

# The Effect of Work-Related Attitudes on Turnover Intention in Public Higher Education Institution: The Case of Arba Minch University, Ethiopia

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## ABSTRACT

For any organization, the most important challenge is to retain a talented workforce. In order to retain a talented workforce, it is very important to identify factors that affect the intention of employees to leave. Thus, this study examines the effect of work-related attitudes on turnover intention in terms of academic staff context. 334 academic staff were selected as a sample using a stratified random sampling technique. The study was an explanatory design and the required data was collected through adopted questionnaires from prior studies. The obtained data were analyzed using descriptive and inferential statistics. To do so the statistical packaging for social science (SPSS) version 20 was utilized. The descriptive result indicates that the participant's level of work-related attitudes was low whereas their level of turnover intention was high. Moreover, the results obtained through T-test and ANOVA showed that there were significant differences in the level of turnover intention based on selected demographics and thus have a varying effect on turnover intention. According to the multiple regression results, the dominant predictor of turnover intention was affective commitment and the insignificant predictor was continuance commitment.

**Keywords:** Work-related Attitudes, Turnover Intention, Academic Staff.

## 1 Introduction

It is obvious that organizations have to own competent, skilled and experienced employees. Specially, academic institutions have to possess qualified manpower since they are the places where the country's productive forces are produced in them and provided for all types of organizations (Kassaw, 2018). As employees are vital for organizations, employee turnover is a subject matter that is considered to be one of the most serious obstacles to face organizations. It results from combinations of work conditions, organizational and psychological factors interacting with each other to influence employee attitudes in and toward the organization (Raquel & Ana, 2012).

In line with Newstorm and Davis (1993), attitudes are practically good predictors of behaviors. They provide the sign to an employee's intentions to act in a certain way. Positive job attitudes lead to constructive intentions like commitment; negative job attitudes lead to undesirable intentions like intention to leave. Work Attitudes are the feelings and beliefs that largely determine how employees will perceive their environment, commit themselves to intended actions, and ultimately behave.

Job satisfaction and organizational commitment of teachers is one of the important factors for improving the quality of education, teachers' occupational success and students' educational successes; because there is a direct relationship between these factors and their performances (Abebe & Markos, 2016). As for the increase in company turnover, the problems that need to be considered are not only the employee turnover but also the reason behind. Before deciding to quit, an employee will go through a phase or stage where he/she has an intention to exit and trying to find a new job. This stage is known as turnover intention (Ridlo, 2012).

Central to the realization of university goals and objectives are the academic staff whose roles are vital and their number, quality, and their effectiveness make the difference in the university production function and to the wider society (Mwadiani, 2002 cited at Surbhi, 2013). As a result, higher education institutions are heavily dependent on the intellectual capabilities and commitment of the academic staff than most other organizations. This makes it significantly important to retain this academic staff (Surbhi, 2013). The loss of valuable and significant employees from organizations results in the loss of the tacit knowledge owned by those leaving, and these losses have huge impacts on operating costs due to the rising cost of filling vacant positions. The specific case of how turnover affects higher education institutions is worthy of special consideration. The most serious consequence of academic staff turnover is it diminishes teaching quality and student success (Surbhi, 2013). The present study focuses on the turnover intention itself, rather than on the actual turnover because an employee's intent to leave is the most significant indicator, and the strongest predictor, of actual turnover (Albaqami, 2016). Thus, it is important to investigate the main factors that affect turnover intention that leads employees to actual turnover.

Even though these universities have to own qualified employees, in most universities of Ethiopia there is a high rate of turnover (Kumar 2011, Getie et al., 2013, Mulu 2014, Mesfin et. al., 2019). The turnover rate of academic staff in Ethiopian universities has been increasing from time to time. This is aggravated by the increase of brain drain. High employee turnover rates may jeopardize efforts to attain organizational objectives. It indicates that turnover is one of the most expensive and difficult workforce challenges facing organizations. The effect of employee turnover results extra work load on the remaining employees. Increased workload of employees leads to decrease employee morale and increases stress level, which in turn increases employee absenteeism (Mesfin et. al., 2019). For example, in 1960s and 1970s, faculty sent for study abroad came back immediately after completing their studies to return to their appointments. However, in recent times the opposite is true.

As of the knowledge of researchers, there is a lack of research on the effect of work-related attitudes on turnover intention of academic staffs in the Ethiopian context. Arba Minch University is one of the first-generation universities in the country in which the turnover of the academic staffs is the most challenging factor in the university. According to the fifth-year progress report of the university on average more than 107 employees leaves the university annually in the last five years.

Moreover, as it is suggested by Mehboob and Hijazi (2017), job involvement is one of the variables that need to be further investigated in the area of predicting turnover intention. Studies conducted in Ethiopia about factors determining turnover intention failed to include job involvement (Getie et al. 2013; Yimer et al., 2017; Odiro 2017; Kassaw 2018; Mulie & Sime 2018, Ferede et. al., 2018, Haileyesus et. al., 2019, Kitila et. al., 2021). So, this study is unique especially by extending the frontier of literature towards job involvement where such a study has been given limited attention in the Ethiopian context.

Agusramadani (2018) also suggested researches on job involvement, job satisfaction affecting turnover intention. Furthermore, Agusramadani suggested adding variables such as organizational commitment along with job satisfaction and involvement that can influence turnover intention. After that no research is done on those variables combined. Empirical literatures on the relationship as well as the influence of employees' job satisfaction, organizational commitment and job involvement on turnover intention appears debatable, covering a gamut from significance, moderate to no influences. So, this inconsistency needs to be further investigated. In addition, this study investigated the difference in turnover intention based on selected demographic characteristics. Having the above factors in mind, we are motivated to fill those gaps by conducting research on the effect of work-related attitudes on turnover intention.

## **1.1 Objectives of the Study**

- To determine the level of job satisfaction, organizational commitment, job involvement and turnover intention of academic staffs of Arba Minch University
- To examine the effect of those work-related attitudes on turnover intention

- To analyze if there is any significant difference in the level of turnover intention based on selected demographic characteristics

## 2 Literature Review

### 2.1 Employee Turnover Intention

Long, Thean, Ismail and Jusoh (2012) stated that turnover intention is the potentiality of an individual to leave the job. Intention to stay mirrors an individual's level of commitment to his organization and their willingness to remain employed. Karatepe and Shahriari (2014) have pointed out that employees with high levels of turnover intentions have low morale, deliver poor services, and erode service recovery efforts. In this particular study, staff member turnover intention referred to the unwillingness of academics to stay in their positions within their academic institutions.

### 2.2 Work Related Attitudes and Turnover Intention

Work Attitudes are the feelings and beliefs that largely determine how employees will perceive their environment, commit themselves to intended actions, and ultimately behave (Abebe & Markos, 2016). According to Robbins and Judge (2013), there are three main working attitudes that become the focus of research in the field of organizational behavior. All three main work-related attitudes are job satisfaction, organizational commitment, and job involvement.

#### 2.2.1 Job Satisfaction

Wood and Locke (1990) defined job satisfaction as the degree to which individuals feel positively or negatively about their jobs. It is an emotional response to one's tasks as well as to the physical and social conditions of the work place. Extensive research on job satisfaction shows that personal factors such as an individual's needs and aspirations determine this attitude, along with the group and organizational factors such as relationships with coworkers, supervisors, working conditions, work policies, and compensation. Job satisfaction is negatively related to employee turnover intention. For instance, Onyishi et al. (2012), Getie et al. (2013), Khaldoun, Ayed& Mamdouh, (2014), Kassaw (2018) (Shukla, et al., 2013), Gebregziabher et. al., (2020), (2018), Haileyesus (2019), Yukongdi and Shrestha (2020) and Anees (2021), found a significant inverse relationship between job satisfaction and turnover intention. In contrary the result of Agusramadani, (2018) study shows that turnover intention is not influenced by job satisfaction.

#### 2.2.2 Organizational Commitment

Robbins (2001) defined that organizational commitment is the employees' identification of specific organizational goals and wishes to maintain their status as an organization. Chen and Yu (2000) pointed out that organizational commitment is a sense of pride as a member of an organization. It is the loyalty to an organization and willingness to try one's best for organizational goals to be achieved. The three-component as promoted by Meyer and Allen (1990) are affective commitment which is the employees' emotional attachment to the organization, identification with organization and involvement in the organization. On the other hand, Continuance commitment deals with the value to the employee, and which would be lost if the employee will leave the organization. For the normative commitment, the individual commits to and remains with an organization because of feelings of obligation. By attaching the labels affective, continuance and normative commitment in to three constructs, both the similarity (i.e. the link to turnover) and differences among them are acknowledged (Allen & Meyer, 1990).

In the research, conducted by Mehboob and Hijazi (2017), Getie et al. (2013), Kassaw (2018) found that organizational commitment has a significant and negative impact on turnover intention. Lew and Sarawak (2011), Fuentes (2013), Bilto et. al., (2020), Shahid & Ahmad, (2020), Yukongdi & Shrestha, (2020), Živković et. al., (2021), reported a significant inverse effect of affective commitment on turnover intention. Some studies have also examined that normative commitment has an inverse effect on turnover intention. Maertz et al. (2007), Ferede (2018) and Shahid & Ahmad, (2020), found a strong significant inverse

relationship between normative commitment and turnover intention. However, Shukla, et al., (2013), in their study indicates that organizational commitment has only a weak effect on this intention. Similarly, Saporna and Claveria (2013) found that all three facets of commitment were not significant antecedents of employee turnover intention. The authors concluded that even though employees may be a high commitment to their jobs, it is no assurance that they will not leave the organization.

### **2.2.3 Job Involvement**

Job involvement is the willingness of a person to work hard and apply effort beyond normal job expectations (Wood, 1996). Job involvement is the degree to which employees submerge themselves in their jobs, invest time and energy in them, and view work as a central part of their overall lives (Newstrom & Devis, 1993). According to the study conducted by Alshammari et. al., (2016) and Agusramadani, (2018) that job involvement has a significant influence on turnover intention. The greater the employees' job involvement means the lower the employee intention turnover. But Shukla, et al., (2013), found that job involvement had a negative and non-significant association with turnover intention

Work attitudes may differ in different contexts and thus may have a varying effect on turnover intention. There is a need for theoretical as well as empirical adjustments in studying turnover intentions in varying contexts. The context may introduce a contingency perspective to the relationship between work attitudes and intention to quit. Overlooking such contingencies may shape the differences which are important for our understanding of professionals' attitudes in developing nations, as well as, for the practical implications and management policies derived from the theory. So this research aimed at bridging this gap.

### **2.2.4 Demographic Variables and Turnover Intention**

The demographic characteristics of an employee are reasons for leaving the organization. These characteristics and attributes including sex, age, marital status, educational qualification, and experience.

**Gender:** The gender of the respondents is an explanatory variable that can determine the turnover intention. Mulie and Sime (2018) confirmed female academic staffs are 1.492 times more likely to have a turnover tendency than male respondents. (Akinlayo, 2010), also demonstrated that female employees have a higher turnover intention than male employees due to they have to play a dual role in their daily lives and the limited career opportunities, for improvement and the poor commitment to their jobs. In other studies, however, gender has no significant association with turnover intention (Yimer et al., 2017).

**Age:** Mulie and Sime (2018), implies that when the employee's age increases his/her commitment increases and turnover intention will decrease. The reason that the older people had a lower turnover intention can attribute to the fact that they do not have similar thoughts and expectations compared to younger people. However, the study by Albaqami (2016) highlights that no significant difference is present in a faculty member's age on the level of turnover intention. Various types of results were generated by different studies. These have evidenced that different employees' backgrounds may result in different levels of turnover intention.

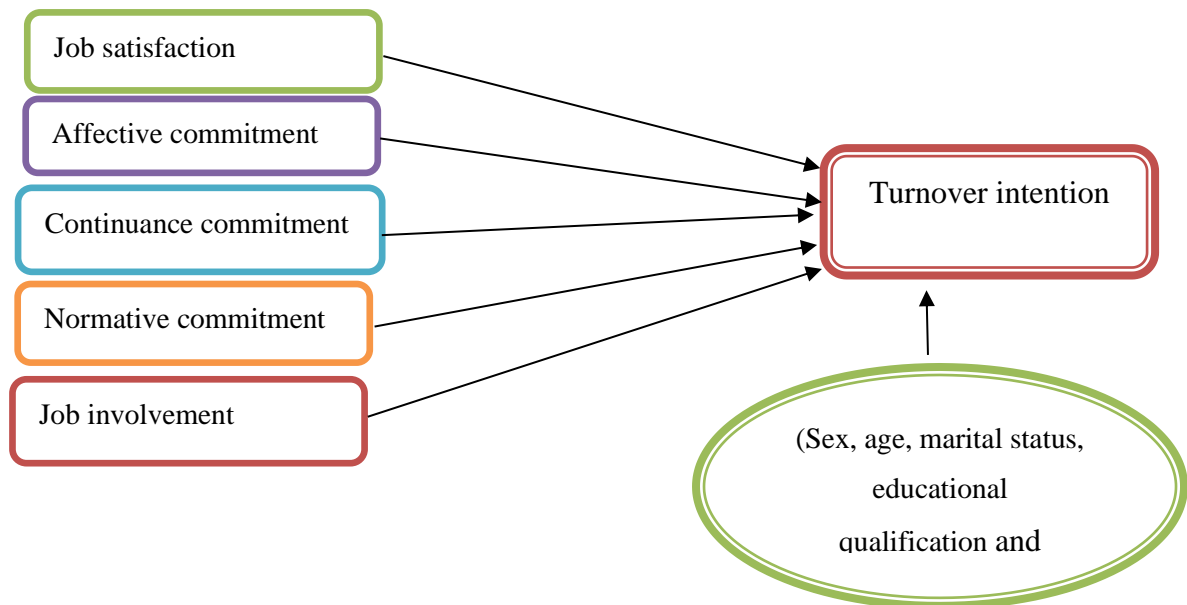
**Marital Status:** Marital status also has a great influence on employees' turnover intention. The result with marital status revealed that married academic staffs are 2.088 times less likely to leave than their counter parts. The implication is as employees are married and establishes a family, their normative and social attachment increases therefore; employees will have a social cost to leave. However, Chughtai and Zafar (2006) stated that there is no significant relationship between marital status and turnover intention among employees in the educational sector.

**Qualification:** Employees who are more qualified in their profession tend to leave their current organization because they have more opportunities to gain better work than employees who have less qualification (Mulie & Sime, 2018). Chen et al., (2013), Iqbal (2010) reported that people with high education levels have higher expectations in terms of financial rights, benefits, and audits. Hence, this is far more challenging for institutions to design remuneration packages that are able to satisfy their highly educated

academic staff. Moreover, highly educated academic staffs tend to have a higher chance of employability in any institutions.

**Experience:** As employees get more expertise and skill their demand in the labor market increases therefore, they will be highly intended to leave their organization (Mulie & Sime, 2018). The study conducted by Dilara, et al. (2015) contradicts with the above result in which those with higher experience had lower turnover intention. That is because the experienced staff does not think of resigning from the organization due to their high investment in the organization.

### 2.3 Conceptual Framework



**Figure 1:** *Conceptual Framework (Shukla et al., 2013)*

## 3 Materials and Methods

### 3.1 Research Methods

The study was survey that is usually associated with the deductive approach which provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population that can be analyzed quantitatively using descriptive and inferential statistics. Cross-sectional data was used in this study; all relevant data were collected at a single point in time. We used both descriptive and explanatory design to portray the accurate characteristics of individuals under the study and explanatory design to investigate the relationship and effect of the independent variables with the dependent variable.

### 3.2 Sampling

The target population of this study encompasses all 2017 academic staff of Arba Minch University. According to Dawson (2009), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. The sample of size is determined using the formula proposed by Yamane (1967). So, the sample size for the study is 334 academic staffs. The sampling technique that was employed in this study was stratified random sampling. Accordingly, first, the colleges were stratified and a method of proportional allocation of the sample was done from each population of the stratum.

### 3.3 Data Gathering Instruments

Job satisfaction Questionnaire (JSQ) was adopted from Taylor & Bowers (1972) overall job satisfaction questionnaire with the 7 items 5-point Likert scale. This scale is selected because it comprises the facets of job satisfaction and has a strong connection with turnover intention. Organizational Commitment Questionnaire (OCQ): Organizational commitment was assessed by using organizational commitment questionnaire (OCQ) developed Meyer and Allen, (1997). The scale consists of 18 items, 6 for each of 3 subscales. Job Involvement Questionnaires (JIQ): The JIQ with a five-point, 10-item, Likert response scales was adopted from (Kanungo, 1982). Turnover intention Questionnaires: was assessed by a three-item measure adopted from Benjamin et al. (2010) which are developed by Mobley, Horner, and Hollingsworth (1978).

### 3.4 Method of Data Analysis

The statistical packaging for social science (SPSS) version 20 was utilized to analyze the data obtains from primary sources. To summarize demographic data of respondents' charts, tables and percentages were used. The data were analyzed using descriptive statistics like frequency, mean and standard deviation and inferential statistics was used as a tool. Multiple linear regression analysis was used to identify the dominant factor among the independent factors that have a stronger relationship with turnover intention. The variable with the highest beta value is considered as the dominant factor.

## 4 Results and Discussion

### 4.1 Descriptive Statistics of Work Related Attitudes and Turnover Intention

The summary of the descriptive statistics indicates that all variables are evaluated based on a 5-point scale and later on the specific scale was used in the process of analysing questionnaire statements, which was divided into three levels that relate to the weights of the questionnaire (Sekaran,2003):

- The low agreement is shown to be 1 to 2.33
- The moderate agreement is shown to be 2.34 to 3.66
- The high agreement is shown to be 3.67 to 5.00

#### 4.1.1 Descriptive Statistics for Job Satisfaction

As Table 4.1 depicts that 61.4% of the respondents' exhibit medium satisfaction followed by 32.6% were dissatisfied and the rest 6% of the respondents are satisfied. The mean score of employee job satisfaction indicated by the respondent was 2.63 with SD=.64 which is also rated as medium approaches to low. This unsatisfactory job satisfaction indicates that some of the university academic staffs are not satisfied in one or more dimensions of job satisfaction such as with their coworker, supervisor, the job itself, with the firm as a whole, the payment and with the prospects for advancement or with the administration of their university. This low mean of job satisfaction also indicates that some of the academic staff has been performing their task without driving a positive emotional state.

**Table 4.1:** *Descriptive statistics of Job Satisfaction*

		Frequency	Percent	Mean	SD
<b>Agreement</b>	Low	97	32.6	<b>2.6307</b>	<b>.63666</b>
	Medium	183	61.4		
	High	18	6.0		
	Total	298	100.0		

#### 4.1.2 Descriptive Statistics for Organizational Commitment Dimensions

The result of the descriptive statistics (table 4.2) shows that most of the respondents had a medium level of commitment for all three dimensions. The result shows us most of the respondents feel very little loyalty to their university and although little obligation is felt by them to remain with their current employer. The mean of affective commitment was 2.72 with SD = 0.86, the mean for normative commitment was 2.67 with SD = 0.80, the mean for continuance commitment was 2.62 with SD = 0.79. When we see from highest to lowest mean scores, respondents ranked their affective commitment with the highest mean of 2.72 whereas their continuance commitment having the lowest mean of 2.62 from 5 points Likert scale. The lowest mean of continuance commitment demonstrates that employees believe that administrators of the Arba Minch University give less consideration to the compensation compared to others. The high mean score of affective commitment relative to other dimensions of commitment indicates that employees consider themselves as identified with the University and its goals.

**Table 4.2:** *Descriptive Statistics for Organizational Commitment Dimensions*

		Affective		Normative		Continuance	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Agreement	Low	93	31.2	97	32.6	100	33.6
	Medium	149	50.0	157	52.7	160	53.7
	High	56	18.8	44	14.8	38	12.8
	Total	298	100.0	298	100	298	100.0
<b>Mean</b>		<b>2.7271</b>		<b>2.6695</b>		<b>2.6219</b>	
<b>SD</b>		<b>.86613</b>		<b>.79813</b>		<b>.79234</b>	

In describing the application of their Organizational Commitment Questionnaire (OCQ) scales, Allen and Meyer (1990) do not provide guidance about average, required, ideal, or expected means for affective, continuance, and normative commitment. Researches regarding employee commitment states that the most desirable types of employee commitment can be listed as affective, normative, and continuance commitment respectively (Brown, 2003). The results of this study reflect that the pattern for mean scores is consistent with the above-mentioned ones by presenting that affective commitment has the highest score followed by normative commitment, and then continuance commitment has the least score.

Individuals with high levels of affective commitment continue employment because they want to. Therefore, it is very important for the organizations to have employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values (Allen & Meyer, 1990). But, the majority of staffs' level of affective commitment is medium with a mean score of 2.72. This unsatisfactory level of affective commitment indicates that employees are not psychologically or emotionally attached to achieve the mission and vision of the university which diminishes the quality of teaching learning process within the university.

For normative commitment, the individual commits to and remains with an organization because of feelings of obligation. The highest score in normative commitment shows us employees are committed to and remain with the university because they feel obligated since their organization may have invested resources in them. Thus, the employee then feels an obligation to put forth effort on the job and stay with the organization to repay the dept. But in this study, the participants' level of normative commitment is not sufficient with the mean score of 2.67 which indicates that respondents have no strong feeling of obligation to remain with the university.

Participants score the least mean on continuance commitment this maybe they do not care about what they have invested into the organization and what they stand to gain if they remain with the organization. Employees who have a strong continuance commitment stay with the organization because they do not

want to lose the amount of time, money or effort invested or because they think they have no employment alternatives and such employees need to keep their organization membership because leaving might cost them too much and this is a benefit for the organizations. While those who do not care about what they have invested in the organization and what they stand to gain if they remain with the organization will have weaker continuance commitment (Meyer & Allen, 1997). Having this in mind, when we see the level of staffs' continuance commitment, it is medium close to low with a mean of 2.62 which indicates the university academicians have low perceptions associated with costs of leaving the organization and they didn't lose more if they terminate from their organization, as well as there is no trouble for them to go somewhere else. This unsatisfactory level of commitment of academic staff erodes the effective and efficient teaching learning process and if the condition continues in this manner it may lead to the turnover of talented academic staffs.

#### 4.1.3 Descriptive Statistics for Job Involvement

Accordingly, staffs' level of job involvement indicates that 52.07% were exhibit medium level of involvement, 29.9% had high level of job commitment and the rest 17.4% the participants feel low level of job involvement. This indicates most of the employees exhibit a medium level of job involvement. The overall mean job involvement is also indicated medium value (3.09). The majority medium level response of job involvement indicates that most of the employees had no strong attachment and willingness to submerge themselves in their job, invest time and energy in it, and view work as a central part of their overall lives.

**Table 4.3:** *Descriptive statistics of Job Involvement*

		Frequency	Percent	Mean	SD
Agreement	Low	52	17.4	<b>3.0970</b>	<b>.78502</b>
	Medium	157	52.7		
	High	89	29.9		
	Total	298	100.0		

#### 4.1.4 Descriptive Statistics Turnover Intention

The below table (table 4.4) depicts that the majority of the respondents had high level of intention to leave (51.3%) followed by medium level of intention to leave (43.6%) and the rest 5% of the participants had no intention to quit from their organization. This result revealed that the proportion of academic staff leaving intention was found to be high. As a result, Arba Minch University is in an alarming state of staff turnover/leaving intention. This high level of turnover intention leads to actual turnover and brought an adverse influence on the organization, both in terms of cost and in loss of time and chance to take advantage of opportunities. Karatepe and Shahriari (2014) have pointed out that employees with high levels of turnover intentions have low morale, deliver poor services, and erode service recovery efforts.

**Table 4.4:** *Descriptive Statistics for Turnover Intention*

		Frequency	Percent	Mean	SD
Agreement	Low	15	5.0	<b>3.4787</b>	<b>.81266</b>
	Medium	130	43.6		
	High	153	51.3		
	Total	298	100.0		



## 4.2 T Test Result on Turnover Intention Based on Gender

As shown by table 4.5, there was a significant difference between males and females towards turnover intention among academic staff, female academic staffs had higher turnover intention with ( $M = 3.70$ ,  $SD = .76$ ) than male staffs with ( $M = 3.44$ ,  $SD = .82$ ). This difference was statistically significant,  $t(296) = -2.045$ ,  $p < .05$ , indicating that the higher average turnover intention by female academic staffs of the university was more than what would have been expected due to chance. This result is consistent with previous studies, for example, Mulie and Sime (2018), confirmed the theoretically and empirically reviewed literature depicting female academic staff are 1.492 times more likely to have a turnover tendency than male respondents. For males, they have lower turnover intentions as they have low commitment to their family (Akintayo, 2010). In other studies, however, gender has no significant association with turnover intention (Yimer et al., 2017).

**Table 4.5:** *T Test Result of Turnover Intention Based on Gender*

Variable	Sex	N	Mean	SD	DF	T	P (0.05)
Turnover Intention	Male	252	3.4378	.81710	296	-2.045	0.042
	Female	46	3.7029	.75761			

## 4.3 One-way ANOVA Result on Turnover Intention

### 4.3.1 One-way ANOVA Result in Turnover Intention Based on College

The ANOVA result in table 4.6 shows that academic staffs differed significantly on the level of turnover intention with,  $F(8,289) = 3.321$ ,  $P < 0.05$  based on college. According to the Games-Howell post hoc result statistically significant difference found in the level of turnover intention between agricultural science with natural science, medicine and health science and business and economics, with ( $p < 0.05$ ). In addition to natural science business and economics have significance difference with Arba Minch water technology institute with ( $p < 0.05$ ). In contrary, there is no significance difference between other colleges each other on the level of turnover intention with ( $P > 0.05$ ).

**Table 4.6:** *One-way ANOVA Test of Turnover Intention Based on College*

	College/Institute/School									DF	F	Sig
	AMIT	AWTI	CNS	CMHS	CAS	CBE	CSSH	SL	SP			
No	59	34	53	49	26	33	34	4	6	289	3.321	.001
Mean	3.38	3.23	3.62	3.65	3.03	3.86	3.36	3.91	3.44			

### 4.3.2 One-way ANOVA Result in Turnover Intention Based on Age

According to table 4.7. ANOVA output, a significant difference was found on turnover intention, with  $F(3,294) = 2.777$ ,  $P < 0.05$ , based on the age group. This study is consistent with Mulie and Sime (2018) when employees' age increases their emotional attachment due to organizational citizenship and belongingness soar up and consequently, their intention to leave their organization decreases. But the finding is inconsistent with a study by Albaqami (2016), which highlights that no significant difference is present in a faculty member's age on the level of turnover intention. Various types of results were generated by different studies. These have evidenced that different employees' backgrounds may result in different level of turnover intention.

**Table 4.7: One-way ANOVA Test of Turnover Intention Based on Age**

		Age Groups				DF	F	P (0.05)
		20-30	31-40	41-50	Above 50			
Turnover Intention	No	173	112	9	4	294	2.777	.041
	Mean	3.38	3.62	3.74	3.0			

#### 4.3.3 One way ANOVA Result in Turnover Intention Based on Marital Status

Table 4.8. shows insignificant difference was found on staffs' level of turnover intention,  $F(3,295) = 1.005$ ,  $P > 0.05$  (see appendix B-2, 3) based on the marital status of participants. Consistent with the current result, Chughtai and Zafar (2006) stated that there is no significant relationship between marital status and turnover intention among employees in the educational sector. The result was inconsistent with the finding of Mulie and Sime (2018), depicting married employees are less likely to leave their organization than singles with the implication that as employees are married and establish a family, their normative and social attachment increases, therefore, employees will have a social cost to leave their established social relation with in their organization. However, no support was found in this study on the significance difference towards turnover intention based on the marital status of respondents.

**Table 4.8: One-way ANOVA test of Turnover intention based on Marital Status**

		Marital Status			DF	F	P(0.05)
		Single	Married	Divorced			
Turnover Intention	No	155	137	6	295	1.005	.367
	Mean	3.4688	3.4696	3.9444			

#### 4.3.4 One-way ANOVA Result on Turnover Intention Based on Educational Level

The ANOVA output shows academic staffs differed significantly on the level of turnover intention with,  $F(2,295) = 5.363$ ,  $P < 0.05$  based on education levels. Consistent with the current study Iqbal (2010) stated that employees who are higher educated will have higher expectations on their existing employers. Hence, this is far more challenging for institutions to design remuneration packages that are able to satisfy their highly educated academic staff. Moreover, highly educated academic staffs tend to have higher chance of employability in any institutions. Therefore, academic staff that possessed higher qualifications will have higher turnover intention as compared to lower educational level's academic staff.

**Table 4.9: One-way ANOVA Test of Turnover Intention Based on Educational Level**

		Educational Level			DF	F	P(0.05)
		BA/BSc	MA/MBA/MSc	PhD			
Turnover Intention	No	63	223	12	295	5.363	.005
	Mean	3.1905	3.5486	3.6944			

## 4.4 Regression Analysis

Stepwise multiple regressions are used to identify the dominant factor among multiple independent variables that have a significant and stronger effect on the given dependent variable. In this case, step wise multiple linear regressions were run to identify the dominant factor among work related attitudes and control variables that have a significant effect on turnover intention.

**Table 4.10:** Summary of stepwise regression analysis

Independent Variables	Beta	T	Sig(p)
Affective Commitment	-.239	-3.766	.000
Job Involvement	-.230	-4.430	.000
Job Satisfaction	-.205	-3.231	.001
Normative Commitment	-.148	-2.576	.011
CMHS	.245	5.783	.000
CBE	.143	3.414	.001
CSSH	.117	2.714	.007
CNS	.092	2.172	.031
Gender	.099	2.438	.015
Work Experience	.089	2.131	.034
F = 37.101			.000
R Square = .564			
Adjusted R Square = .549			
a. Dependent Variable: Average TI			
b. Predictors: (Constant), Average AC, Average JI, Average JS, Average NC, Gender, CBE, CMHS, CSSH, CNS, Work Experience			

As shown in table 4.10. among the work-related variables, affective commitment shows the highest Beta value and the most significant compared to other with ( $\beta = -.24$ ,  $p < .01$ ). Thus, affective commitment has the highest effect on predicting turnover intention. This indicates that when there is an increase of one unit in affective commitment, it will result in a .24 unit decrease in turnover intention. Moreover, the regression result indicates that job involvement with ( $\beta = -.23$ ,  $P < 0.01$ ), job satisfaction with ( $\beta = -.20$ ,  $P < 0.01$ ) and normative commitment with ( $\beta = -.15$ ,  $P < 0.05$ ) significant and negatively influences turnover intention whereas continuance commitment is found to be negative but not statistically significant then it is excluded in the stepwise regression progress. Consistent with the current study Guntur et al., (2012) found that among the three components of commitment, the affective commitment had the highest impact on employee turnover intention. Jenkins and Thomlinson (1992) also showed through their research that affective commitment was the highest predictor of turnover intentions, whereas, continuance commitment showed a weak, insignificant and negative effect on turnover intention.

This research provided substantial evidence that job satisfaction is a strong predictor of turnover intentions. Regarding job satisfaction, the study by Gebregziabher et. al., (2020), found that employees turnover intention was significantly influenced by their satisfaction with their job. This supports the turnover theory which states that turnover intention begins with dissatisfaction A finding from this research is also supported by previous research of Ferede (2018), Haileyesus (2019), Yukongdi and Shrestha (2020) and Anees (2021), which show that job satisfaction is a significant predictor of turnover intentions. Hence, this research suggests that organizational managers need to ensure that work practices incorporate job design factors that foster job satisfaction as an important organizational goal if they are seeking to reduce turnover intentions. This study is contrary to the study by Agusramadani and Amalia (2018); found it quite unique that job satisfaction does not affect the turnover intention.

The researcher found that those employees who have high affective commitment to the organization would be less likely to have turnover intentions. This rationale was based on the assumption that if an employee's commitment is affective, he or she will stay "with the organization because they want to" (Meyer & Allen, 1990). Consistent with Mehboob and Hijazi (2017) and Kassaw (2018), affective commitment was found to have a stronger predictor of turnover intention than did continuance commitment. The result is also supported by (Bilto et. al., 2020), Shahid & Ahmad, 2020, Yukongdi & Shrestha, 2020, Živković et. al., 2021), affective commitment significantly, and negatively affects employee intention to leave. This implies

that employees are prepared to stay with the organization based on their psychological attachment, rather than based on a calculative exchange.

Studies have also examined the impact of normative commitment on employee turnover intention and their findings support the current study that normative commitment has an inverse effect on turnover intention. The current study is supported by Ferede (2018), which explained in those employees who do not feel they have the obligation to remain and serve their organization may reveal the desire to leave out than staying. Some other studies have also examined the impact of normative commitment on employee turnover intention and their findings support the current study that normative commitment has an inverse effect on turnover intention. For instance, Mehboob and Hijazi (2017) Kassaw (2018), Shahid and Ahmad, (2020), found that normative commitment has a significant inverse effect on turnover intention. The authors concluded that employees with a sense of obligation to the organization have less intention to turnover than those with no obligation to the organization; an employee may stay and repay the debt.

In contrary to the result of affective and normative commitment, Saporna and Claveria (2013) found that all three facets of commitment were not significant antecedents of employee turnover intention which is consistent with the current result on continuance commitment. The authors concluded that even though employees may be highly committed to their jobs, it is no assurance that they will not leave the organization. Job involvement has also a significant negative influence on turnover intention. Furthermore, highly involved employees would consider their job a large part of their identity and thus have lower intentions to quit. When the company provides an opportunity for its employees to involve and directly assist the progress of the company, in which the greatest achievement felt by employees makes a large, psychological involvement of employees in the company and prevents them to think for leaving. This indicates that job involvement has a significance and negative influence on employees' intention to leave. The result is consistent with Alshammari et. al., (2016), Agusramadani and Amalia (2018); they found that job involvement has a significant inverse effect turnover intention. Inconsistent with the finding of this study Shukla et al. (2013), found that there was a non-significant effect of job involvement on turnover intention. As far as field of study is concerned employees of medicine and health science had higher contribution for predicting turnover intention with ( $\beta=.245$ ,  $P<0.01$ ), followed by employees of business and economics had with ( $\beta=.143$ ,  $P<0.01$ ), social science and humanity with ( $\beta=.117$ ,  $P<0.01$ ) and natural and computational science with ( $\beta=.092$ ,  $P<0.05$ ) have significant and negative effect on turnover intention. But others were found to have an insignificance effect and were excluded in the stepwise regression analysis. A regression result between gender and turnover intention indicated that there is a significant effect of the faculty member's gender on the turnover intention at Arba Minch University with the values  $p<0.05$  (0.015). When we see the *Beta* value (.099) indicates being female increases turnover intention by .099. Studies on gender and turnover intention confirmed that the factor of gender is a determinant for turnover intention (C Akintayo, 2010, Uludağ et al., 2011, Mulie and Sime 2018). In other studies, however, gender has no significant association with turnover intention (Yimer et al., 2017).

In terms of work experience, the regression analysis shows that work experience has significance and a positive influence on the turnover intention with  $\beta=.089$  ( $P<0.05$ ). This indicates employees who have more work experience can leave the current organization since they have more opportunities to gain better work and working conditions than employees who have less work experience. Consistent with the current study Mulie and Sime (2018) founds that as employees get more expertise and skill their demand in the labor market increases therefore, they will be highly intended to leave their organization.

## 5 Conclusion

The finding of the study shows employees exhibit unsatisfactory level of job satisfaction, organizational commitment and job involvement. When we see turnover intention, the result revealed that the proportion of academic staff leaving intention was found to be high. As a result, Arba Minch University is in an alarming state of staff turnover/leaving intention. Results of T-test and ANOVA revealed that there is a significance difference between male and female academic staffs towards the level of turnover intention in

which female academicians have high intention to leave than men. There were significant differences in the level of turnover intention based on college. However, there was no significant difference is present in a faculty member's age and marital status on the level of turnover intention. Moreover, staffs differed significantly on the level of turnover intention based on both level of education and experience due to highly educated and experienced academic staffs tend to have higher chance of employability in any institution. The result obtained from linear regression also showed that the best predictor of turnover intention was affective commitment followed by job involvement, job satisfaction, and normative commitment but insignificant effect was found between continuance commitment and turnover intention. Here the result implies, policymakers and management of the university shall to pay more attention to improve work attitude of by making improvement on the payment and incentive benefits, provide an avenue for employees to contribute ideas, and allow them to see how their own contribution influence the university's well-being, provide encouragement and support and create the atmosphere for developmental opportunities to increase the cost of leaving for employees. In addition, suitable training programs may also be a good investment for the university. As a matter of fact, training programs are a win-win solution for employees and employers. It's actually an investment (not an expense) your make for your employees which encourages them to stick around. When employees have access to such opportunities they would not leave because they don't want to lose it and they will be psychologically attached and thus willing to stay or remain with the organization. By improving these job-related attitudes organizations will be in a better position to retain employees. These highly developed, satisfied, committed and motivated employees will help organizations to gain and sustain competitive advantage.

## 6 Declarations

### 6.1 Informed Consent

Respondents were well informed about the purpose of the study. Data were collected after getting written informed consent from each participant using the consent form designed for this study. Data were treated confidentially and anonymously.

### 6.2 Competing Interests

The authors declared that they have no conflict of interest.

### 6.3 Publisher's Note

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