zone?
4. What mechanisms or strategies are in place and effective to minimize staff turnover in Agnua zone education office?

1.4 Objectives of the study

1.2 Statement of the problem

The key and the most essential parts of resources in any organizations is people (General, 2002). If an organization has made significant investment in training and developing its employees, that investment is lost when employee leaves (Mello, 2011). Moreover, the high staff turnover can impact the morale of employees and the organization's reputation as being a good place to work which makes retention more challenging and time consuming. Plus, to that, (Khatri, Fern & Budhwar, 2001) stats that high turnover has been found to be a major source of poor morale among employees in many organizations. Since, long-term retention of a highly productive workforce is coveted, a major goal of human resources is to attract and maintain highly productive employees. It is therefore imperative for human resources to better understand how to maximize the retention of productive employees through the analysis of the antecedent of organizational withdrawal decisions.

Besides this, unqualified leaders do not create facilitated condition in arranging for staff development (Wudu, 2003). Similarly, (Mulegeta, 2005) also explained due to existence of unqualified educational leaders and other instructional process remains in effective and the curriculum implementation become poor. According to (MoE, 2010) in ESDPIV one of the main challenges focus on to improve educational leadership development an institutional level remained weak. For that matter, developing the skill capacity of educational leaders through training, workshop and seminar has great contribution for the educational leadership development to reduce high staff turnover (MoE, 2010).

As a regional level, the Agnua zone education bureau faced with a high rate of staff turnover each year especially in 2009 and 2010; from the total number of districts in two years almost 83

district education office experts and officers leaves the organization. Thus this leads to poor employee performance which in turn impacts on organizational effectiveness.

Regarding to this, Gambella regional state education bureau spends a lot of money on the training of new staff members each year due to high turnover rates. For this matter, there are various complains from different stakeholders whose lived around the zones regarding to the performance of employees as well as organizational effectiveness. According to (2011 E.C) Agnua zone education annual report indicated that from the total number of 135 education office experts and officers, the staff turnover has raised from 28.8% in 2009 to 32.6% in 2010 E.C in the past two years were leaved their job respectively.

Most of respondents (62%) in Agnua zone education sectors responded that from the long period to the present, the employees have not seen any change for the better. Different committees in different time have sat on the issue of low job acceptance, poor promotional policies and poor work conditions of service but still now none has been implemented to raise the image of the profession. As a result, many employees use working as temporary up to join to other organizations and coupled out to plagued with the highest resignations and embark on several non-governmental institutions to demand for better treatment. These negative habits are a pointer to the fact that there is low motivation for the employees.

Practically, the researcher has been working for seven years in education sectors of the study area. However, to the knowledge of the researcher, there was no research conducted on the causes and consequence of staff turnover in education office of Agnua Zone. Due to this, the researcher felt that, there is a gap which needs in depth study about the status of the current managerial practices such as reasonable job acceptance polices, better promotional polices, organizing in service training program, looking in to the problems raised and on time payment for employees are issues mentioned in the strategies that quality leaders follow to reduced employee turnover on the study area and to suggest the ways of developments in the process of implementation.

Of all, the researcher look in to the gaps that unfruitful organizational success and employee satisfaction and also bring employees out of organization on the side of managerial practices as; education head officers and other stakeholders in the zone did not apply much effort for the success of organizations, leaders did not plan strategies to motivate employees, leaders did not

design various involvements to assist employees improve their limitations and they did not provide professional support to employees to improve their skills (Dlamini-Zuma,2009; Mello, 2011). Due to this reason, the researcher intended to investigate the causes and consequence of staff turnover in Agnua zone education sectors. In doing so, the following research questions that written below were answered by the researchers:

1.4.1 General objective

The general objective of this study is to investigate the causes and consequences of staff turnover in Agnua zone education office of Gambella region.

1.4.2 Specific objectives

In order to meet the above objectives, this study addresses the following specific objectives:

- ✓ To investigate the internal causes (pushing factors) which causes staff turnover in Agnua zone education office
- ✓ To identify the external causes (pulling factors) which causes staff turnover in Agnua zone education offices
- ✓ To investigate the consequence of the staff turnover on employee's performance of education office in Agnua zone
- ✓ To determine the mechanisms or strategies are in place and effective to minimize staff turnover in Agnua zone education office

1.5 Significance of the study

The study of this research was assist the Agnua zone education Service to improve upon motivational packages for employees in order to stay for longer times to give better service for their customer's to improve the standard of organizational service in a zone.

It is important to the human resource management in the Agnua zone educational institutions especially those whose worked at the office level. It was provided them with an in depth understanding of staff turnover. Again, it is important to identify the overall need and interest of employees regarding to their work conditions, ways of leadership, work environment and clarifies those causes which aggravate employees to leave their organization and to show the consequences takes place as a result of losing experienced workers.

And also, it was hoped that the findings of this study were used to come up with strategies that can be developed by leaders. Moreover, it is important to the Agnua zone education office employees to get real able information which were helped them for further improvements of their employees work conditions in order to attract workers to stay in their workplace. Besides this, it was helped human resource managers (planner) in education sectors to plan for human resource requirements and recommendations of this study was also helped other researchers to undertaken further studies by using this study as spring board.

1.6 Delimitation of the study

As stated earlier this thesis project was concentrated on examining the causes and consequences of staff turnover in education office in the case of Agnua zone, Gambella Regional State of Ethiopia. This study was delimited to the 4(67%) out of 6 districts in Agnua zone. Those were Abobo, Abole, Gog and Itang special districts selected education offices. This was because of two reasons, one, when the selected sites were more serious staff turnover than that compared with the rest districts according to Agnus zone education bureau report (Seraje,2011) and secondly the study sties have good accesses of transport which was important factor to reduce challenge of this study.

Obviously, in the study area, the rate of employee turnover was increasing from 28.8% to 32.6% specially the education staffs were in serious problem in this aspect. This is the reason why, the researcher initiated to conduct research on this topic that to investigate the root Cause for employee turnover and to find the best management options that helped organization to control the current employee turnover within the study area.

1.7 Limitation of the study

At any case research work can never free from limitation. Hence, some of them were observed in this study. The major problem which limited the study was absence of well-organized document in Agnua zones, Gambella regional education bureau, about the causes and consequences of staff turnover, the challenges of corona virus that makes researcher difficult to completed thesis according to the schedule, in case, employees absent from their workplace but the researcher overcame this problem by planning the strategies to waited at list minimum three days in each district until the respondents total come in to their job place. After staying, the researcher

immediately contacted with them and distributed the questionnaires with orientation than kept on thirty minutes to one hour to collected back the questionnaires and finalized his job.

Another limitation was carelessness of respondents at the time of filling the questionnaires. From the total number of respondents almost seventeen (17) of them are not took time to read the directions rather than only ticked the responses without reading well before ticking especially those work at office levels. By doing so, the study overcame the problem by applying the triangulation method in data collection in order to get detailed information.

1.8 Operational definition of key terms

Involuntary turnover: the dismissal of employees with performance deficiencies, violations to corporate policies or participation in illegal activities (Frank, Finnegan, & Taylor, 2004).

Job-content (needs): in this study, it refers to the individual is responsible for the factors that are internally controlled such as achievement, responsibility and the quality of work itself.

Job-context: refers to factors which are externally controlled meaning the organization is responsible for controlling those factors which included job security, salary, benefits, and promotions.

Leadership style: in this research, it refers to the patterns of behavior, which a leader adopts to influence the behaviors of his/her followers.

Strategy: in this study, it is the technique that refers to how to get from where we are now to where we went to be ways.

Turnover: in this research, it refers to the rate at which employees rotate around the labour market between jobs and occupations and between the states of employment and unemployment.

Voluntary turnover: in this study, it refers to an employee's decision to terminate the employment relationship.

Workload: refers to the amount of work expected from a worker in a specified time period. In this study we will consider both the quantitative meaning the amount of work and the qualitative, the difficulty of the work aspects of the concept of workload.

1.9 Organization of the Study

The formats of the thesis report were consisted of five chapters; the first chapter was deals with the background of the study, statements of the problems, basic research questions, and objectives of the study, significance of the study, scope of the study, limitations and operational definitions. Chapter two was included review literature related to the research topic. Methodological issues such as research design, research method, population, sample, methods of data gathering and instruments of data gathering, procedures and data analysis methods and also ethical considerations were presented in chapter three.

The forth chapter were presented data analysis, the results of the study and their interpretation. And finally, the fifth chapter was summery of the findings, conclusion and recommendations and also suggests of possible areas for conducting future studies. List of reference materials used for conducting the study, questionnaire and interview questions are annexed at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter provides a review of available literature in the area of employee turnover. The literature review is aimed to present on the concepts/theoretical framework. Accordingly, the chapter is intended to forward some highlights on conceptual and theoretical framework, Issues like the meaning of turnover, types of employee turnover, causes, and consequences, chances of employee leaving, personal characteristics and theories. Furthermore, the contents focus on employee turnover, the factors that influence the employee turnover: personal characteristics, job satisfaction, organizational commitment and perceived alternative job opportunities and finally the chapter ends with identification of problem areas and research gaps in the context of employee turnover in Agnua zone Gambella regional state of Ethiopia.

2.1 The concept of employee turnover

Employee turnover is an important from a theoretical perspective, in understanding how the underlying causes of turnover can provide understandings into how to control the phenomenon. However, from a practical outlook, learning how to minimize the turnover of skilled employees is crucial in reducing employee replacement costs (Keaveney,1992). It also necessary to measure employee turnover in order to forecast future losses for planning purpose and so identify the reasons that people leave the organization plans can then be made to attach the problems causing unnecessary turnover and to reduce costs (Armstrong,2009).

The term “employee turnover” has been given different definitions by different authors that happened internally as well as externally on both sides. For instant, employee turnover is a permanent withdrawal and function of the person-work relationship, meaning the authors emphasize that there should be a fit between the worker, the agency and the environment. If this fit is not present or available, turnover is likely to occur. This relationship is considered pervasive. It can be affected by all aspects of the job situation, both inside and outside the employing organization (Van der Merwe & Miller,1996). In addition to this, Lane (2001) described employee turnover as the result of both quits and layoffs and further states that some turnover is a result of jobs in one firm being destroyed and jobs in another firm being created and

hence due to the reallocation of jobs across the economy in response to changes in product demand.

As Mobley (1982) defined that turnover is the voluntary cessation of membership in an organization by an individual who receives monetary compensation for participating in that organization. This definition emphasizes voluntary behavior because primary turnover model seeks to explain what motivates employees to withdraw from the workplace. Furthermore, this concept focuses on separation from an organization.

Previous studies have reported that employee turnover could pose a serious threat to the growth productivity of any organization (Tettey, 2006; Ally, 2011; Mrope&Bangi, 2014). In fact, Armstrong (2004) recognizes that employees' turnover rates are considered to be one of the persistent problems in organizations.

For the moment, Pires (2009) observes that the foremost critical issue for employees today in all industries is hiring and keeping qualified and capable employees. Thus, for business organizations to stand the test of time in a highly competitive environment, the issue of employees' turnover must be addressed. Although, it may not be feasible for any organization to totally eliminate employees' turnover due to several reasons, nevertheless it could be reduced to the barest minimum. Glebbeek&Bax (2004) observe that despite the fact that a lot of studies on labour turnover have focused on causes of employees leaving their employments; only limited studies have investigated the consequences associated with voluntary employee turnover. Thus, the current study examines the causes, consequences and prevention of employees' turnover

From the descriptions above, the researcher could conclude that job turnover is when employees leave their employment permanently and the entrance of new employees to the organization that employee turnover can either be positive or negative, but all have a significant impact on productivity (Boxall, Baldwin,2002). In the same way, employee turnover is significant to organization, individuals and management (Kuria, Alice &Wanderi, 2012). From the organizational perspective, employee turnover represents a significant direct cost in terms of recruiting, poor production practices and reduced standards as well as high replacement and training costs (Hiemstra, 1990).

2.2 Types of employee turnover

There are two different types of employee turnover in an organization that described four types of employee turnover under these categories. It can be seen turnover is either voluntary being initiated by the employee, or involuntary being initiated by the organization (Judge, 2009; Price, 2002).

2.2.1 Involuntary turnover

Involuntary turnover occurs when management decides to terminate its relationship with an employee due to economic necessity or a poor fit (Gomez-Mejia et al, 1997). The organization or the employee cannot control this type of turnover. It is further stressed by the authors that involuntary turnover results in very serious and painful decisions that can have a profound impact on the entire organization, especially the employee who loses his or her job. Mkhize (1998) concedes involuntary turnover as when an employee is asked by the organization to leave. It represents employer-initiated job separations over which employee have little or no personal say, such as dismissal or layoffs. Sims (2007) also concedes that involuntary turnover arises when employment is terminated against the wishes of employees. Those authors from their definitions stress the fact that with this type of turnover is result from the employer's decision rather than the employee.

2.2.2 Voluntary turnover

Voluntary turnover is separation that occurs when an employee decides for personal reasons to end the relationship with the employer (Gomez-Mejia, 1997). The decision could be based on the employee obtaining a better job, changing career, or wanting more time for family or the present job is unattractive because of poor working conditions, low pay or benefits, and bad relationship with supervisor. In most cases the decision to leave is a combination of having attractive alternative opportunities and being unhappy with aspects of the current job (Gomez-Mejia et al, 1997).

In addition to this, Sims (2007) agreed that voluntary turnover occurs when an employee initiates the termination of their employment of their own free will. Grobler et al (2002) defined quits as occurring when an employee leaves the organization without giving the normal period of notice (e.g. one month). It is usually a sudden decision by the employee. Thus, it should be noted that

quits can occur at any time and mostly when the organization least expects it. This can be serious impact on the organization's total performance and productivity. Although organization cannot do much about employee quitting, they can try to determine the possible reason for leaving or for making that decision.

2.3 Factors leading to employee turnover

Controlling employee turnover can constitute a challenging task for both the workplace and leaders. Leaders may have difficulty understanding and or accepting employee turnover within their organization, due to a biased perspective of the situation. However, identifying the underlying causes, quantifying the problem, and identifying possible solution to high employee turnover can prove to be valuable information for leaders who wish to make a difference (Mobley,1982).

2.3.1 Job satisfaction

Job satisfaction has been found to be one cause of staff turnover where employees having job dissatisfaction leave their current employer easily (Abdali, 2011). The relationship between job satisfaction and employee turnover is reciprocal to each other and this relationship is high when unemployment rate is low in a society and similarly low when unemployment rate is high (Abdali, 2011; Spector 1997). Job satisfaction is influenced by economic factors such as pay, benefit and rewards as well as structural and procedural factors reflecting autonomy or fairness. Hersey and Blanchard (1993) defined the job satisfaction is a consequence of the past which refer to employees' feeling about the reward they have received when comparison with work role input and its outcome.

A job is a position within an organization depending on the scope of the organization, which can be as small as one (Harmse, 1999). The author still mansion that it can also be viewed as a group of positions that are nearly as identical with respect to primary duties and tasks that are sufficiently similar to be included in less than one title. The author argued that a job is fully specified and the job as the kind and amount of work to be performed by a person or a piece of equipment within a given time period (Kolen, 1997).

Generally, job satisfaction in different working stations could be the main factor for employee turnover. Job dissatisfaction refers to unpleasant or negative emotional state employees

experience after making the assessment of their job or work experience (Locke 1978). According to Hoy and Miskel (1991) job satisfaction comprises a present and past oriented unpleasant feeling that comes after the employee evaluates his or her work role. There are different causes of job dissatisfaction. These are as follows: First, an employee is likely to be dissatisfied when he lands into profession which is not in line with his profession and level of education. This feeling is natural as the employee is unable to match his preference for that kind of job.

Second, the pressure at work is also likely to get employees dissatisfied. Many times employers ask their employees to complete as many tasks as possible within a stipulated time, thus creating huge work pressure on the employees. In such situations, employees develop aversion to the work. Third, workplace politics and inability on the part of an employee to suit with the office environment is another reason for job dissatisfaction. This minimizes the employee efficiency and productivity.

2.3.2 Influence of leadership

Is one of the critical factors that can lead to increased turnover? Employees favor leadership that creates mutual respect between them and their superiors. Aspects of leadership include relationship with supervisors, relationship with peers, supervision, recognition of employees' efforts and administration (Brox, 2012).

2.3.3 Influence of work conditions

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Most employees react negatively to extreme physical environment (Noel et al., 1994:293). Job attitude and job performance of these educators are negatively affected by poor working conditions such as lack of supporting infrastructures like water, electricity, banking services and roads. Lack of these infrastructures affects negatively an individual's living condition and hence loses his or her job (Hageman, 1993).

2.3.4 Influence of workload

Workload refers to the amount of work that is allocated to an employee to do. A number of researchers have supported a positive relationship between workload, stress and turnover intention (Beehr, 1992). Glaser, Tatum, Nebeker, Sorenson & Aiello (1999) found that there was a significant relationship between workload and turnover. Workload can also be defined as the extent of the processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand.

It is determined by the relationship between task demands, the circumstances under which that task is to be carried out and the actions, skills and knowledge of the individual performing the task. The task demands may include physical actions, cognitive tasks and or a variety of other factors (Chandrasekhar, 2011). It is the amount of work in the working environment exceeding personal capabilities and further resulting in threats and the reactions of nervousness, anxiety, frustration, pressing, or annoyance. Such reactions would change the physical and mental conditions of employees hence affecting their turnover intentions.

Moreover, workload often results to burnout which in return causes dissatisfaction among employees. Bartlett (2004) defined burnout as the physical, emotional, and psychological exhaustion, which appears as physical exhaustion and long-term fatigue, a sense of helplessness and not developing, and negative concepts and attitudes toward work, life, or other people. Typically, employees wish to have less work with them while managers try to take optimal production from existing workers by overloading them.

Similarly, employees desire to earn more by fewer efforts while managers try to pay less to the workers to keep the costs low. Nowadays each employee seems to be exposing the workload problem. Each individual is under a range of stress variables both at work and in their personal lives, which ultimately affect their health and performance. Hence, workload and burnout issues have been found to have a big influence on turnover intentions (Eugenia, Cheryl & Laura, 2006).

According to Candle (2010), its cases workload pressure which can be regarded as a positive thing leading to increased productivity. Underutilization of human skills or failing to reach the full potential of the employees is also one cause to increase stress whereby the employees will be thinking that they are not being stretched as much as they would like. Employees who possess

the capabilities to perform a job enjoy workload. However, when this pressure becomes excessive it has negative impact. In this stage, the individuals perceive that they don't possess necessary skills and abilities, required to affray with the stress. However, occupational stress is discomfort at a personal level unless it exceeds a person's coping capabilities and resources to handle them adequately. Mukuni (2013) further adds that if employees are not interested with their jobs or they are not satisfied with the job field that they are in; they tend to take extra work as fatigue which subsequently contributes to job stress.

2.3.5 Lack of recognition

One of the key causes of employee turnover in Saudi organizations is lack of recognition. Lack of job recognition in the KSA workplaces is the biggest barrier to employee productivity and huge turnover the results of a recent poll, conducted by Bayt.com, has found. "41% of the surveyed respondents cited that little/ or the lack of credit for their efforts causes their productivity levels to wane. The ambiguity of roles at 30% also stops people from giving their best at work; while 14% felt that having no say in the decision-making process negatively affects their productivity" (Anonymous, 2009). Data for the productivity in the workplace series of polls was collected online between the 4th January and 8th February 2009 with a total of 8,289 respondents from across the Middle East (Anonymous, 2009).

2.3.6 Poor delegation policy

Delegation of authority is therefore very important in organizational management and should be well understood by educational leaders as well as by the employees especially its process, benefits and how to make it work to the benefit of the educational system. This is necessary in view of the fact that most educational leaders and their deputies' appointment are usually based on experience and 'who you know (Ayinla, 1999). Most of leaders are also undersupplied in such training. In addition, most problems of the educational system nowadays such as absenteeism, poor academic performance and so on, are probably the consequence of improper delegation of duties.

2.3.7 Ineffective communication

Charles (1981) suggested that the communication is one of the factors of employees' turnover. This study concluded that poor communication between management and blue-collar workers contributes to a high job turnover rate. A survey of more than 500 managers and employees in the Gulf Council Countries (GCC) was conducted by leading communications consultancy firm Hill & Knowlton, using YouGovSiraj.

The study concluded that the lack of effective communication by managers has led many employees to look elsewhere for the information they need. The study, further, added that although managers in Saudi Arabia realize how important it is to communicate with their employees, many of them fail to convey their message. Therefore, Managers in Saudi Arabia need to think again about communicating the objectives of their organizations to their employees.

2.3.8 Training and development of employees

Training may help staff to become more competent and to enjoy their work even better. They may gain confidence in their work which in turn may boost their moral, Ichniowski (2004). Reducing staff turnover will benefit business and save money (Mullins, 2005). Moreover, replacing staff is costly and valuable skills are lost. By providing staff with training and development they are more likely to be keen to take on greater responsibilities more suited to promotion or career progression. Staff may become confident and motivated and they may not rely too much on supervision. The costs associated with staff turnover are simply huge; taking into account the costs of recruitment, training and absence combined with average salaries and attrition rates (Tyani, 2001).

Regarding to this study, employee stays longer in the employment when they undergo training and development to improve their competency. Employees are always seeking to advance their skills and knowledge, when such chances for training and development are not available the turnover tends to increase. Some of the districts in Agnua zone which do not give chances of training and development to its staff have high employee turnover. Employee should go to workshops as well as on job training to come up with modernism.

2.3.9 Promotion:

Luthans (1995) described promotional opportunities as advancement in the hierarchy. A promotion occurs when an employee is moved from one job to another that is higher in pay, responsibility or organization seniority. Various approaches can be used to promote employees and this can be based on the person's promotion potential, development needs and talent shortages in the organization (Nel, 2001).

Specifically, Studies in America have shown that money isn't usually the primary reason people leave an organization, but it does rank high when an employee can find a job earning 20 to 25 percent more elsewhere. Raises and promotions are often frozen for economic reasons but are slow to be resumed after the crisis has passed. Organizations may not have a goal to offer the best compensation in their area, but if they don't, they better pay competitive wages and benefits while making their employees feel valued (Jimmy L. Smith; Ibis, 2009).

Of all, promotions are important in the functioning of the organization. Nearly every employee wants to move ahead, both in position and in salary. This studies show that better promotional policies took place outside the organization completely pulled employees to enriched chances and bring them to look outsides. Than the procedures and standards for promotion should be clearly defined through sound administration (Skidmore, 1995). The researcher was interested to establish whether such complaints led to employee turnover in education offices of Agnua zone or not. Basically (Natawo, 1993) reveals that non promotion was found to be one of the factors contributing to high rate of employee turnover in Ugandan Ministry of Education. So, the researcher agreed with this idea, because so as in Agnua zones, as a result their commitment decreases and their absenteeism increases, the end result is turnover.

2.4 The concept of personal characteristics

The personal factors include individual qualities that can be viewed as personal traits the employee possesses and which are distinctive to the individual (Harmse, 1999). The author further asserted that it has to do with what and who the individual is within his total being and which guide his behavior or functioning. According to the researcher, the employee's general outlook on life is one of the major factors that influence employee turnover. An employee with a high self-esteem, confidence in his or her abilities and with a positive outlook on life is more likely to stay than the one with a negative attitude. Thus, these factors are inherent in human behavior. The following are the personal factors that influences employee turnover as identified by different authors:

2.4.1 Personal characteristics and employee turnover

A large number of research studies have identified the importance of individual or personal characteristic factors as predictors of employee turnover (Arnold & Feldman, 1982; Cotton & Tuttle, 1986; Lee (1987). Among the characteristics most commonly examined are age, education, and tenure (length of time a person has worked in an organization).

The personal characteristic differences had been identified as potentially important correlates of turnover. This was because gender and age may be important negative correlates of turnover intention and turnover (Thatcher et al., 2003). Various studies had attempted to look beyond the traditional relationship theorized between job satisfaction and voluntary turnover. Gleser (1990) states that sex, race and age variables should be considered since minority group may face discriminatory practices and may approach job satisfaction differently than more normative groups.

2.4.2 Age and employee turnover

Drafk and Kossen (2002) maintained that employee turnover typically increases with age. Older employees have more work experience. They have a better understanding of what work needs can satisfy and overall, they have a more realistic view of work and life. Young employees have comparatively little or no job experience with which to compare their current jobs and because of this they are more likely to substitute the opinions of other people, their own beliefs about other people's jobs and their own idealistic views of what should be their lack of experience.

In another way, Younger employees had more entry-level job opportunities and few family responsibilities, thus making job mobility easier. They may also have inaccurate expectation regarding working, which are not fulfilled in their early jobs (Porter & Steers, 1973; Wanous, 1980). Therefore, younger employees are more likely to terminate their employment than older employees. Furthermore, Mc McCullough (2002) who stressed that age is a widely known factor that influences employee turnover. The author further states that the younger employee, the stronger likelihood of employee quit. The longer that employee stays, the more turnover risk goes down. Similarly, older employees are less likely to quit than younger ones, as younger ones are more likely to take employment risks and hop to other jobs. The author still concedes that research has confirmed that the older employee, the lower likelihood of quitting.

2.4.3 Education and employee turnover

Neither a strong nor a consistent relationship between education and turnover is evident in the literature (Mobley, 1979; Price, 1977). Since many turnover studies are based on individuals with similar educations, a relation between turnover and education is difficult to establish. However, Arnold and Feldman (1982) and Brief and Aldag (1980) stated that education is positively related to employee turnover.

Wong et al. (1999) found that individuals with higher education levels are better informed of the alternative opportunities available in the external labour market. Managers with high educational qualifications, by virtue of their high employability, they are greater discretion in their choice to turnover. If managers perceive that reward levels are not commensurate with education or human capital value and performance levels, it is likely that they will report a greater number of turnover cognitions (Trevor et al., 2007).

2.4.4 Tenure and employee turnover

There are many research studies which suggest that a negative relationship exists between tenure and turnover (steers, 1997) and Mobley (1982). The research has indicated that relatively high turnover occurs among new employees (Mobley, 1982). It should be noted that tenure has been considered as a covariant of age (Kacmar, Ferris, 1989) and consequently its influence is similar to that of age. As an employee's tenure increases, the formal benefits (e.g. compensation and promotions) and informal benefits (e.g. status) also increase. Given these issues, employees with

higher tenure are less likely to leave their organization for fear of losing these benefits upon entry into a new organization (Hellman, 1997).

2.4.5 The costs of employee turnover

Employee turnover costs are the problem that most executives are aware of but do not acknowledge as a potential loss of revenue (Kelly (2001). A lot of disadvantages that are brought up by employee turnover are clearly evident in cost benefit analyses. Human resource managers know that employee turnover is a major cost and significantly impacts an organization (Irvancewich, 1994). Many managers refuse to face up to these costs, but they might be forced to do so when considering the various factors necessary to calculate the cost of employee wastage (Stewart,1998)

According to Mitchell et al (2001), employee turnover imposes extensive cost both the individual and the organization level. At individual level, it does not matter if the person leaves voluntarily to another job or is forced to leave and take a personal toll. For organization level, the problem arises when leaving employees take their valuable knowledge and expertise gained through experience with them. This turnover leads to numerous costs for the organization, such as: Exist interview time and administrative requirement, Payout of unused vacation time, Cost of temporary workers, Overtime for co-workers and Training costs.

Potter (2002) postulated that employee turnover is a critical cost driver for American business. The cost of retaining and filling vacancies, lost productivity from vacant jobs and cost of training new employees increase operational costs. Elements of the cost of job turnover very widely and depend on whether all cost elements are recognized.

2.5 Consequence of employee turnover

The consequences of high turnover are both financial and non-financial. High turnover can be a serious hurdle to productivity, quality, and profitability at firms of all sizes. A high turnover rate can mean that simply having enough staff to fulfill daily functions is a challenge, even beyond the issue of how well the work is done when staff is available (Johnson, 2009). Employee turnover has always been one of the invisible enemies of business in any growing economy; it is invisible because most costs associated with staff turnover cannot be directly itemized in the

profit and loss statement or reported at the end of the fiscal year (Anonymous, 2008). Achoui& Mansour (2007) identified both positive and negative consequences of employee turnover.

Research signifies that turnover is to some extent normal to the growth of any organization (Lau & Albright, 2011). Turnover in a few cases may be positive in some situations but not so much in others. For instance, if a non-productive employee leaves, the impact will be positive since the possibility of terminating is non-existent (Lau & Albright, 2011). Opportunities for other workers could come up from the change, plus opening up a position for an existing employee, hiring an employee with a superior skill level, increasing diversity and regulating the budget (Lau & Albright, 2011).

In generally, some staff turnover has positive consequences, and can help increase productivity by ensuring better matches between jobs and workers, as well as offering more flexibility to promote and develop valued staff (Loquercio et al., 2006). It can also allow an organization to adapt to market changes without going through costly layoffs. Certain organizations accept a relatively moderate level of staff turnover because it keeps the organization dynamic (EPN, 2003).

Negative consequences include cost both tangible like recruitment, selection, training and production lost and intangible cost like moral impact, workload impact and team performance disruption. Another negative cost associated with employee turnover is separation, replacement and both financial and non-financial. The financial costs mainly involve the cost of people's time, cost of materials and equipment, cash outlays, and productivity losses. The other costs are less discernable and harder to estimate but may entail large negative impacts on organizational effectiveness such as loss of customer, business and damaged morale (Heneman& Judge (2009).

2.6 How to reduce employee turnover

Employees are important in running of an occupation; without them the occupation becomes unsuccessful. However, more and more bosses today are finding experienced employees remaining in a firm and education bureau spends a lot of money on the training of new staff

members each year due to high turnover rates (Agnua zone statistics, 2011). The following are the ways of reducing employee turnover:

Providing a stimulating workplace environment in which fosters happy, motivated and empowered individuals, which lowers employees' turnover and increased job acceptance rate. Promoting a work environment that fosters personal and professional growth which will lead to agreement and encouragement in all levels. Continual training and reinforcement develops a work force that is consistence, effective and efficient.

Make sure, you describe the job as accurately as possible so stakeholders will know what is expected. Misconception regarding the job responsibilities and work environment are one of the major causes of employee turnover. Develop compensation and benefits packages. Understanding and research the market pay ranges in your area and consider the value of benefits and employee perks; offering such extra to your workforce may be the key to your retention effort (Pires, M. 2009).

2.7 Summary of the literature review

According to positive consequences of staff turnover, Turnover can increase organizational performance, but this effect depends on the role performance curve and contingency of the organization's reward system (Staw,1980). It may also reduce conflict in the organization, but this result depends on the ideological nature of the organization and whether core beliefs or values are involved in the conflict. On the other hand, unhappiness of workers, loss of key staffs and the rest of employees become work overloaded are the critical problem that negatively affects the quality of organizational performance. This negative consequences of employee turnover range from poor leadership style by front line staff in Agnua zone education sectors.

To summarize, leaders must model behaviors consistent with the office's vision; organize resources to accomplish building and district goals; make staff development activities a priority and most of all, help people to do the right things and reinforce those activities. The leaders are also expected to be involved in listening, facilitating, controlling, stimulating and reinforcing values and of all the leaders follow leadership style that can influence the organizational culture

of the office by emphasizing educational aspects such as involving all stakeholders in decision making to make staff smooth.

2.8 Conceptual framework of study variables

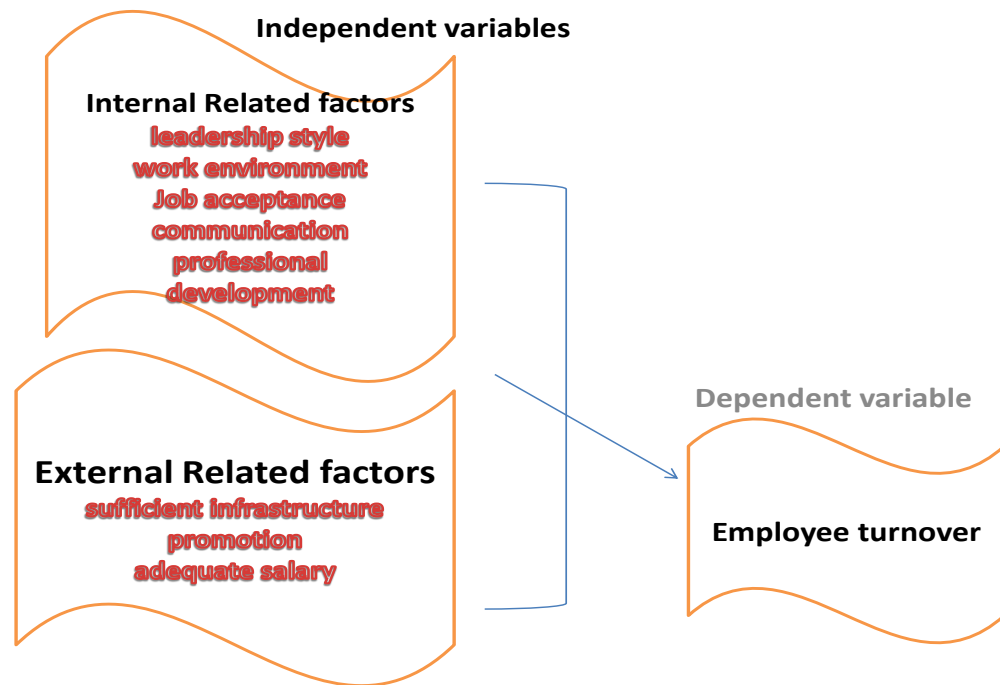


Figure1: Conceptual framework of study variables

There are two important variables which influenced the outcome of this study. The first category of variables fell under independent variables. The independent variables in this study were grouped into leadership, work conditions and geographical factors. Leadership is one of the critical factors that can lead to increased turnover. Employees favor leadership that creates mutual respect between them and their superiors. Aspects of leadership include relationship with supervisors, relationship with peers, supervision, recognition of employees' efforts and administration (Brox, 2012).

Work conditions employees would like to work in comfortable work places where there are adequate facilities such as buildings, furniture, and work instruments and also where health and safety measures are observed. Adverse work conditions will lead to increased turnover (Handelsman, 2009). And geographical factors some of the geographical locations of

organizations are very harsh for the employees. Such locations include semi-arid areas, areas with poor infrastructure and areas prone to floods and diseases. Employees will only work in such places because they are desperate for money but once they are a bit stable financially, they will move to other organizations in areas of their choice thus increasing the turnover rate (MacDonald, 2012).

The second variable was the dependent one which is employee turnover: Employee turnover has always been one of the invisible enemies of business in any growing economy; it is invisible because most costs associated with staff turnover cannot be directly itemized in the profit and loss statement or reported at the end of the fiscal year (Anonymous, 2008). Achoui and Mansour (2007) identified both positive and negative consequences of employee turnover. Negative consequences include cost both tangible like recruitment, selection, training and production lost and intangible cost like moral impact, workload impact and team performance interruption.

Figure 1. further expected that leadership policies: work overload, team performance interruption, moral impact and lack of organizing training program has consequences of employee turnover. However, the conception framework indicates that the independent variables like leadership, work conditions and geographical factors that leads worker's dissatisfaction and influence employees out of the organization in Agnua zone educational sectors.

2.9 Theoretical frame work

The following theories supported the study on employee turnover

2.9.1 Herzberg's two factor theory (job satisfaction)

The study was guided by the Herzberg's motivation- hygiene theory of job satisfaction. Herzberg believes that every worker has two sets of needs (motivational and hygiene needs) which was developed in 1959 by Luthans. This theory has its roots in motivation-hygiene theory that cast a new life on the content of work motivation and it offers an explanation specifically to the work place and job design (Grobler et al 2002). It stated that Herzberg believed an individual's relation to his or her work is a basic one and that his or her attitude towards his work can very well determine the individual success or failure, and referred to this as motivation-hygiene theory (Robbins, 1993).

Moreover, Herzberg acknowledged the relation between job satisfiers and job content; job dissatisfiers are allied to job content. The writer named the motivation factors satisfiers and called dissatisfiers hygiene factors. The hygiene factors are preventative because they can prevent dissatisfaction and are environmental in nature, and therefore are roughly equivalent to Maslow's lower level needs (Luthans 1995). The motivators are intrinsic and related to job satisfaction for example achievement, recognition, and the work-itself, responsibility, advancement, and growth. The hygiene factors are extrinsic, administration supervision, salary, interpersonal relations and working conditions.

While Robbins (2001) suggested that, according to Herzberg, the factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Therefore, leaders who seek to eliminate factors that create job dissatisfaction can bring about peace, but not necessarily motivation. Thus, leaders who hire wages will be placating their workforce rather than motivating them. It is evidence that the Herzberg two factor motivational theories indicate that the more resources are poured down the hygiene drain for example increasing fringe benefits, more resources they will be needed in future. This is because with hygiene factors, ever-increasing amounts are needed to produce the same effect. A classic example is the issue of salary that never seems to be resolved; employees will still be discontent over wages even after concluding salary negotiations.

According to the researcher, the need to motivate workers is a very crucial one. Motivation is required if the workers are to make a significant impact on their work given the limited budgets they operate on and the very difficult circumstances. In any situation, every leader would like to have employees who are motivated to do their work efficiently and effectively. This allows successful results and improves organizational productivity and a lot of problems associated with de-motivation like carelessness, looking outside for other chances and lack of job interest can be avoided.

2.9.2 Vroom's expectancy theory (1964)

The expectancy theory as advocated by Vroom (1964) argues that employees are likely to leave if their expectations are not met. Motivation, according to Vroom, boils down to decision of how much effort to put in specific task situation. This choice is based on a two-stage sequence of

expectations that are effort-to-performance and performance-to-outcome. First, motivation is affected by an individual's expectation that a certain level of effort will produce the intended performance goal.

Motivation also is influenced by the employee's perceived chances of getting various outcomes as a result of accomplishing his/her performance goal. Individuals are motivated to the extent that they value the outcomes received. This theory was chosen by the researcher because it emphasizes what employees need or expected from an organization and failure to fulfill them leads to low commitment, loss of morale and gradually leaving their jobs. In the context of this study, Agnua zone education sectors can change their strategies, treat their experienced staff better and stimulate them accordingly so as to reduce employee turnover.

2.10 Research gaps

This chapter has reviewed literature on the causes and consequence of staff turnover. A study in Chicago by Smith, (1999) on Human Capital established that the factors that could influence turnover of employees include job related factors like job satisfaction, job acceptance, working conditions, professional development and salary. The researcher did not come across studies that have looked into factors contributing to turnover of employee's in Agnua zone. Most of the studies conducted in Kenya have concentrated on other job-related factors such as motivation and performance. This means that there is lack of observed data on turnover of employees. To fill this literature gap, the study set out to establish the factors that contribute to employee turnover among educational office workers in Agnua Zone, Gambella Regional State.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This chapter deals with the description of the methods that the researcher used in the study. Specifically, the chapter describes and discusses the research design, Research Method, target populations, sample size and sampling techniques, procedures and data collection methods, pilot tasting, methods of data analysis and ethical considerations.

3.1 Research design

In this study descriptive survey research design was employed. Because the major target of this study was to describe the causes and consequence of staff turnover in education sectors and it also involves collecting data in order to answer research questions concerning the current status of the subject of the study Gay (1992). Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. In the same way, Cohen (1994) described that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition.

Basically, there are several ways of drawing a representative sample in a descriptive survey design. For this study both probability and non-probability sampling methods can be used to draw representative samples. In doing so, descriptive research is purposely used to describe, observe and document aspects of situation as it naturally occurs. From the ongoing discussion the researcher realized that the descriptive research studies were enable the researcher to organize and present information systematically on the causes and consequence of staff turnover in Agnua zone education sectors.

3.2 Research method

The study employed descriptive survey method by including mixed method research approaches with more emphasis on quantitative as the leading method through both open and close-ended questions. Quantitative approach was emphasized because investigating; the causes and consequence of staff turnover in Agnua zone education sectors could better be understood by collecting large quantitative data, in a formal and structured manner. Furthermore, the qualitative approach was incorporated in the study with information gained from interview and document analysis through open-ended questions and hence, it helps to validate and triangulate the quantitative data. Thus, the approach was chosen on the position that the causes of staff turnover in education sectors were better supposed from the opinion survey of educational leaders and working staffs.

3.3 Target populations

A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell 2009). Similarly, Borg (1996) defined that target population as all members of a real or hypothetical set of people to which a researcher wishes to generalize the results of the study. Initially, Agnua zone has six districts that having 135 staffs which involved district education experts, district education officers, district head education office and district vice head education office and also employees whose leave the organizations in the zone educational institutions constitute the total population for this research.

The sampled districts for this research project was comprised 4 selected districts which involved 66 (56.8%) education office experts were selected to provided questionnaires and 4 (100%) education head offices and vice head offices and also 11 (100%) the employees whose leave the organizations was selected equally to conduct interview. Since the researcher has seven years of work experience, specifically in Agnua zone, particularly in Abobo district, it was selected using simple random sampling techniques thus both education experts and officers was used because they are directly concerned with the causes of staff turnover and are the ones who know the reasons for staff turnover and also head of education office and vice head education office was selected purposively because they are responsible for employee turnover and they have necessary

information that would meet the objectives of the study. Generally, the selection of the above selected district and respondents were helped to obtain relevant information concerning a clear picture on staff turnover and to find the best management options that helped organization to control the current staff turnover within the study area.

3.4 Sample size and sampling techniques

3.4.1 Sample size

Sample is segment of population in which researcher is interested in gaining information and drawing conclusions (Babbie, E.2011). A sample size representative was selected using both simple random sampling and purposive. Of course, this study was conducted in Agnua zone, one of the three zones of Gambella region in South East Ethiopia. Agnua zone is bordered by Oromia region in North East, Nuer zone in the North West, Majang zone in the South East and South Sudan in the South West. This zone has five districts and one special district. These are: Abobo, Abole, Gog, Jore Dema and Itang special district. Among these, the study sites are: Abole, Gog and Itang special district education offices.

According to the 2011 report obtained from the Agnua zone the total number of education office employees of the 4 districts are 135. From those total number of employees 85 respondents was selected. Specifically, the sample of 66(56.8%) respondents were selected for questionnaires on the basis of work experiences such as district education office experts and officers were designated through simple random sampling and 19 (100%) of head education office, vice head office and employees whose leave the organization are carefully chosen from each district through purposively.

The purpose of selecting the above respondents for interview was to get more critical information about the causes and consequences of staff turnover in Agnua zone. The researcher justification for selection of sample districts due to the following two reasons, first selected the study site only on four districts, because staff turnover is more serious than that compared with the rest districts according to Agnus zone education bureau report (Seraje,2011). and secondly the study sties have good accesses of transport which is important factor to reduce challenge of this study.

Table 1. Summary of sampled districts and sample size

No	Sample woredas	Total number of populations	Sample size and percentage						Sampling techniques
			Education office experts	%	Education head and vice head officers	%	Employees whose leave the organization	%	
1	Abobo woreda	35	18	51.4	2	100	5	100	All Education office experts and officers were selected by using simple random sampling techniques whereas leaders and employees whose leave the organization were selected by Purposive sampling techniques
2	Itang special woreda	34	17	50	2	100	4	100	
3	Abole woreda	32	14	46.8	2	100	2	100	
4	Gog woreda	34	17	50	2	100	-	-	
	TOTAL	135	66	56.8	8		11	100	

Source: AZEB 2011 report

3.4.2 Sampling techniques

In order to obtain reliable data for the study, various sampling techniques were employed. In view of that, the researcher used simple random sampling and purposive sampling techniques. obviously, simple random sampling is type of probability sampling where each and every item in the population has an equal chance of inclusion in the sample and has the same probability of being selected(Kothari,2004). In this case, the researcher favored this technique as it helps to get more representative sample from participants. As a result, among the six woredas found in a zone; four woredas education experts and officers the total of 66 participants were selected by simple random sampling technique. Specifically, among those 18(51.4%) were selected from Abobo, 14(46.8%) were selected from Abole, 17(50%) were selected from Gog and 17 (50%)

were selected from Itang special woreda. That is way, the selection of four woredas were used to easily manage the sample population.

Besides this, purposive sampling was used to select respondents that helps to took relevant information from concerned respond and obtained further explanation about the research questions. Basically, the study focused on the following methods: interviews and documentary analysis. Interview was also used whereby 19 respondents were selected to participate on this study, such as education head officers4(100%), vice head officers 4(100%) and employees whose leave the organizations11(100%).The reasons way using purposive sampling is to ensure that the valid information’s are obtained from the right source not only that but also to reduce the time to be spent during the data analysis stage.

Table 2. Summary of sample respondents and sampling techniques

No	Employees	Target population	Sample size	% Composition	Sampling techniques
1	Education office experts/officers	116	66	56.8%	Simple random sampling
2	Head education offices	4	4	100%	Purposive sampling
3	Education vice head offices	4	4	100%	Purposive sampling
4	Transfer to other organizations	11	11	100%	Purposive sampling
Total		135	85	62.9%	

Source: Researcher

3.5 Data collection methods

Data was collected using both primary and secondary sources. The primary data were collected through questionnaires that were administered to a sample population of 85 respective education experts, officers, head and vice head education offices and the employees whose leave the organizations in Agnua zone educational institutions. The questionnaires were administered through simple random sampling method and sought to gathered information from experts and officers on what was likely to lead them to leave those organizations. Whereas the secondary data were gathered from materials such as textbooks and annual reports are available in the library and other materials related to the study from the targeted organizations, which helped to

know how to write thesis and more understanding about it as well as getting different resources which are essential to organized literature and back ground of the study.

To this end, all respondents were assuring of confidentiality and security. This demanded that before giving out the questionnaire, the researcher need to create a rapport as to gain the confidence and trust of the respondents. To ensure cooperation from them, the researcher explains the significance of the study and their participation and finally the respondents was given the questionnaire attached to an introductory letter. At the end the researcher collects the filled questionnaires as soon as possible.

3.6 Instruments of data collection

3.6.1 Questionnaire

The questionnaire was an instruments that helped the researcher to collected a relatively wide range of information from a large sample within a short time (Orodho, 2006) and in the same way, it enables the researcher to gathered data (quantitative and qualitative) from many respondents simultaneously thereby saving time and cost of data gathering (Bryman, 2008).

Questionnaires also give respondent's freedom to express their opinion and also make suggestions in that they are structured with both open ended and closed ended questions. The researcher designed questionnaires for the education office experts and officers. Each questionnaire contained both closed ended and open-ended questions. In the open-ended questions, the respondents were required to give their opinions in the spaces provided whereas in the closed ended questions the respondents were required to use a tick in marking the preferred response among the ones provided. The questionnaires have several sections. The first section sought to capture demographic data like gender, age, marital status, educational status and service year of the employees and the second section contained internal and external factor that causes employee turnover, consequences and strategies that minimize staff turnover.

To sum up, the questioners were prepared in English and translated in to Amharic language that used to minimize confusion and in order to make easily understandable for the respondents. It was prepared to collect important information from respondents based on the following issues such as to collected information about respondents back-ground, to collected information on the current status of staff turnover, to obtained information about the perception of employees about

their work and work conditions, to collected information about the causes of staff turnover and the like. Lastly, the questionnaires were prepared in the form of likert type attitude scale, and the levels of agreement that was indicated in five parts ranging from strongly agree to strongly disagree.

3.6.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), the purpose of interviewing people is to find out “what is in their mind and what they think about something”. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Taylor, 2002).

To this end, in order to obtain detailed information, interview periods were conducted with four woreda head education officers, four vice education officers and eleven employees whose leave the organizations were involved in interview questions. The above participant’s criteria for the selection were based on their position to effectively describe the reality in the study area and they can have detailed information about the causes and consequences of staff turnover in Agnua zone education offices. Finally, the information was collected by writing down the data that was given by respondents and also the interview data were conducted in the Amharic language, and translated to English.

3.6.3 Document analysis

As the secondary source of information, the data and information collected which related to the study from reference books, annual reports and other sites was used to back up primary information and relate the findings to other approaches already in existence. In this category, researcher was visited an Agnua zone educational organization that is why the researcher wanted to get tangible resources and collected current information about the cause of staff turnover.

3.7 Pilot testing

Pilot testing was conducted in order to detect any difficulties that respondents were likely to face when responding to the items. It is a preliminary survey (Kothari, 2004) and was carrying out by giving questionnaires. In addition, it is important in testing the validity of the research instruments and to ensure clarity of the language used. Since piloting does not need a big sample. For the purpose of this study, 5 respondents participated in this study from each District (Abobo, Abole, Gog and Itang) the total of 20 respondents whose education office experts was randomly selected to test the questionnaire. This helped to refine the questions on the questionnaire in order to ensure that there is no ambiguity or bias.

This means that, the participants of the pilot test were also taken as direct informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on respondent's response, modification of question was undertaken meaning, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed and many unclear items were made clear.

Checking the reliability and validity of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Daniel M., 2004). To ensure the reliability, its instrument was determined by their consistence in testing what they are expected to measure. To measure the reliability test-retest method was used which for (Mugenda, 1999), is administering the same instrument twice to the same group of subjects. In this study the researcher established the reliability of the questionnaire by using pre-testing. Meaning, the researcher distributed questionnaire guide to the same group of respondents and retesting was be done. This was due to check whether the instruments yield the same results when administers in different times to the same group and it helped to determine how much error is presented in the test score. All in all, as table 3 below shows the results of Cronbach's coefficient alpha is satisfactory because between 0.74 and 0.91 indicating questions in each construct are measuring a similar concept. As suggested by Cronbach cited by (Waheed, 2011), the reliability coefficients between 0.70 to 0.90 are generally found to be internally consistent.

Table 3. Summary of reliability test results with Cronbach's alpha

No	Description of the title of the questions	No of items	Reliability coefficient
1	What are the internal causes for staff turnover in Agnua zone education office?	7	0.79
2	What are the external factors which causes staff turnover in Agnua zone education office?	5	0.91
3	What is the consequence of the staff turnover on employee's performance?	9	0.85
4	What strategies are in place and effective to minimize staff turnover in Agnua zone?	7	0.74
	Total reliability coefficient	28	0.82

In addition, to ensure the face validity of instruments, firstly the instrument was prepared by the researcher and developed by guidance of advisors, who were involved in providing their inputs for validity of the instruments. Both English and Amharic questionnaires were corrected by experienced instructors of Gambella teacher education and health Science College was personally checked to provide their remark. The instructors accessed the face content validity to see whether the instruments measured what they appear to measure according to the researchers' subjective judgments. As a result, necessary modification on 6 items and complete removal of 2 unclear questions were done and the instructors helped the researcher assess the extent to which the items are related to the topic. This is due to the intention to correct any errors that might appear before the main study.

3.8 Data collection procedures

Basically, to answer the research question, the researcher was followed series of data gathering procedures. The relevant data was gathered by using questionnaires, interviews and document analysis. In doing so, the researcher received letter from Jimma University and District education office for getting permission; the researcher directly meets to Gambella teacher education and health science collage and four sample district education offices to pre-test the data gathering

instruments. At the end of all aspects related to pilot test, the researcher has contacted district education offices and the leaders of respective districts for permission. After making agreement with the concerned participants; the researcher introduced his objective and using the permit to access the Districts sampled for the purpose of this study through the leaders. According to Cohen et al (2000) a researcher needs to ensure that not only access is permitted but is in fact possible.

After introducing his objective, the researcher made an appointment with the employees of selected districts but before administering the questionnaires; the researcher explained that confidentiality was going to be kept. This created understanding between the researcher and the participants. After that, the researcher administered the questionnaires to the sampled education office experts and officers and then, waited for the sampled respondents to fill the questionnaires independently and the data closely assisting to solve any confusion regarding the instrument and questionnaires were collected and also thank them for participating in the study. Lastly, the questionnaires were made ready for data analysis.

In addition to that, the researcher also interviewed eight sampled leaders and eleven employees those who leave the organizations personally, the interview sessions took between 12-20 minutes and this method helped the researcher to get firsthand information and an opportunity to have an in-depth interaction with the interviewee. As the end, the data collected through different instruments from multiple sources were analyzed and interpreted.

3. 9 Methods of data analysis

The data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. Quantitatively, data on the questionnaires was edited by checking the data pieces before coding them. That is why, the process helped in identifying those items which were wrongly responded, spelling mistakes and blank spaces left by the respondents. The data that collected through closed ended questions was tallied, arranged and filled in to Statistical Package for Social Sciences (SPSS) version 21 and interpretation was made with the help of percentage in the form of tables. At the end the data was then coded to facilitate data entry into the computer to allow for statistical analysis.

On the other hand, the data obtained from semi-structured interview and document analysis was analyzed qualitatively. The qualitative data was presented in a narrative form meaning, the data was organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, the interviews data was transcribing and coding to make the analysis easy. Data that was collected through document analysis guide was analyzed through frequencies. Finally, the results were triangulated with quantitatively and the final findings were concluded and recommendations were forwarded.

Table 4. Summary of data analysis

Types of data	Statistical tool techniques	Purpose
Quantitative	Percentage	To state data of respondents characteristics and other collected data concerning causes and consequence of staff turnover
Qualitative	Narration	To analyses the collected data related to the causes and consequence of staff turnover

3.10 Ethical considerations

The purpose of the study was clarified to the participants and next to that, the researcher has asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided was only for the study purpose. Based on this, any communication with the concerned stakeholders were accomplished at their voluntarily consent without harming and intimidating the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.

CHAPTER FOUR

PRESENTATIONS, ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

The purpose of this thesis paper was to examine the causes and consequences of staff turnover in Agnua zone education office of Gambella region. Subsequently, this chapter deals with the presentations, analysis and interpretation of data that collected from respondents. The respondents for this thesis were 85 office employees drawn from the four districts that mentioned in unit three. The respondents provided information required in the questionnaires without too much pressure from the researcher. The researcher analyzed data through mixed method using descriptive statistics, that is, in frequencies, percentages and collected the questionnaires, edited, coded and data entered in SPSS for analysis. Finally, the findings were presented in the form of tables.

It contains two major parts; the first part presents demographic characteristics of respondents, these include gender, age, marital status, educational status, job experience and monthly salary and also the second part deals with the results of findings about the causes and consequences of staff turnover that having, looks at how much respondents agreed to certain statements, to investigate pulling and pushing factors of employees turnover, to examine the consequences of staff turnover and lastly what types of strategies taken to reduce staff turnover that gathered through the questionnaire, interview and document analysis.

4.1 Questionnaires return rate

The researcher gave sixty-six questionnaires to sixty-six districts education office experts and officers. The table 5 shows how the questionnaires were distributed and returned.

Table 5. Questionnaire return rate

Categories	Distributed	Returned	Un returned	Percentage
Both education office experts and officers	66	62	4	93.9%
Total	66	62	4	93.9%

Source: Researcher findings

The researcher targeted 85 respondents out of these 81 responses were obtained from the samples of education office experts, education officers, education head offices, education vice head offices and those who leave the organizations. Out of the 66 questionnaires administered to 66 employees who employed at the position of both experts and officers' level, from 4 districts 62 questionnaires were returned. This represented that 93.9 percent return rate for both education office experts and officers. According to Babbie (2002) any response rate above 50 percent is enough for analysis hence 93.9% was sufficient for this study.

4.2 Demographic data of the respondents

The overall results of the matter under investigation as well as respondent's personal background information are presented brightly here under.

Table 6. Respondent profile by gender in Gambella region studied in Agnua zone

Districts	Total population			Selected respondents				Total	Percentage %
	Male	Female	Total	Male	%	Female	%		
Abobo districts	23	12	35	19	27.5%	5	31.25%	24	28.2%
Abole districts	23	9	32	15	21.7%	3	18.75%	18	21.1%
Itang districts	20	14	34	18	26%	4	25%	22	25.8%
Gog districts	28	6	34	17	24.6%	4	25%	21	24.7%
Total	94	41	135	69	100%	16	100%	85	100%

Source: Researcher 2012

According to the information in table 6 out of 135 employees 94 (69.6%) are male and 41 (30.3%) are female. It shows that majority of employees in Agnua zone education sectors of Gambella region are male. This informed that female still late to come up for a good position at education sectors because there is no relationship between gender and employee turnover (Hannum, 2003).

Table 7. Respondent profile by age in Gambella region studied in Agnua zone

Occupation of respondents	Frequency					Total percentage
	Male	%	Female	%	Total	%
18-25	3	4.3%	2	12.5%	5	5.8%
26-35	48	69.5%	9	56.2%	57	67%
36-49	13	18.8%	4	25%	17	20%
Above 50	5	7.2%	1	6.25%	6	7.0%
Total	69	100%	16	100%	85	100%

Data from table 7 shows that majority of the respondents are in the age bracket of 26-35 years which is represented by 67 percent. A good number of the respondents are aged between 26-35 years. This is the fact that majority of the office employees are young and energetic group who need quality life with a lot of opportunity. This is the reasons why most of the experienced employee's they don't want to stay and work in the organization especially in Agnua zone.

It is an important aspect that influences employees' decisions to stay or leave the organizations is their age. The relationship between employees' age and their turnover has been found to follow a U-shaped curve (Ingersoll, 1999). Although there is some disagreement as to why this is the case, researchers have consistently found that younger employees have very high rates of leaving. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the leaving years (Souza-Poza, 2007).

Table 8. Respondent profile by marital status studied in Agnua zone

Marital status	Frequency				Total	Percentage%
	Male	%	Female	%		
Single	12	17.39%	4	25%	16	18.8%
Married	51	73.9%	11	68.7%	62	72.9%
Separated	6	8.6%	1	6.25%	7	8.23%
Divorced	0	0.0%	0	0.0%	0.0	0.0%
Total	69	100%	16	100%	85	100%

Regarding to marital status of the respondents, table 8 above shows that majority of employees 62(72.9%) was married in Agnua zone education offices at woreda level. This result indicates that the relationship between employees' marital status and their turnover were not such matter for leaving the organizations rather it brings them to stay, because most of employees are married in that zone.

Table 9. Professional qualification of the respondents

Qualification	Frequency				Total	Percentage%
	Male	%	Female	%		
Certificate	2	2.89%	0	0.0%	2	2.35%
Diploma	46	66.6%	11	68.7%	57	67%
Degree	19	27.5%	5	31.25%	24	28.2%
Master	2	2.89%	0	0.0%	2	2.35%
Total	69	100%	16	100%	85	100%

The above findings are implying that most of the employees 57(67%) employed in the Agnua zone were diploma holders. This finding shows that employees with low professional

qualification were touching to manage education offices that resulting low job performance and oppositely employees with high professional qualification were terminated to other organizations. This is in line with, Oroni (2005) in her study found out that the more educated employees especially degree graduates were more likely to quit their jobs than the non-graduates. This is attributed to the fact that more educated persons have more job opportunities thus making them more marketable compared to their less qualified persons.

Table 10. Respondent profile by length of service

Employees experience	Frequency					Percentage %
	Male	%	Female	%	Total	
Less than 2 years	11	15.9%	5	31.25%	16	18.8%
3-5 years	27	39.1%	7	43.7%	34	40%
6-9 years	18	26%	1	6.25%	19	22.3%
Above 10 years	13	18.8%	3	18.7%	16	18.8%
Total	69	100%	16	100%	85	100%

Source: Field data collected by the researcher, 2012

From the table above, the researcher required to find out how long respondents had served in their respective organizations. The result indicates that the majority employees who represent 40% have served between 3 to 5 years. It can be seen that, in Agnua zone education offices most of the employees have not served for a long period. This indicate that most of the employees in Agnua zone are not more experienced, that affect the quality of job because the experienced employees are the greater their performance.

Table 11. Respondent profile by monthly salary

Monthly salary	Total population			Selected respondents					Percent age%
	Male	Female	Total	Male	%	Female	%	Total	
700-1828	11	7	18	-	-	-	-	-	-
1829-2872	14	18	32	-	-	-	-	-	-
2873-4261	29	7	36	29	42.0%	7	43.7%	36	42.3%
4262-6036	31	6	37	31	44.9%	6	37.5%	37	43.5%
Above 6037	9	3	12	9	13.0%	3	18.7%	12	14.1%
Total	94	41	135	69	100%	16	100%	85	100%

Source: Researcher 2012

The range of monthly pay of the respondents was displayed with the frequency of respondents who enjoy such range in table 11 above, it illustrates that a total of 36 respondents representing 42.3% (2873 to 4262) took per a month were disagreed. Grobler, et al. (2002:382), state that the main objective of compensation system is to attract and retain high quality staff than that of the competitors. In order to be able to retain staff, the rewards that the staff members get from their compensation must be satisfactory. According to Nel, et al. (2004:374), although financial incentives will encourage employees to stay over the short term, over the long term they need opportunities for growth. Similarly, remuneration is one of the causes of absenteeism and staff turnover; if employees are not satisfied by what they are paid then they normally leave to seek greener pastures (Nel, et al., 2004:375).

4.3 Factors influencing employee turnover and their consequences

The researcher has grouped the factors that affecting employee's turnover has categorized in to: Internal (pushing) factors, External (pulling) factors, Consequences and Strategies that reducing employee's turnover were the major causes in this study. The following is the explanation of the categories mentioned below:

4.3.1 Internal related factors and their causes on employee turnover

Table 12. Internal /pushing factors for employee turnover in Agnua zone

No	Internal/Pushing Factors (Reasons for Leaving)	Frequency of respondents	Percentage%
1	Lack of job acceptance	53	62.3%
2	Ineffective communication	-	-
3	Un happiness with leaders	29	34.1%
4	Limited growth opportunities	3	3.52%
	Total	85	100

Source: Data from the field, 2012

Obviously, in Agnua zone education sectors internal related factors highly cause's employee's turnover. This involves factors such as lack of job acceptance or recognition that motivate employees (example delegation), poor leadership style, poor working condition, ineffective communication, inadequate salary and distance from home to workplace were push employees to leave the organizations.

The most important things to motivate workers, increasing high performance among employees and push employees stay long in their organizations was good acceptance (recognition). Quality working staff, experienced and motivated is a must have to ensure the goal is achieved. The study revealed that offices that ensured high acceptance among employees and their leaders and professional development of employees tend to have lower employee turnover rates than those with lack of acceptance and poor professional development. These findings in line with

Buckingham & Coffman (1999) which described acceptance are a critical source of employee satisfaction and retention.

As it can be observed from the above table 12 indicated that, one of the key causes of employee turnover in Agnua zone education offices is lack of job acceptance. Lack of job acceptance in the workplaces is the biggest obstacle to employee productivity and huge turnover the results of a current survey. The respondents responded that acceptance in any organizations makes employees' high satisfaction and bring quality work. These findings in line with Buckingham & Coffman (1999) which described acceptance are a critical source of employee satisfaction and retention.

The results obtained from questionnaires and interviews, majority of the respondents 53 (62.3%) agreed that lack of job acceptance brings employees' turnover. The one and the problematic actions that follow Agnua zone educational organizations as strategies is the way of delegation, means delegation were take place for peoples that has high relationship (relatives) with leaders or other stakeholders rather than depending on performance, the one that has employed in such conditions were did not want to come the workplace because no one to push them to work and no punishment at all, this is because of relations. Due to these the rest of workers that having a better performance on their job becomes workload, resulting employee feels un happiness, dissatisfied and low moral were tends to immorality for plan to stay in working for long years and they were looking for any other opportunities.

Work environmental factors thus inadequate provision of basic amenities such as health care services, furniture, suitable lighting, internet services and proper ventilation are the other factors which cause employees to begin to seek for alternative employment where the physical condition is more conducive. Another work environment factor that can cause employees' turnover is stress. The findings agreed with Shukla and Sinha (2013) who observe that in the banking sector, technological advancement and education sectors have increased time pressure; extreme work demand, role conflicts and problematic customer relationship which are causes of stress. Employees who prefer to work under less pressure may stop for alternative employment opportunities that promise less stress (Firth, David, Kathleen & Claude, 2007).

In addition, the length of time that employees stay in an organization is largely determined by the relationship between employees and their leaders. If a number of employees with the same person over you all start to leave at the same time, then you can be pretty sure it is something to do with their relationship with him or her. The findings of these research informed that around 29(34.1%)of respondents highly agreed that poor leadership style is one of the cause of staff turnover that bring them to stop their jobs because of clashes with the person over you so it's up to you to make sure your management team is engaging people rather than pushing them away. Leader should be mentoring, training and inspiring people rather than de motivating them. In addition to these, if the leader shows interest in the well-being of employees and is supportive and sensitive to wards employees emotionally, employee job satisfaction increases. Furthermore, autonomy is valued by employees and decreases turnover.

And lastly, Professional development requires formal action by an organization to ensure that employees with appropriate qualifications and experience are available when the organization requires their services. According to Nel, et al. (2004), the reasons for career development in organizations are the quality of employee's work life is improved when he/she has the opportunity to progress in his/her career. The respondents were requested to indicate whether limited professional development opportunities increase chances of employee turnover. From the findings, 3(3.53%) of the respondents indicated that limited professional development opportunities contributed to employee turnover while others indicated that it did not. This implied that limited professional development opportunities for employees contribute to employee turnover.

4.3.2 External related factors and their causes on employee turnover

This study determines the relationship between external related factors and staff turnover in Agnua zone education offices. The factors like promotion (from one job position to the next job position as the same organizations), salary, infrastructures (internet services and suitable lighting) and job satisfaction were used to measure external related factors that indicated in table 13 below:

Table 13. External/ pulling factors for employee turnover in Agnua zone

No	External Factors (pulling them to outside)	Frequency of Respondents	Percentage%
1	Better promotional strategies took place in other organizations	68	80%
2	High amount of salary payee in non-organizations	11	12.9%
3	Sufficient infrastructures service like adequate internet and suitable lighting and others	6	7%
	Total	85	100

The study identified that external factors that pulled employees outside the organizations and things that increased employee’s movements in Agnua zone education offices. Like promotion, adequate salary and Sufficient infrastructures. Result shows in figure 13 above indicated that promotion 68 (80%) was the major causes of employee turnover that happen from one job position to the next job position as the same organizations, which was the solid and are unrestrained problems for many years in the zones, favorable environmental condition (infrastructures) such as internet services and suitable lighting and better pay elsewhere.

Data analysis and interpretation of the questionnaire and interview responses revealed that external related factors affect employee turnover and organizations where at least 60% of employees highly agreed that external factors that pull employee out of the organizations. The researcher found out that about 40% of employees believed that external factors had considerable effect on staff movement but the majority held the employer factors such as leadership style and others responsible for increased employees’ turnover and their major pulling factor is “Sufficient infrastructure” in other organizations.

The study also recognized that external factors in Agnua zone education office influenced employee turnover, one of the suggestions of this finding is that many organizations in Agnua

zone lack of plan which prevent employees from turnover and put them stay in organizations for a long period of time because people with the same qualification in the same organization take different salary oppositely peoples with low qualification or low performance can have high job position and better salary that bring employees job dissatisfaction and also such activities open the door for employees to push them outside for a better opportunity.

Next to that, the respondents were further asked if their salaries were adequate for them. Most of the respondents 11 (12.9%) from Agnua zone education office responds their salary was insufficient in order to survive their life because the standard of living is high. and other respondents said their salary was sufficient that is why, they could make a little savings at the end of the month after their expenditure, the research also examined if respondents would love to work if they inherit enough wealth that would let them live comfortably. With regards to this, forty respondents who responded to this said they would have still loved to work but the remaining forty-five respondents said they would never love to still work despite everything. This indicates that employees are not satisfied and will leave whenever the opportunity comes.

4.3.3 The consequences of employee turnover

Table 14. The consequences of staff turnover in Agnua zone

N0	Negative outcomes of employee turnover	Response	Frequency	Percentage%
1	Employees looking in to outside and unhappiness on their job	Yes	60	70.5%
		No	25	29.4%
		Total	85	100%
2	Loss of key employees	Yes	71	83.5%
		No	14	16.4%
		Total	85	100%
3	The rest of employees become work overload and they turn in to boredom and also follow bad customer services	Yes	52	61.1%
		No	33	38.8%
		Total	85	100%
4	Organization becomes an additional cost, such as vacancy and training costs	Yes	47	55.2%
		No	38	44.7%
		Total	85	100%

Turnover can be a serious problem to productivity and quality in all sectors and simply it brings both positive and negative consequences. Positive consequences mean can be creating opportunities for other workers and opening up apposition for existing employees, as well as offering more flexibility to promote and develop valued staff (Loquercio et al., 2006). And oppositely the negative consequences involve, it tends to work overload for the rest employees, unhappiness, loss of key employees, the cost of people's time and cost of materials, instead of staying employees plan to leave, the organization becomes an additional cost such as vacancy cost, training cost and material cost means it includes large negative impacts on organizational effectiveness such as loss of customer and damaged morale (Heneman& Judge (2009)).

A high turnover rate can mean that simply having enough staff to fulfill daily functions is a challenge, even beyond the issue of how well the work is done when staff is available. According to the findings that shown in table 14 above, quantitatively the negative outcomes associated with employee turnover are employees looking in to outside 70.5%, loss of key employees 83.5%, the rest of employees become work overload and follow bad customer services 61.1% and also organization becomes an additional cost, such as vacancy and training cost were the negative influences on organizational effectiveness.

Qualitatively, the participants pointed out that the exit of co-workers caused a lot of damage on them in the form of work overload. Seven respondents said, “Due to the leaving our co-workers, management take time to replace them and most of the time even the replaced employees have low capacity, new for the job, new for the organizations and need training to become talented, in case of these we end up being overloaded” The other two respondents said, the organization takes time to replace a vacant post and this affects us due to work overload.

As a top result, loss of key worker’s outlooks in the office was also pointed out as a reason for un success of the organization and even if the organizations be converted into an additional cost to replace the leaving staff, lead the rest employees into work overload and turn employees into boredom. The same feelings were repeated by another respondent who said, “Everyone wants to steps forward in his/her carrier through promotions and this is rare in our district”. As a consequence, unhappiness of workers on their job was seen meaning, woreda education experts were inefficient on how to assist other staffs in a proper way; they lack how to prepare appropriate plan to help staffs and how to gather necessary information when conducting manage mental activities.

4.3.4 The Strategies currently used by the education office in minimizing staff turnover in Agnua zone

The last category is to determine the strategies that minimize staff turnover in Agnua zone education offices. This involves different mechanisms to reduce employee’s turnover, such as non-financial incentives like, organizing in service training program, looking on the bright side, proactive, looking in to the problems raised and others bring retention. The challenge for leaders in managing retention of their employees is the fact that different employees are motivated by different factors relative to their needs to stay with leaders (Mello, 2011). Therefore, any

retention program needs to be designed based on the needs of the employees who have been targeted for retentions.

The strategies that minimize employee turnover should be appropriate to the analysis of the problem. Employee turnover attributable to poor selection, for example, is unlikely to improve where the policy modification to focus exclusively on the induction process (Ongori, 2007). Therefore, leaders are frequently pushed to identify the reasons why people leave organization and to make necessary actions to address those issues. They can use to guess the effectiveness of their retention efforts is the exit interview and makes strong relationship with co-workers. Exit interviews provide employers with the opportunity to gain open feedback from leaving employees in a manner that might not be possible if conducted within the context of ongoing employment relations (Mello, 2011).

Obviously, all the three categories of the respondent's such as education experts and officers, education head and vice head officers and those leave the organizations were suggested possible ways of reducing employee turnover. In doing so to minimize the problem of employees' turnover, the Agnua zone education office has set some strategies which are currently used to reduce the problem. Such as discussed one by one at figure 15 next:

Table 15. Strategies used by the education office in minimizing staff turnover

No	Strategies of reducing employee leaving	Frequency of Respondents	Percentage %
1	Organizing in service training	17	20%
2	Looking on the bright side	10	11.7%
3	On-Time Payment	24	28.2%
4	Act proactive policy	22	25.9%
5	Look into the problems raised	12	14.1%
Total		85	100

(a) Organizing in-service training program

The findings tell that the establishment of in-service training can act as a motivator and strategies in retaining employees in their working places. According to the responses, from the leaders, there is a program of in-service training for education expert's at list 3up to4 people's which is done yearly. This is taken to be one of the strategies which will enable the employees to acquire the experience of work hence they develop confidence and performance. According to the response from the respondents is that this can act as one of the strategies which can retain employee's job quality. The findings are in line with Savage (2010) stated that Setting up employee appreciation events, in-services training and the like contribute to improve morale and job performance.

(b) Looking on the bright side

About 10(11.7%) of respondents responded that leaders can be responsible in managing different managerial styles; bad reviews are not necessarily a bad thing. Negative reviews can serve as real feedback on how you can improve your organizations. For leaders, the importance of looking on the bright side is the only positive thing about a negative online review is that it may shake up the organization enough to actually take care of some of the known problems that should have been corrected a long time ago. Matuson (2013) explains that, If the employees are bringing up legitimate concerns, let the employees and the site's audience know you have addressed the situation and made efforts to improve it. The employees who made the complaint as well as your future employees will appreciate this - it shows you care enough to listen to them and are willing to fix the problem.

(c) On-time payment

According to the response from the respondents "payment of employees' allowances on time can act as a motivation for them to stay in their working place", said twenty-four respondents. The findings tell that most of the employees who tend to be

discouraged with the delays in paying subsistence allowances they have no alternative for their survival. Therefore, they tend to be discouraged with the delays hence some of them decide to stop their job and join other organizations. In order to keep the payment of subsistence allowance and other claims are to be released on time.

(d) Act proactive policy

The result indicates some of the respondents 22 (25.9%) agreed that taking the plan with your employment brand by establishing a strong employee-centric culture to make better environment and smooth relationship with staff members. Most people just want to be heard, so if you communicate with them and address issues before they go up then your employees are less likely to escape on an open meeting. And there should never be any surprises. By that I mean, you should have a good sense of what the climate is like in your organization so that you can manage areas of concern before they wind up going public.

Matuson (2013) explains that, one way to do this is by conducting an annual employee satisfaction survey. Learn from the comments and feedback. If there is a trend in the negative comments, then it's definitely something that needs to be looked at and re-evaluated to prevent further negative comments. But being proactive doesn't mean that you should require or even ask current employees to post positive reviews for you. Asking for positive comments may help your score on these sites, but it will definitely make your profiles look tampered with. Also, this request may make your current employees feel uneasy. It's best to allow review sites to remain organic.

(e) Look into the problems raised

According to the response from employees those whose leaves the organizations, looking into the problems raised is one of the most important strategies to managed employee turnover in order to increase employees to stayed on their job place for a long period of time. If the negative review raises issues that you were unaware of, investigate the complaint within your organization before you create a response. You want your reply to concerned so you can remain in control of the situation, and discuss your solution and finally action plan.

Of all, more efforts should be done to improve retention by taking in attention many factors like better promotional policy, job planning and organizing in service training program, looking on the bright side, looking in to the problems raised, working conditions, team building, organizational communication, counseling for leavers, employee's involvement, strategies for turnover and recognition. However, employee turnover endeavor requires more investment in the area of organizational commitment and job satisfaction in the Agnua zone education sectors and lastly the above-mentioned strategies inspired employees and helped educational organizations to retain their talented and high performer staff.

4.4 Problems faced by Agnua zone education offices due to employee turnover

Organizational productivity is one of the challenges that arise as a consequence of turnover. In case of education sectors, the costs of employees' turnover are higher as human resources with knowledge and performances are the key resources and it affects the activities of the organizations.

In Coupled with the ever-increasing slow destruction rate of skilled and experienced employees in Agnua zone education offices are facing a major problem. High employee turnover rates lead to decreased performance and decreased consistency across a variety of indicators, including disturbance of planning, unhappiness among employees themselves, decreases job quality, bring the rest employees for workload and increased costs to organization districts related to hiring employees. In generally job quality also decreases when there is a shortage of qualified employees to fill vacant positions, a problem caused at least in part by employee's turnover and others are listed below: -

Table 16. Suggestion for reducing employee's turnover

No	Mechanisms of reducing employee leaving	Frequency of Respondents	Percentage %
1	Organizing in service training	17	20%
2	Act better promotional policy	21	24.7%
3	Looking on the bright side	10	11.7%
4	On time payment	9	10.5%
5	Team building	3	3.52%
6	Counseling for leavers	6	7.05%
7	Redesign job acceptance policy	19	22.3%
Total		85	100

Source: Field data collected by the researcher, 2012

Basically, what strategies do you think will help to reduce employee's turnover in Agnua zone? The purpose of this question was to know the suggestions on how to remove employee's turnover in Agnua zone education offices. According to the finding above figure 16 implies that, the following were the strategies which were suggested by the respondent: the government should Organizing in service training, improve working environment, such as health care services, furniture, suitable lighting, internet services and promotion, such as joins from position to the next position at the same organization and up grading. This in line with, Gupta (2011) suggested that training helps to improve self-confidence of an employee and it enables him to perform his job with interest.

According to the response from respondent's other strategies could be: establishment of Leading system which should be mentoring and training and inspiring employees, job acceptance, application of motivation strategies by education experts and officers such as, paying the payments on time, education experts and officers should develop mutual relationship among employee themselves and consideration of age, sex and educational level in distribution of duties

and responsibilities. This is why most of employees in Agnua zone education offices are diploma holder while others are degree and 2 of them are holds masters.

Due to interview conducted with the employees whose leave the organization the last two years explained that lack of job acceptance and Counseling employees are the major and the key cause for the employee's turnover in Agnua zone education offices. In view of that, their response sought if the above mentioned strategies and solution are practically solved and implemented in Agnua zone education sectors, the objective of reducing high employee's turnover can be simply succeeded.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTIONS

This chapter presented the summary of key findings, conclusion drawn from the findings highlighted and recommendation. The conclusions and recommendations drawn were focused on addressing the objectives of the study.

5.1 Summary of the findings

The main research questions that guided the study were why were office employees leaving the organization? To answer this question, the ways that the researcher follows were an important and the research instruments that were employed in the study were questionnaires, interview and documentary sources. Simple random sampling technique was used when selecting respondents. Generally, the central purpose of this study was to investigate the causes and consequences of staff turnover in education office of Agnua zone. To address this purpose, the following basic research questions were raised:

1. What are the internal causes (pushing factors) for staff turnover in Agnua zone education office?
2. What are the external causes (pulling factors) which causes staff turnover in Agnua zone education office?
3. What is the consequence of the staff turnover on employee's performance of the education office in Agnua Zone?
4. What strategies are in place and effective to minimize staff turnover in Agnua zone education office?

To this effect, the study was conducted in 4 woreda education offices. Consequently, 66 education office experts and officers were selected as a sample by using simple random sampling techniques and 4 head of woreda education office, 4 vice head education office and 11 workers whose leave the organizations were taken as a sample through purposive sampling technique. For the study, primary and secondary data sources were employed. The causes and consequence of staff turnover in education office data was gathered through both quantitative and qualitative

tools. Hence, 66 copies of a questionnaire were prepared and distributed for education office experts and officers. From the distributed questionnaires, 1 expert and 3 officers did not return the questionnaires. Then again, to obtain qualitative data, interview sessions were conducted with the head and vice of woreda education officers and moreover, document analyses were used to obtain qualitative data.

The quantitative data gathered through questionnaires were analyzed in frequency and percentage. The data that collected through closed ended questions were inserted in a computer by Statistical Package for Social Sciences (SPSS) program version 21 and interpretation was made with the help of percentage in the form of tables. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document were analyzed by narration.

Regarding to demographic profile, the study established that majority of the employees 81.2% were male while 18.8% were female. Regarding to Agnua zone educational sectors, the study implies that female does not entry into a good position, the reason why there is no relationship between gender and employee turnover (Hannum, 2003). Majority of the employees were aged between 26 to 35 years which meant that they were young and energetic group, resulting employees do not want to stay and work in the organization effectively. Most of the employees 72.9% was married that bring them to stay and differently low amount of employees 18.8% were single that give chances to terminate where ever for better life. Similarly, majority of the employees 67% were diploma this tends to low professional qualification were leading organizations that moved to low and weak job performance.

The study also found out 18.8% of employees were served less than 2 years, 40% served between 3 to 5 years, 22.3% served between 6 to 9 years and the remains 18.8% served as above 10 years. This shows that most of the employees have not served for a long period and the rest are none experienced due to turnover, as a consequence it affects the quality of job. Only 14.1% of employees were take pay adequately and majority of employees 85.9% in organization were take insufficient salary. This indicated that the average salary of employees ranges “between” 2873 to 6036 which is inadequate for them and it does not make stakeholders put up their best to improve the performance. Regarding to the above-mentioned demographic profile, the analysis of the data facilitated the researcher to come up with the summary of major findings as given below: -

- ❖ The findings revealed that the majority of educational office expert and officer respondents including the interviewee woreda head and vice head education officers confirmed the internal related factors highly lead employees to looked outside. Specifically, the findings showed that from the internal related factors, “Lack of job acceptance” (62.3%) policies in the sectors were one of the factors of employee turnover. Moreover, the study still recommends that it happens, the organizations become challenging and brings high employees turnover. Are the leaders whose need changes in their organizations; it must be given recognition to their employees by giving the chance of delegation. Regarding to the Agnua zone education office participants responded that the leaders don’t delegate the responsibilities to the staff members. They try to keep all the matters under their own arm and even if, they may feel to give it, the priority was given for their relatives. In this way, they are not able to develop the potential of their staff effectively.

Poor leadership policies (34.1%) was the other internal related factors that contributed to employees’ turnover in Agnua zone. According to the data gathered through the open-ended questions of the questionnaire show that the leaders don’t visit organizations to get out the problems of employees and provide managerial support in the solution of their problems. As the consequences, the employees are working without any type of help from the leaders. Their feeling in dealing with the staff is authoritarian and the employees are not able to share their problems with them. And they follow managerial approach but they do not believe in the concept of leadership approach as a process of sharing, helping, inspiring and motivating employees to solve problems which they face. The above ideas conclude that most of leader themselves are not competent enough to help, inspire and lead the staff; and as a result, the employees are unable to share their problems with them because of their solid or authoritative attitude.

- ❖ The findings of the study showed that the external related factors like better promotional strategies take place at everywhere and adequate amount of salary pay in outside the organizations also affected employee’s turnover positively. The above all finding leads to the conclusion that for Agnua zone education sectors generally to minimize on employee turnover, leaders and other stakeholders must improve on their strategies towards employees, especially those of non-financial incentives like, provide better promotional

policies in the sectors and try to control all employees manage equally brings employee high satisfaction and to love their work.

Oppositely, the findings concluded that lack of promotional policy in the sectors were serious problem that causes employee turnover. According to respondent's response (80%) cited lack of promotional opportunities from external related factors as one of the main and the top reasons for leaving, that is why employees want to develop professionally, gaining more skills and moving up the organizational hierarchy so make sure you have training programmers in place and an opportunity for them to move forward unless, the rate of employee's turnover will continuously be high with its unsuccessful effects.

- ❖ The findings of the study confirmed that, employee turnover forces wide on the organization level. Meaning, the problem arises when leaving employees take their valuable knowledge and expertise gained through experience with them. This turnover leads to various costs for the organization, like: administrative requirement, payout of unused vacation time and training costs.

The findings of the study showed that, the impact of employees' turnover in Agnua zone education sectors can result into the problems such as loss of key workers and the rest becomes work overload from the sectors, that overheads to the government in the process of employing new experienced employees in order to replace those who have left; even if it is possible to replace, the substituted employees have low capacity, new for the job, new for the organizations and need training to become capable, due to this reasons they end up being overloaded and they are unhappiness on their job, that leads education head officers and experts were unproductive on how to support other staffs in a proper manner and again they lack how to prepare appropriate plan to help staffs for the success of the organizations.

- ❖ The main target of the study was to find out the causes of employees' turnover in Agnua zone education sectors, there are some of the strategies given by the respondent in order to reducer employee turnover. According to the response from education experts, officers and those leaved the organization in that zone, the currently used strategy in managing the problem of employees' turnover are as follows: Providing better promotional polices

in the sectors and controlling all employees manage equally takes employee high pleasure, organizing in service training program in order to acquire employees with experience. Meaning in-service training can act as a motivator and a tool in retaining staffs in their working places, looking on the bright side and acting proactive policy in the sectors brining the climate better by managing areas of concern before they wind up going public and also application of motivational strategies by education head officers and such repetition tend employees to feel as the part of the organization when if their contribution is recognized by the organization.

5.2 Conclusions

This thesis focused on the causes and consequence of staff turnover in Agnua zone education offices. Employee turnover may be caused by lack of different opportunities in the sectors like internal (pushing) related factors that occurred in the sectors and external (pulling) related factors that take place outside of the organizations. So based on the findings of the study the following conclusions are drawn:

- The findings of the study revealed that, at Gambella region specifically in Agnua zone education sectors the biggest obstacle to employee productivity and causes of employee turnover are internal related factors, such as lack of job acceptance in the workplace and Poor leadership policies take place by leaders but lack of job acceptance was brings huge turnover rate. regarding to respondent's responded that, the difficult activities that practices in Agnua zone education sectors is the ways of job acceptance policies (delegation), meaning delegation of duties were take place for peoples that has relatives with leaders rather than focusing on performance, in this cause the one that has employed in such situations were not ready to come their workplace because no one to push them to do any things and sometimes leader itself try to keep all matters under their own arm. Due to these reasons, the rest of workers feels un happiness, demotivated and low moral were tending to immorality for plan to stay in working for long time and they are not able to improve the potential of their staff efficiently but the end result was looking for any other opportunities.

- As the findings of the study indicated that, external related factors affected employee turnover in Agnua zone education offices, such as lack of promotional policy in the sectors were serious problem that pushes employees outside the organization. Accordingly, the respondent's responded that lack of promotional opportunities in the sectors as the core reasons for leaving, because employees want to develop professionally, gaining more skills and moving up the organizational hierarchy so make an opportunity for them to move forward. Of all, lack of better promotional strategies in a zone that brings employees to joined Gambella town with many expectations which were not met this increased their dissatisfaction, lack of commitment and the end result was always resign. On the other hand, it was recognized that where employee's expectations were met, the rate of turnover in such areas was very low. This means that external related factors have a role to play in determining the rate of employee turnover.

- Based on the findings, the consequences of employee turnover create positive or negative outcomes. A positive outcome refers to turnover that actually benefits the organization. Meaning employees whose were a poor performer, makes many errors. When such employee quits, the organization benefits because the leaders can replace the low performer with someone who is better for the organization whereas negative outcomes refers to employee turnover that influences organizational activities. Specifically, the respondents responded that majority 68.2% of employees agreed with the consequences of employee turnover in Agnua zone were that of, loss of key workers and the rest of workers becomes work overload, that expenses to the government in the process of using new employees in order to replace those who have left and unhappiness on their job, so that education head officers and experts were uncreative on how to support staffs in an appropriate way and lack how to plan to support workers were the challenges of Agnua zone education sectors.

- Based on the findings of the study, Planning awareness program to employees about the retention strategies such as applying better promotional polices and managing workers equally takes staff high preference, establishing in-service training program in the sectors can act as a motivator in retaining employees in their working places, applying proactive

policy in the sectors changing the environment better and looking on the bright side can play an essential role in employee turnover decrease and also application of the above mentioned motivational strategies and solution are practically solved and implemented in Agnua zone education sectors, the objective of reducing high employee's turnover can be just flourished.

All the above findings lead to the conclusion that for Agnua zone education sectors at Gambella region to reduce employee's turnover, leaders and all stakeholders must improve on their strategies towards workers, provide better packages and try to control both internal and external pressures on their districts.

5.3 Recommendations

The researcher has argued in this report that for an organization to reduce on the rate of employee turnover, educational leaders must change their leadership policies, must put in place strategies that will ensure employees job satisfaction, for instance, improve job acceptance policy, organizing in-service training, facilitate work conditions, act better promotional strategies and must control external influence are an important mechanisms to stay employees on their work stations for a long period of time and reduced employee turnover from Agnua zone education offices as a whole. Based on the findings and conclusions, the study recommends that organizational leaders should adopt effective job satisfaction strategies to reduce employee turnover in Agnua zone education sectors were made:

- 1.** The educational leaders should try to plan and follow job acceptance strategies to motivate the employees, for instance, delegation of duties to inspire them to improve performance and brings employees job satisfaction.
- 2.** The procedure of staff promotion in the same organization should revised well and overall competency and skills required at any computation.
- 3.** The Organizational leaders of education should organize in-service training programmed for employees. Workshops and seminars should also be organized for education experts; vice education head officers and other stakeholders to upgrade their knowledge.
- 4.** Organizational leaders and other stakeholders have encouraged to use participative leadership styles by involving employees more in decision making.

5. Organizational leaders should have high professional qualifications so as to be better role models to their employees. In addition, they have the overall responsibility over the educational sector activities and they are expected to possess a superior knowledge about how to leads organization, material resources and employees itself.

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APPENDIX
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT

APPENDIX I
LETTER OF INTRODUCTION TO RESPONDENTS

Dear Respondent,

I am post-graduate student at Jimma University. I am currently carrying out a research as part of my final year thesis project. This research is a requirement of masters' programs. My study is on the causes and consequence of staff turnover in Agnua zone educational institution of Gambella region.

I am kindly requesting you to respond honestly to the following questions on the topic. Your participation is completely voluntary and the information you give will be treated with most confidentiality and will be used for the study only. Thank you very much for accepting to take part in this study.

Yours faithfully

APPENDIX II
QUESTIONNAIRE FOR EDUCATION OFFICE EMPLOYEES

The following questions concern the demographic information of the employees. Kindly tick (√) your appropriate answer in the spaces provided.

SECTION A: Demographic background

1. Gender; Male Female
2. Age; 18-25 26 – 35 36-49 50 and above
3. Marital status; Single married separated divorced
4. Educational status; Certificate Diploma Degree Masters above
5. Year of service 6 Months –2 years 3-5 years 6-9 years above 10
6. Monthly salary: 700-1828 1829-2872 2873-3909 39010-6036 above 6037

SECTION B: Questions related to worker’s level of job Satisfaction in their current working condition.

Please indicate your level of agreement or disagreement to the following questions by marking assign

Key; 5= strongly agree 4= agree 3= undecided 2= disagree 1= strongly disagree

No	Items	5	4	3	2	1
1	There will be a health work relationship among employees and head officer					
2	I get appropriate response from my immediate manager that help to speed up my task and improve my working condition					

3	My interest to work in the organizational in the future night					
4	The working environment will be so comfortable					
5	Head officer encourage me to practice functional practice to improve the quality of decision					
6	The elevation criteria and process are more job related and carried out with high discussion and participation of employees					
7	I have confidence to perform my activities as your plan					
8	There is periodical training to upgrade employee skills and knowledge and there by their performance					
9	There is strong relationship among co-workers					
10	I am treated equally and fairly to what others receive for similar contribution					
11	I have an opportunity involving in decision making process					
12	The task I am engaged in corresponds with my educational qualification					
13	I am satisfied with salary I earn compared to the task I am engaged in					
14	I have given a chance to do something that makes me to use my ability					
15	The organization have standardized process of hiring employees					

SECTION C: Questions related with internal and external related factors that causes employee turnover

16. Mention some of the employer related internal(pushing) factors that cause's staff turnover in your Staff?-----

17. List external (pulling) related factors that cause's staff turnover in your organization-----

18. Do you think employee themselves are responsible for their turnover in your Organization? (a) Yes () (b) No ()

If yes, mention some of these employee related factors-----

19. Is it possible that factors outside your organization can affect employee's turnover in your staff? (a) Yes () (b) No ()

If yes, mention some of those factors. -----

20. Do you think it is important to retain a permanent staff?

(a) Yes () (b) No ()

If yes, why and how -----

21. Have you ever be employed in other organization?

(a). yes () (b). No ()

If your answer is yes in question number 21 why did you leave that organization?

A. By low salary payment C. By biased supervisory style

B. Unfavorable working environment D. low incentives

E. If other please specify

22. Does the organization give you orientation for newly hired employee?

(a). Yes () (b). No ()

If your answer for question number 22 is yes, what types of orientation are there?

A. general organization orientation B. job related orientation

C. both

D. if other please specifies it

23. Do you believe that bad working environment results employee turnover?

(a). Yes () (b). No ()

24. What, if anything's would have encouraged you to stay? -----

SECTION D: Questions related with the relationship between job satisfactions and organizational performance

25. Do you think that the levels of job satisfaction of employees affect the performances of the organization either positively or negatively (a). Yes () (b). No ()

If your answer for question number 25 is yes, please explain to what extent it affects? -----

26. What do you think about the factors lead for success of organizational goals?

- A. Workers motivation their work.
- B. Availability standardized management system.
- C. Smooth relationship between leaders and employees.
- D. If other please specifies it.

27. What do you think about the measurement of organization performance?

- A. Gaining recognition
- B. Increasing number of workers
- C. Enhancing number of workers'
- D. If other, please specifies it.

28. What do you thinks about the relationship between turnover of employees and organizational Performance?

- A highly related
- B related
- C. Weakly related
- D. Moderate

29. Do you think that strong relationship among Co- workers leads for better achievement or Organizational goals?

- A. Strongly Agree
- B. Agree
- C. Moderate
- D. Disagree
- E. Strongly disagree

SECTION E: Questions related with the consequences of staff turnover

30. What changes would you like to see in your job and working conditions? -----

31. Are you mention the negative results of staff turnover in your organizations? List of them-----

32. Is it possible to say poor leadership style results employee turnover?

- (a). Yes ()
- (b). No ()

If you say yes, how-----

SECTION F: Questions related with the strategies that reduce staff turnover

33. What strategies or mechanisms motivate you for achieving better organization tasks?
- A. incentives
 - B. Inclusion in decision making process
 - C. moral support from your bosses
 - D. other support
34. In your own understanding who are responsible for staff turnover in your organization?
- A. community
 - B. education head officer
 - C. experts and officers
 - D. woreda administrator
 - E. if other please specifies it
35. Is it possible to reduce (minimize) staff turnover?
(a), Yes () (b), No ()

If your answer is yes in question number 35 how did it reduce?

//Thank you for your participations//

**APPENDIX III
INTERVIEW GUIDE**

Questions prepared for in – depth – interview for education head officer and employees whose leave the organizations

The main objective of this interview is to investigate the causes and consequence of staff turnover in Agnua zone educational organization of Gambella Regional State, Ethiopia. The following questions concern the demographic information, causes of employee turnover, employee performance, work conditions, consequences and strategies that reduce staff turnover in organization are asks the education head office and employees whose leave the organizations. Kindly tick (√) your appropriate answers in the spaces provided and politely ask you to co-operate me by providing necessary information for these interview. Thank you!

Section A: Demographic background

1. Gender; Male Female

2. Age; 18-25 26 – 35 36-49 50 and above

3. Marital status

Single married separated divorced

4. Educational status

Certificate Diploma Degree Masters above

5. Year of service 6 Months –2 years 3-5 years 6-9 years above 10

6. Monthly salary: 700-1828 1829-2872 2873-3909 39010-6036
above 6037

Section B: Causes of employee turnover

1. At least how many employees leave your organization in a year?
2. In your own view what do you think are the main causes of staff turnover in your organization?

3. Do you think the same cause could possibly let employee to leave in your organization?
4. Are there specific factors that have led to continued employee outflow in your office?

What are they-----

Section C: Internal and External Related Factors

5. Do you mention some of internal related factors that causes employee turnover?
6. List and explain the external related factors that causes employee turnover in your organization? -----
7. What do you think about the factors affecting employee level of satisfaction? -----

Section D: Consequence of staff turnover

8. What changes would you like to see in your working conditions? -----
9. What makes staff turnover in your organization? -----
10. What do you think about bad working environment results employee turnover? How-----

Section E: Strategies that reduce staff turnover

11. Can you mention some of the strategies that motivate you for achieving better organizational tasks? -----
12. How do you minimize staff turnover in your organization? -----

Thank you for your participation

ጅማ ዩኒቨርሲቲ

የትምህርት አስተዳዳርና ሥነ- በህርይ ትምህርት ክፍል

በጋምቤላ ክልል በአኙዋ ዞን ለት/ጽ/ቤት ሠራተኞች የምቀርብ መጠይቅ

ውድ መላሽ

ይህ መጠይቅ ሠራተኞች በስራቸው ያላቸው እርካታና በመሰሪያ ቤታቸው ላይ ያላቸው አመለካከት በስራቸው እና በመሰሪያ ቤቱ ውጤታማነት ላይ ያለውን ንዕስር ለማወቅ የሚረዳ ነው ። ስለሆነም ቃለ መጠይቆችን ያለምንም ስጋትና ጥርጣሬ እንድትሞሉ እየጠያኩ የምትሰጡት መረጃ ከጥናቱ አላማ ውጭ ለሌላ ተግባር እንደማይውል ላረጋግጥላችሁ እወዳለሁ።

ክፍል ሀ:-ግለ ታሪክ

- 1. ያታ ወንድ ሴት
- 2. የእድሜ ሁኔታ 18-25 26-35 36-49 50ና በላይ

3.የጋብቻ ሁኔታ

ያለገባ ያገባ የተለየ የፈታ

4.የትምህርት ሁኔታ (ደረጃ)

ስርተፊኬት ዲፕሎማ ድግሪ መስተርስ

5. የአግልግሎት ዘመን;

ከ6 ወር - 2 ዓመት 3-5 ዓመት 6-9 ዓመት 10 ዓመትና በላይ

- 6. ወራዊ ክፍያ: 700-1828 1829-2872 2873-3909 39010-6036
- above 6037

ክፍል ለ:- ከወቅታዊ የስራ ሁኔታ ጋር በተያያዘ የስራተኞች የስራ ፍቅር (እርካታ) መጠን ማሳያ መጠይቅ በሚከተሉት ጥያቄዎች ላይ ያሉትን ስምምነት ወይም አለመስማማት በተሰጡት የሳጥን ምርጫዎች ውስጥ (✓) ጭረት በማድረግ ይመልሱ

ቁልፍ 5- በጣም እስማማለሁ 4- እስማማለሁ 3- አልወሰንኩም 2- አልስማማም 1- በጣም አልስማማም.

ተ. ቁ	ዝርዝር ሀሳብ	5	4	3	2	1
1	ጤናማ የስራ ግንኙነት በሰራተኛውና በተቆጣጣሪዎች መካከል አለ?					
2	ክቅርብ አለቃዎት ፈጣን ምላሾችን፤ ስራዎን ሊያቀላጥፉ፤ ሊያሻሽሉ የሚችሉ ሀሳቦችንና ምላሾችን ያገኛሉ?					
3	በመሰሪያ ቤቱ ውስጥ ወደፊት የመስራት ፍላጎቱ አለዎት?					
4	የስራ አከባቢው አመቺና ተስማሚ ነው?					
5	የውሳኔ ብቃተዎን እንዲያሳድጉ የቅርብ አለቃዎ ይደግፈዎታል (ያበረታታዎታል)					
6	የምልመላ መስፈርቱ ሂደት በስራ ላይ ያተኮረና በሰራተኛው ውይይትና ተሳትፎ የሚከናወን ነው?					
7	ባቀድኩት መሰረት የማከናወን እና በራስ የመተማመን ችሎታ አለዎት?					
8	ሞያዎን የሚያሻሽሉበትና ብቃተዎን የሚያሳድጉበት ተግባራዊ የልምምድና የስልጠና ጊዜ አለዎት?					
9	በሰራተኛው መካከል ጠንካራ ግንኙነት አለ?					
10	በሰራተኛው መካከል ሚዛናዊ ፍትሃዊ እና እኩል የሆነ የጥቅማጥቅም ክፍፍል እንዲሁም ዳኝነት አለ?					
11	በውሳኔ አሰጣጥ የውይይት ሂደት ላይ የመሳተፍ እድሉ አለዎት?					
12	የያዙት ሥራ ከትምህርት ዝግጅትዎ ጋራ የተዛመደ ነው?					
13	ከሚሰሩት ሥራ አንጻር ሲታይ የሚከፈለዎት ደመወዝ አጥጋቢ ነው?					
14	ችሎታዎን እንዲጠቀሙበት የሚያደርግ እድሎችን መሰሪያ ቤቱ ይሰጠዎታል?					
15	መሰሪያ ቤቱ ሰራተኞችን የሚቀጥርበት ደረጃውን የጠበቀ መመሪያ አለው?					

ክፍል ሐ: የሥራውን ሁኔታና ዝግጁነት የሚመለከት መጠይቅ

16. የመሥሪያ ቤቱ ሰራተኞች እንድለቁ የሚያደርጉ ወሰጣዊ ችግሮችን ይግለጹ-----

17. በተለያዩ ምክንያት ሰራተኞች መሥሪያ ቤቱን እንድለቁ የሚያደርጉ ወጫዊ ችግሮችን ይግለጹ-----

18. ሰራተኞች ራሳቸው ለዝግጁነት ተጠያቂ የሚሆኑ ይመስልሃል? ሀ/ አዎ ለ/ አይደለም
ለጥያቄ 18 መልስዎ አዎ ከሆነ እንደት ተጠያቂ እንደሆኑ ይግለጹ -----

19. ለመሥሪያ ቤቱ መልቀቅ ምክንያት የሚሆነው ወጫዊ ችግር ነው ይላሉ?
ሀ/ አዎ ለ/አይደለም
ለጥያቄ 19 መልስዎ አዎ ከሆነ ችግሮቹን ይዘረዝሩ-----

20. የቀድመውን እሴታዎ መመለስ ተገቢ ነው ይላሉ? ሀ/ አዎ ለ/ አይደለም
ለጥያቄ 20 መልስዎ አዎ ከሆነ ለምን እንመልሳለን-----

21. ከዚህ በፊት በሌላ መሥሪያ ቤት ሰርተው ያውቃሉ? ሀ/ አዎ ለ/ የለም
ለጥያቄ 21 መልስዎ አዎ ከሆነ የነበሩበትን መሥሪያ ቤት ለምን ሊለቁ ቻሉ
ሀ/ በዝቅተኛ የደመወዝ ክፍያ ምክንያት ለ/ በአድለዊ አስተዳደር ምክንያት
ሐ/ ምቹ ባልሆነ የስራ አካባቢ መ/ በዝቅተኛ ጥቅማጥቅም ምክንያት
ሠ/ ሌላ ካለም ይጥቀሱ

22. አዲስ ለሚቀጠሩ ሰራተኞች ከነባር ሰራተኞች ጋር እና ከስራ አካባቢው ጋር የማስተዋወቅ ስራ ይከናወናል? ሀ/ አዎ ለ/ አይ
ለጥያቄ 22 መልስዎ አዎ ከሆነ ምን ምን የማስተዋወቅ ስራ ይሰራል?
ሀ/ አጠቃላይ ስለ ድርጅቱ ገለጻ ይደርጋል ለ/ ከስራ ጋር የተያያዘ ገለጻ ይደርጋል
ሐ/ በሁሉም ገለጻ ይደርጋል መ/ ሌላ ካለም ይግለጹ

23. ምቹ ያልሆነ የሥራ አካባቢ ለዝቅተኛ የሥራ እርካታና ውጤት አስተዋዕክ አለው ብለው ያስባሉ? ሀ/ አዎ ለ/ የለም

24. በመሰሪያ ቤቱ ሰራተኛው እንደይለቅ የሚያበራታቱ እንቅስቃሴዎች/ዘዴዎች አሉ? -----

ክፍል መ: ከስራ እርካታና ከመሰሪያ ቤቱ ብቃት ጋር የተያያዘ መጠይቅ

25. የሰራተኛው የሥራ እርካታ ደረጃ የመሰሪያ ቤቱ የሥራ አፈፃፀም ላይ አሉታዊ ወይም አዎንታዊ ተፅዕኖ አለው ብለው ያስባሉ -----

ከላይ በተራቁጥር 25 ላይ ላለው ጥያቄ መልስዎ አዎ ከሆነ በምን ያህል መጠን እንደሆነ ይግለጹ -----

26. ለስኬት የሚያበቁ እና መሰሪያ ቤቱ ያለመውን ግብ እንዲመታ ስለሚያደርጉ ነገሮች ምን ያስባሉ?

ሀ/ ሠራተኛው ለስራው ያለው ተነሳሽነት ለ/ ደረጃውን የጠበቀ የአስተዳደር ሰርዓት መኖር

ሐ/ መልካም ግንኙነት በአሰሪና ሠራተኛ መካከል መኖር መ/ ሌላ ካለ ይጥቀሱ

27. የመሰሪያ ቤቱን የስራ አፈፃፀም ደረጃ አሰጣጥ ሂደትን እንዴት ይመለከቱታል

ሀ/ እውቅና ሰጥተዎታል ለ/ ሰራተኛው እነዲማርበት ያደርጋል

ሐ/ የሰራተኛውን የስራ ፍላጎት የሚጎዳ ነው

መ/ ሌላ ካለ ይግለጹ -----

28. የመሰሪያ ቤቱ የስራ ብቃትና የሰራተኛው ውጤታማነት ያላቸውን ግንኙነት እንዴት ይመለከቱታል

ሀ/ በጣም ተያያዥነት አላቸው ለ/ ግንኙነት አላቸው

ሐ/ ደካማ ግንኙነት አላቸው መ/ መካከለኛ ነው

29. በሰራተኛው መካከል ያለው ጠንካራ የሥራ ግንኙነት ለሥራው ስኬት ግብና ዓላማ ያግዛል ብለው ያስባሉ?

ሀ/ በጣም እስማማለው ለ/ እስማማለው ሐ/ መካከለኛ መ/ አልስማማም ሀ/ በጣም አልስማማም

ክፍል ሠ:-የሰራተኞች ሰራ መልቀቅ የሚያስከትለው ተፅዕኖና ውጤት

30. በሰራህ ለይ ምን ዓይነት ለውጥ ማየት ትፈልጋለህ? -----

31. አሉታዊና አዎንታዊ ተፅዕኖ ወይም ውጤት ዘርዘሩ-----

32. ጤናማ ያልሆነ የአስተዳደር ስርዓት ለስራተኞች መልቀቅ መንስኤ ይሆናል?
ለጥያቄ 32 መልስዎ አዎ ከሆነ እንደት-----

ክፍል ረ:-የሰራተኞች ስራ መልቀቅ ማቀነሻ ዘዴዎች መጠይቅ

33. መሰሪያ ቤቱ የሰራተኛውን የስራ ተነሳሽነትና አፈፃፀም ለማሳደግ ምን ዓይነት የማነቃቂያ
ዘዴ ይጠቀማል? ሀ/ ተጨማሪ ክፍያ ለ/ በውሳኔ ሰጪነት ማሳተፍ

ሐ/ የምስጋና የምስክር ወረቀት መ/ ሌላ ድጋፍ ካለ ይግለጹ

34. መሰሪያ ቤቱ ለሰራተኞች ስራ መልቀቅ ተጠያቂው ማን ነው ይላሉ?

35. መሰሪያ ቤቱ የተለያዩ ዘዴዎችን በመጠቀም የሰራተኞችን ዝውውር መቀነስ ይችላል?

ሀ/ አዎ ለ/ አይ ለጥያቄ 35 መልስዎ አዎ ከሆነ እንደት መቀነስ ይቻላል-----

//ለትብብሪዎ አመሰግናለሁ//

በጋምቤላ ክልል በአኙዋ ዞን ለትም/ጽ/ቤት ኃላፊዎች፣ም/ኃላፊዎችና ከመሰሪያ ቤቱ ለላቀቁ ሠራተኞች የምቀርብ ቃለ-መጠይቅ

ውድ መላሽ

ይህ ቃለ- መጠይቅ የሚመለከታቸው ሁሉ በስራቸው ያላቸው እርካታና በመሰሪያ ቤታቸው ላይ ያላቸው አመለካከት በስራቸው እና በመሰሪያ ቤቱ ውጤታማነት ላይ ያለውን ንፅፅር ለማወቅ የሚረዳ ነው ። ስለሆነም ቃለ- መጠይቆችን ያለምንም ስጋትና ጥርጣሬ እንድትሞሉ እየጠያኩ የምትሰጡት መረጃ ከጥናቱ አላማ ውጭ ለሌላ ተግባር እንደማይውል ላረጋግጥላችሁ እወዳለሁ።

ክፍል ሀ:-ግለ ታሪክ

- 1. ያታ ወንድ ሴት
- 2. የእድሜ ሁኔታ 18-25 26-35 36-49 50ና በለይ

3.የጋብቻ ሁኔታ

- ያለገባ ያገባ የተለየ የፈታ

4.የትምህርት ሁኔታ (ደረጃ)

- ስርተፊኬት ዲፕሎማ ድግሪ መስተርስ

5. የአግልግሎት ዘመን;

- ከ6 ወር - 2 ዓመት 3-5 ዓመት 6-9 ዓመት 10 ዓመትና በለይ

ክፍል ለ:-ሰራተኞች መሰሪያ ቤቱን የመልቀቅ ምክንያት የሚመለከት መጠይቅ

- 1. በዓመት ምን ያህል ሰራተኞች መሰሪያ ቤቱን ይለቃሉ? -----
- 2. በራስህ አስተሳሰብ የመሰሪያ ቤቱ ዋና የሰራተኞች መልቀቅ ምክንያት ምንድነው ይላሉ?

ክፍል መ :-የሥራውን ሁኔታና ዝውውርን የሚመለከት መጠይቅ

- 3. ሰራተኞች መሰሪያ ቤቱን እንድለቁ የሚያደርጉ ወሰጣዊና ወጫዊ ችግሮችን ይግለጹ?
- 4. ሰራተኞች ራሳቸው ለዝውውሩ ተጠያቂ የሚሆኑ ይመስልሃል? ተጠያቂ ከሆኑ እንደት?
- 5. ለመሰሪያ ቤቱ መልቀቅ ምክንያት የሚሆነው ወጫዊ ችግር ነው ይላሉ? ከሉ ችግሮቹን ይዘረዝሩ-----
- 6. ከዚህ በፊት በሌላ መሰሪያ ቤት ሰርተው ያውቃሉ? ከሉ ለምን ሊለቁ ቻሉ?

ክፍል መ:-ሰራተኞች መሰሪያ ቤታቸውን መልቀቅ የሚያስከትለው ተፅዕኖ

- 7. በሰራህ ለይ ምን ዓይነት ለውጥ ማየት ትፈልጋለህ? -----
- 8. አሉታዊና አወንታዊ ተፅዕኖ ምንምን ናቸው? -----

- 9. ጤናማ ያልሆነ የአሰተዳደር ስርዓት ለሰራተኞች መልቀቅ መንስኤ ይሆናል? እንደት-----□

ክፍል ሠ:-የሰራተኞች ስራ መልቀቅ ማቀናገጃ ዘዴዎች መጠይቅ

- 10. መሰሪያ ቤቱ የሰራተኛውን የስራ ተነሳሽነትና አፈፃፀም ለማሳደግ ምን ዓይነት የማነቃቂያ ዘዴዎችን ይጠቀማል? -----
- 11. መሰሪያ ቤቱ ለሰራተኞች ስራ መልቀቅ ተጠያቂው ማን ነው ይላሉ? -----

- 12. መሰሪያ ቤቱ የተለያዩ ዘዴዎችን በመጠቀም የሰራተኞችን ዝውውር መቀነስ ይችላል?

//ለትብብሪዎ አመሰግናለሁ//