

Turn over intention and associated factors among academic staffs in Debre Markos and Bahir Dar universities, Ethiopia: A mixed research

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Abstract

Academic staff turnover is a growing problem that impacts higher education institutions' performance. Therefore, this study aimed to assess the magnitude of intention to leave and associated factors among academicians in Debre Markos and Bahir Dar Universities, Ethiopia. A parallel mixed research design was employed among 870 randomly selected academicians. To develop and validate instruments, exploratory factor analysis and confirmatory factor analyses were conducted. A binary logistic regression model was fitted to the data to analyse it. In sum, 46.2% of respondents had intended to leave their university. Dissatisfaction with the working environment (AOR: 1.831; 95% CI: 1.317, 2.546), payment and benefits (AOR: 3.538; 95% CI: 2.192, 5.712), working area (AOR: 1.849; 95% CI: 1.213, 2.788), being male (AOR: 1.839; 95% CI: 1.213, 2.788), affective commitment (AOR: .679; 95% CI: .500, .923), continual commitment (AOR: 1.637; 95% CI: 1.143, 2.343) and normative commitment (AOR: .380; 95% CI: .262, .55) were statistically significantly associated with the intention to leave. The overall level of intent to leave was high. Sex, place of work, work environment, remuneration, affective, continual, and normative commitments (quantitative findings); relationships among teachers and management bodies, salary and incentives, availability of resources, and attitude towards the teaching profession (qualitative findings) were found to be significant factors for academic staff intending to leave their working organizations. Therefore, Ministry of Education, universities should work

hard not to lose their experienced academicians by creating conducive working environments and improving remuneration and commitments, building good relationships between teachers and management bodies, increasing availability of resources.

Keywords: Academic Staff, Higher Education, Job Satisfaction, Turnover Intention, Organizational Commitment, Ethiopia

Introduction

Intention to leave is the future behaviour of actually leaving a profession or an organization, which is considered as a proxy for turnover (1). It is expressed in terms of the percentage of staff in a particular job that has left the organization for different reasons. It can be either voluntary or involuntary (2). Existing studies have confirmed that actual turnover can best be predicted by studying the employee's intent to leave their current organization (3).

The education sector is vital for the development of the country. Academicians play a crucial role in this sector and in the society they live in. Their dissatisfaction and turnover will affect the quality of education(4). Turnover and intent to leave are critical issues for university administrators and educators because of the implications for future hiring practices and concerns about the retention of qualified and experienced academicians (5). Academic turnover is a global problem that a significant number of academicians leave their institutions for other places within one academic year (6). The problem is severe, particularly in African universities, where working conditions are deplorable

(7). Similarly, in Ethiopia, the turnover rate of academic staff in universities has been increasing, which has been exacerbated by an increase in brain drain (8, 9).

Academic turnover harms organizations' ability to achieve their goals, as it reduces innovation, educational quality, and employee motivation (10). Turnover is also costly for the organization. It includes costs associated with separation, such as those associated with recruiting and selecting new employees, as well as those associated with the training period (11, 12). It is estimated that hiring and training a replacement worker costs 50 percent of that employee's annual salary (13). Evidence shows that organizational, individual, and job-related factors influence the decision of workers to stay or leave their organization(14, 15). Although turnover is natural and about ten percent (10%) of staff turnover is acceptable in the organization, it is not acceptable in this study area as preliminary human resource data indicates that large numbers of academic staff leave the university each academic year. and this could hurt educational quality. However, there is limited evidence about the real magnitude of turnover intention and its determinate

factors. In particular, no study has been conducted in this setting. Therefore, the objective of this study is to assess the intention to leave their organization and associated factors among academic staff working at Debre Markos and Bahir Dar universities. As a result, the findings of this study will help university administrators and policymakers in developing appropriate retention policies and strategies to reduce academic staff turnover and the negative effects of this high turnover on the organization. As a result of the study's findings, university administrators and policymakers will be able to implement appropriate retention policies and initiatives to reduce academic staff turnover and the detrimental effects of excessive turnover on the organization

Methods and materials

Study Design and Settings

A parallel mixed research design was employed by giving more emphasis for both quantitative and qualitative study. With the purpose of corroboration and validation, researchers aim to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets have been obtained, analyzed separately, and compared. The study conducted from February 1 to March 30, 2020, among academic staff working at Debre Markos and Bahir Dar universities. Debre Markos

University (DMU) is located in Debre Markos town, which is 300 km due Northwest of Addis Ababa, the capital city of Ethiopia, and 265 km due Southeast of Bahir Dar, the capital of Amhara National Regional State. During the study period, as per the human resource management report, there were more than 1556 academic staffs in Debre Markos University. Bahir Dar University is located in Bahir Dar town, 565 km away from the capital city of Ethiopia, Addis Ababa. There were about 2354 academic staffs serving at BDU in the study period.

Sample Size Determination and Sampling Technique

The sample size was determined using the double population proportion formula by considering $p_1=66\%$ and $p_2=56.9\%$ (16). 95% CI, 5% non-response rate, and 80% power by Epi-info software version 3.5 to maintain the sample size adequacy. The final sample size was 870 (with 435 academic staff taken from each university). The study participants were selected by using a computer-generated simple random sampling technique for given equal chance. For the qualitative study, **fourteen** study participants were selected using purposive sampling techniques until saturation of response was assumed to be maintained.

Study variables

The outcome variable was the intention to leave, and the explanatory variables

included socio-demographic characteristics of the respondents. Factors related to job satisfaction such as work nature, workload, work environment; incentives, supervision, autonomy, peer-group relationships, organizational policy and strategy, and organizational commitment were considered.

Measurements

For the quantitative portion, a pre-tested structured questionnaire was used, and for the qualitative portion, an in-depth interview was conducted. The outcome variable (turnover intention) was assessed using a three-item, five-point Likert scale questionnaire. The results of five Likert scales were added together. Those who scored higher than the mean were classified as having a strong intention to leave, while those who scored lower were classified as having no such intention to leave (17, 18). To develop and validate the intention to leave, exploratory factor analysis was carried out with 200 valid survey data. For intention to leave, the adequacy of the data for factor analysis can be examined with the KMO coefficient (.80) and Bartlett's Test of Sphericity Approximately Chi-Square (SD=496) =7433, 071, (p=0,000). The instrument's total variance for the four factors was 63%. The total Cronbach's alpha was .8. In order to know the fitness of the instrument, the researchers conducted a confirmatory factor analysis (DFA) with 270

participants. RMSEA =.070, IFI =.90, NFI =.96, RFI =.96, NNFI =.96, CFI =.97, GFI =.87, and AGFI =.84. All these values were accepted.

Job satisfaction is the extent of the feelings of employees about their jobs. It was assessed using 37 five-point Likert scale items divided into six subscales or dimensions, including work nature (4 items), work environment (9 items), pay and benefits (12 items), co-worker relationships (4 items), autonomy (3 items), and supervision (5 items) These items were computed, and those who scored above the mean were classified as satisfied, while those who scored below the mean were classified as dissatisfied. To develop and validate job satisfaction, exploratory factor analysis with 200 valid survey data was carried out, which resulted in the KMO coefficient (.82) and Bartlett's Test of Sphericity Approximately Chi-Square (SD = 496) = 74,071, (p = 0,001). The instrument's total variance for the four factors was 65%. The Cronbach Alpha total was .89. In order to know the fitness of the instrument, the researchers conducted a confirmatory factor analysis (DFA) with 270 participants. RMSEA =.081, IFI =.90, NFI =.96, RFI =.96, NNFI =.95, CFI =.98, GFI =.87, and AGFI =.90. All these values were accepted. Organizational commitment was measured using three subscales adapted from the literature discussed on affective

commitment, normative commitment, and continual commitment (19, 20). Each component was evaluated using a five-point scale. A Likert scale of 1 indicates strong disagreement, while a scale of 5 indicates strong agreement. Those who scored higher than the average were considered to have a high commitment. The tool's reliability was assessed using Cronbach's alpha, and it was found to be greater than 0.8. To develop and validate organizational commitment, exploratory factor analysis with 200 valid survey data was carried out, which resulted in the KMO coefficient (.90) and Bartlett's Test of Sphericity Approximately Chi-Square (SD = 496) = 72, (p = 0,001). The instrument's total variance for the four factors was 65.5%. The Cronbach Alpha total was .89. In order to know the fitness of the instrument, the researchers conducted a confirmatory factor analysis (DFA) with 270 participants. RMSEA =.084, IFI =.92, NFI =.94, RFI =.96, NNFI =.96, CFI =.98, GFI =.87, and AGFI =.91. All these values were accepted.

In addition to ensuring data quality, data collectors and supervisors received one-day training on the overall purpose and procedure of the research. The investigators and supervisors checked the accuracy of the data collection process on a daily basis. The investigators supervised the overall activity. The data was cleaned and entered by investigators. A pre-test was done among 44

(5%) academic staff at Injibara University, and arrangements and amendments were made accordingly

.Processing and analysis of data

The quantitative data were gathered through the use of a self-administered structured questionnaire that had been pretested and developed from various sources (17, 21, 22). The dataset was entered into epi-data version 3.1 and then exported to the SSPS version 24 software for analysis. The researchers used both descriptive and inferential statistics to summarize the results. The data was analysed using a binary logistic regression model. Variables with a p-value of less than or equal to 0.25 in bi-variable logistic regression were fitted into a multivariable logistic regression analysis to filter out confounding factors, and variables with a p-value of less than 0.05 in multivariable logistic regression were considered to have a statistically significant association with the intention to leave. To measure the strength of the relationship between the variables, the adjusted odds ratio (AOR) and 95% confidence interval were calculated. The Hosmer–Lemshawn goodness-of-fit (p = 0.25) was used to test the goodness of the model, suggesting a good fit, and multicollinearity was assessed using the variance inflation factor (VIF), which was less than 10, suggesting no evidence of multicollinearity among the independent

variables.

For the qualitative study, data was collected using an in-depth interview technique. A semi-structured interview guide was constructed. First, the research team prepared and reviewed the IDI guide. The interview guide is also translated into the local language, Amharic. The trustworthiness of this study was verified to address the dimension of credibility. The credibility of the study was checked by restating what participants were said. In addition, the member checking was done during transcription of the interviews. In addition, the prolonged engagement of the data collectors with the data and frequent meetings of the group members were conducted. Data collection continued until saturation of response was assumed to be maintained. Data collection was carried out by the investigators using an audio recorder at a convenient place and time.

To analyse qualitative data, the first researcher team transcribed the recorded interview verbatim and translated it to English for the subsequent analysis. Data transcription has been done by researchers. The transcribed data was checked for consistency with the recordings by listening and reading repeatedly. While there was

variation in transcription between the transcribers, discussions were made with researchers and results explained after the consensus was reached. Thematic analysis was used to describe the data obtained from interviews. Themes are developed based on the framed question guidelines.

Ethical Approval and Consent

The Ethical Review Committee of Debre Markos University's Health Sciences College provided ethical approval. Support letters were also obtained from different offices in universities to facilitate the data collection process. The study participants were informed about the purpose of the study, and written consent was obtained from each one. The data was anonymous and stored on a secure password-protected system. Confidentiality was maintained at all stages of the research process.

3. Result

The Socio-Demographic Characteristics of the Respondents

A total of 834 participants, with a response rate of 95.86%, were included in the study

Table 1: The Socio-Demographic Characteristics of the Respondents (n = 834)

Variables	Category	n	%
Age (years)	23 -32	484	58%
	33-42	297	35.6
	43-57	53	6.3
Sex	Male	690	82.7
	Female	144	17.3
Marital status	Marred	515	61.8
	Single	306	36.7
	Divorced	13	1.6
Religion	orthodox Christian	776	93
	Muslim	32	3.8
	Protestant	26	3.1
Educational status	1st degree	58	7.0
Profession	2nd degree	688	82.5
	3rd degree or above	88	10.6
	assistant lecturer	58	7.0
	Lecturer	619	74.2
	Assistant professor	145	17.4
	associated professor	12	1.4
Work experience	0-5	540	64.7
	6-10	248	29.7
	11-15	38	4.6
	>15	8	1.0
Had children	Have children	426	51.1
	I have no children	408	48.9
They live far from their family	Yes	316	37.9
	No	518	62.1

As shown in table 1, the male participants outnumbered the females by 690 (82.7%). The mean age of the respondents was 32.7(\pm 5.6) years. The median interquartile range of work experience of the respondents

was 4.5 (3–6) years. Seven hundred seventy-six (93 %) of the participants had no other sources of income other than a monthly salary. Most of the participants (619, or

74.2%) were lecturers in their academic ranks (Table1).

Level of Job Satisfaction of Academic Staff

The majority of them were satisfied by the (Figure1)

nature of their work (674, or 80.8%), but among those who were satisfied with their profession, only a small number (140, or 16.7 %) were satisfied by pay and benefits.



Figure1: Magnitude of job satisfaction with different dimensions among academic staffs in Debre Markos and Bahir Dar Universities in Northwest Ethiopia, 2020 (n=834)

The magnitude and causes of staffs' intention to leave their working university

The overall proportion of academic staff intending to leave was 46.2 % (95% CI; 42.9, 49.9). Academic staffs who were working at Debre Markos University (53.6%) had higher intention to leave than Bahr Dar University (38%). Among the 386

academic staff members who intend to leave their organization, more than half of them (201, 53 %) were dissatisfied with their overall jobs, and the majority (92.7%) of the respondents were dissatisfied with their remuneration, and the rest were dissatisfied with their work nature and others, as shown in Figure 2.)

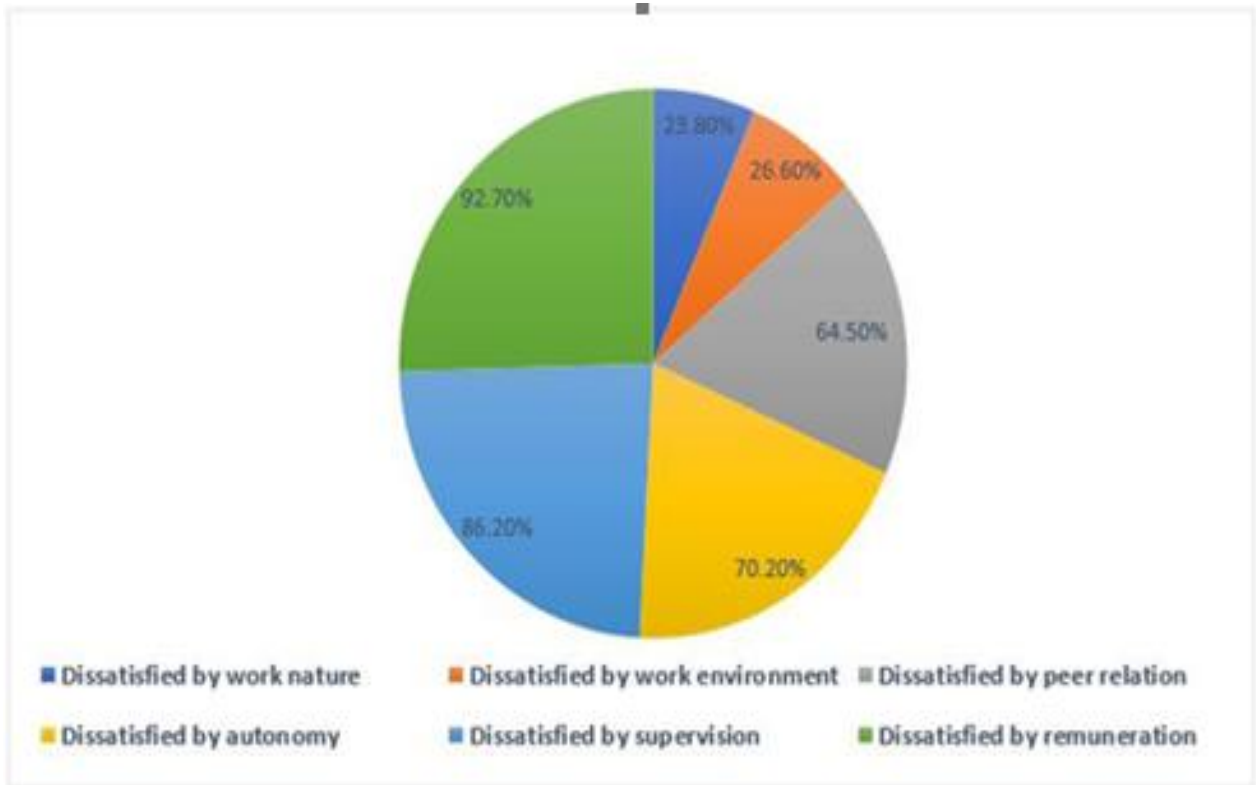


Figure 2: The most common cause of dissatisfaction among those academic staff who planned to leave their universities, Debre Markos and Bahir University, North West Ethiopia.

Bi-variable and Multivariable Binary Logistic Regression Analysis Results

The result of bi-variable logistic regression revealed that ten variables were associated with the intention to leave at a p-value 0.25 and fitted into the multivariable binary

logistic regression model to control for confounding effects. Seven variables (remuneration, working environment, working places, gender, affective commitments, normative commitment, and continuance commitment) were significantly associated with the intention to leave with a p-value less than 0.05 with 95 % CI (Table2)

Table 2: Bivariable and multivariable logistic regression analysis of factors associated with intention to leave among academic staff at Debre Markos and Bahir Dar Universities in Northwest Ethiopia in 2019 (n = 834) (n = 834).

Variables	Category	Intention to leave		Odds Ratio		P
		Yes	No	COR (95% CI)	AOR (95% CI)	
Gender	Male	329	361	1.432 (.992,2.067)	1.839(1.213, 2.788)	.004*
	Female	56	88	1		
Live far from family	Yes	162	154	1.392(1.051, 1.843)	1.360(.990,1.867)	.056
	No	223	295	1		
Working place	Debre Markos	231	202	1.834(1.392,2.417)	1.849(1.367,2.499)	.001*
	Bahir Dar	154	247	1		
Academic rank	Assistant lecturer	36	22	4.909(1.198,20.111)	2.199(.454,10.640)	.327
	Lecturer	285	334	2.560 (.686, 9.546)	1.107(.254,4.834)	.892
	Ass. Professor	61	84	2.179 (.566, 8.384)	1.127(.255,4.985)	.875
	Asso. Professor	3	9	1	1	
Work environment	Unsatisfied	270	236	2.119(1.592, 2.821)	1.831(1.317,2.546)	.001*
	Satisfied	115	213	1	1	
Remuneration	Unsatisfied	357	337	4.237(2.729,6.580)	3.538(2.192,5.712)	.001*
	Satisfied	28	112	1	1	
Peer relation	Unsatisfied	93	68	1.784(1.260,2.527)	1.476(.984,2.213)	.06
	Satisfied	292	381	1	1	
Affective Commitment	High	128	92	1.933(1.41,2.641)	.679(.500,.923)	.013*
	Low	257	357	1	1	
Continual Commitment	Low	266	357	.576(.420 .789)	1.637(1.143,2.343)	.007*
	High	119	92	1	1	
Normative commitment	Low	144	211	.674(.511,.889)	.380(.262.550)	.0001*
	High	241	238	1		

COR-Crude Odds Ratio; AOR-Adjusted Odds Ratio, * p 0.05

Qualitative study results support quantitative findings

The result of the qualitative study aimed at supporting quantitative findings on factors contributing to the intention to leave was organized into five main themes. These include teachers' attitudes toward the teaching profession, the availability of resources, salary and incentives, the relationship between teachers and management bodies, and the negative effects of turnover.

Theme I: Attitude towards the Teaching Profession

All respondents like their teaching profession. They all entered this profession since they are interested in it and they enjoy it while they are actively engaged in teaching, research, and community service. In addition to loving the profession, almost all appreciate the academic freedom that exists while executing professional duties and responsibilities in universities. Respondent 3 explained the teaching profession as "Teaching profession is the mother of all kinds of careers. I like my job and I enjoy working. Much can be said about being a teacher". Respondent 1 also states about the teaching profession, "Honestly, there is nothing more than the shaping of the future generations who will serve us and their

country. No one has as much responsibility as a teacher. If we want to do more, we can do so even if the workload is heavy."

Respondent 6 also explained that "I have assurance that freedom of work is one of the central features of the teaching profession because I had been working in different office jobs before I started teaching in university." From their responses, researchers understand that participants' positive attitude towards the teaching profession is decreasing their intention to leave.

Theme II: Resource availability

Resources have a wide range of benefits in achieving effective teaching and learning processes in an institution. Our university's access to resources, which aid in the teaching and learning process, is constantly improving, with internet expansion beginning to improve. The current opportunity that is assumed to be good in our university is transport service. The staff lounge is starting to function in a better way. However, there is a deficiency of important resources. There is a scarcity of classrooms, teachers' offices, adequate water, and latrine facilities.

Respondent 5 replied that "The shortage of offices for teachers is the main problem in my department, and

when all staff is available, they are challenged by the shortage of offices for teachers. Of course, we hope that shortages of offices will be resolved if the administrative building is completed". Laboratory workshop setups are the mainstays of our professional development in terms of developing our knowledge and skills and will help us deliver quality education to our students. But still, our laboratory workshops are not well organized and equipped with the necessary equipment, and we travel to other universities to use their laboratory facilities. Respondent 6 stated that "one of the main challenges for most of us is that we spend most of our time at home. We go home early after we cover our class since we cannot stay in our laboratory workshop since there is no adequate equipment. The teaching-learning activity is covered in its theoretical approach, so it is a bit difficult for both the teacher and the student to have a practical understanding of the subject matter. This is consistent with quantitative findings indicating that some respondents were dissatisfied with their working conditions. From their responses, researchers understand that a lack of required resources affects participants' intention to leave negatively.

Theme III: Compensation and Incentives

Almost all of the respondents mentioned that at this time, university lecturers were assumed to have better salaries than those working in governmental institutions. However, all agree that the salary is not adequate in terms of the workload they have and the current living costs. Because of this, some academic staffs are currently leaving their teaching jobs and going to work in business.

Respondent 7 replied that "Teachers are now leaving their teaching jobs and going to business work, and some are starting some businesses besides their [teaching] jobs. This is because teachers have not been able to meet their daily needs for themselves and their families, especially if they have children, but it is not due to their workload or dislike of their profession."

Most of the participants have complained that experience is often seen as worthless in respect of salary improvement in universities, and this is very discouraging, especially for people [teachers] who have worked for many years.

Respondent 1 said that "In the current context, the students we teach at the university, and who are currently

employed at the universities, are very close in salary to those lecturers who have many years of teaching experience. This greatly reduces the motivation of the teachers. "

Almost all respondents replied that the existing incentive mechanisms are not sufficient and attractive. For instance, the house allowance does not consider the current house rent prices. Part-time payment (overload and extension) is not adequate. Respondent 2 also explained that "We found it difficult to have an academic promotion in our university due to strict and tight promotion criteria. Because of this limitation, the promotion guidelines were reviewed repeatedly." This is in line with quantitative findings since they showed the majority of the respondents were dissatisfied with their remuneration. From their responses, researchers understand that a lack of adequate salary and initiatives affects participants' intention to leave negatively.

Theme IV: Relationships exist among teachers and management.

Some respondents reported that the relationship existing between teachers and the management is not very strong. Some also explain that there is an information gap at each level, including teachers. For instance,

I think the information exchange system exists from top to bottom, and from bottom to top is good. Most of the guidelines, including promotion guidelines, are drafted at the university level. Nevertheless, before using these guidelines, the top management mostly sent them to colleges to be commented by teachers. However, from my experience, most of the teachers are not concerned with these guidelines to give us feedback for further improvement. So, this has to be improved as far as these guidelines are prepared to serve us (Respondent 6).

On the contrary, some replied that there was gossip about the top management. Respondent 9 mentioned that "Managers who are working at top management level are selected from teachers, so we should not expect that they are the only source of talent to solve problems, rather we need to support them since working hand-in-hand is the best option to get out of challenges." From their responses, researchers understand that a lack of clear communication or information gaps affects participants' intention to leave negatively.

Discussion

This study contributes to existing research on the magnitude of intention to leave and associated factors among academicians in Debre Markos and Bahir

Dar Universities, Ethiopia. The overall proportion of respondents intending to leave was found to be 46.2 (95%CI; 42.9, 49.9%). This is also supported by a qualitative study that shows academic staff leaving with the intent to go to other universities, probably for family reasons, being dissatisfied with the current home university (poor infrastructure), inadequate incentives, and the current unstable political conditions of the country. This finding is consistent with a study conducted at Denver University of Colorado (23), but it is lower than a study conducted at Madda Walabu University (24).

In the current study, male academic staffs were more likely to intend to leave than female academic staffs. This is congruent with a study done at the University of Gondar, (16). The possible explanation for this might be that male academic staff are much larger in number than female instructors.

Academic staff at Debre Markos University had a higher likelihood of intending to leave than those at Bahir Dar University. This could be because Bahir Dar University is located in the Amhara region's capital city and has better infrastructure to meet the living needs of its students and/or families.

This study also revealed that academic staffs who were not satisfied with their working environment were nearly two times more likely to have the intention of leaving their organization than those who were satisfied. Qualitatively, for instance, respondent 10 reported, “We are not only teachers, but also researchers. But, we are accustomed to go to our home at 5:00 .P.M, this is because our living home is far away from this campus, so it is not comfortable to stay here until evening and more than that. But, if the university built buildings for the staff near to this campus, we can do more and we can improve ourselves and promote the university”

This is in agreement with studies conducted in Zimbabwe, China, and London (7)

Our study stated that academic staffs who were dissatisfied with their payment and benefits remuneration were 3.5 times more likely to intend to leave their organization than those who were satisfied with their remuneration. This is in line with the previous research conducted (16, 25) This could be because the salary is insufficient in comparison to the current cost of living. As a result, some academic staff members are currently leaving their teaching positions to pursue business

opportunities, and this harms educational quality.

This also congruent sustained with the qualitative study. In this qualitative study, almost all of the respondents mentioned that at this time, university lecturers assumed to have better salaries than others working in governmental institutions did. However, all agree with the salary is not adequate, in terms of the workload they have and the current living cost. Because of this, currently some academic staffs were leaving their teaching job and going to a business work.

The other determinant factor of intention to leave academic staff identified in this study was organizational commitment. Academic staffs with a high level of affective commitment were 32% less likely than those with a low level of affective commitment to leave their current university. This explains why academic staff who accept the goals and (25) values of the university have less intention of leaving their current working place.

Similarly, academic staffs that had low continual commitment were 1.64 times more likely to intend to leave than those with high continual commitment. This may be explained as those academic staff who believed that leaving the current

working organization would incur higher economic and social costs than staying in this working university would lead to a lower intention to leave their organization, but those who have fewer of these commitments have more intention to leave than their counterparts. Furthermore, when compared to their counterparts, academic staffs with low normative commitments were 62% less likely to intend to leave their working organization. This finding showed that those respondents who perceived that there were no external obligations insisting on them leaving their university were less likely to leave their current working place. However, this is not congruent with a study conducted at the University of Gondar (16). This difference might be attributed to the working environment and job satisfaction variations.

In our study, work experience did not show a significant association with the intention to leave. This is inconsistent with another study. The possible explanation for this variation might be that in the current study there are no significant work experiences differences since the majority of the respondents have less than five years of working experience. This indicated that a significant number of academic staff left

the university early due to this, as experienced staff may be lacking and influencing the quality of education.

In addition, this research has important implications for our understanding of why employees or academicians have the intention of leaving their universities. Understanding academicians will give up-to-date information to bridge the information gap and will help university administrators and policy makers to design appropriate retention policies and strategies. And minimize the direct and indirect costs that the organization incurs secondary to turnover. Identifying factors that influence teachers' intent to leave their university can be instrumental in improving academic satisfaction and reducing turnover and its negative effects like organizational cost and quality of education in the study area.

Limitations of the study

The study was based on self-reported information provided by respondents. Therefore, there is some potential for reporting bias, which may have occurred because of the respondents' interpretation of the questions or desire to report their emotions in a certain way or simply because of inaccuracies in responses. In addition, the present study is a cross-sectional study, which weakens the evidence of any relationship between the

variables considered in the study. Therefore, researchers highly suggest that future researchers should use a longitudinal design in order to capture the whole picture of such relationships.

Conclusion and Recommendations

In this study, the intention to leave was found to be high. Sex, place of work, work environment, remuneration, affective, continual, and normative commitments were found to be significant factors for academic staff intending to leave their working organizations. In addition to this, qualitative findings showed that relationships among teachers and management bodies, salary and incentives, availability of resources, and attitude towards the teaching profession were factors that influenced academicians to leave the organization. Therefore, universities should work hard not to lose their experienced academicians by creating conducive working environments and improving remuneration and commitments.

Therefore, the Ministry of Science and Higher Education needs to take into account the current high cost of living related to their salary and other incentives to improve academic staff satisfaction and reduce high turnover. The universities should work on

improving their working environments, motivating staff members rather than focusing on obligations to hold them in their institutions. Furthermore, universities should work hard to integrate the university's goals and strengthen the shared vision in order to create a positive feeling among academic staff and improve their feelings of retention in their workplace. Furthermore, the academic staff should also be committed to working within their organization to improve education quality by taking into consideration the scarcity of resources in our country, including the working university to satisfy their needs. Even if the salary is inadequate, staff should be tolerable and consider the current situation of the country.

The following recommendations for future research should be considered: 1) Expand this study to incorporate different three generations universities. Thus, it would be interesting to see if there is difference over intention to leave than among different generation university. 2) The study could be made a regression study that includes other variables (such

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as campus, College. School, institution and so forth) that affect staffs' intention to leave their working place. 3) It can be investigated by using longitudinal study to see actual causes of turnover over time.

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Disclosure

The authors declare that they have no competing interests in this work.

Availability of data and materials

All the data supporting the study's findings are within the manuscript. Raw data is available from the corresponding author on reasonable request.

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