

Assessment of Employee Turnover and Its Impact on Three Selected Government TVET Colleges in Addis Ababa

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Abstract

This paper presents a study that determined assessment of employee turnover and its impact on the three selected government TVET Colleges in Addis Ababa. Nowadays, TVET institutions are considered as instruments of Accelerated and Sustained Development to end poverty at regional level in Addis Ababa specifically as well as national level at large. In order to achieve the above benefits from the sector, stable work environment in general and availability of experienced trainers' specifically is a crucial aspect. The objective of this study is determining types of employee who many times terminate, their employment, causes for their termination and consequence of employee turnover on the organization. The research is designed as a descriptive research and data for this study was gathered through interview and questionnaire methods. The sample consisted of 35 current trainers, 5 ex-trainers and 9 management bodies. Finding of the study indicates that, trainer turnover is unsolved problem for the sector. Among the department in the institutions, Construction and Information Technology are faced with highly repetitive trainers' turnover. Impact of trainer turnover is assessed by using four point Likert Scale and the average of 28.12 % and 27.47% of response indicates five basic variables have very high and high impact on the TVET institutions. Result shows that, in the selected TVET institutions, there are no exit-interview and special employee retention strategies and policies

Keywords :- Employee turnover, TVET College, Human resource management

1. Introduction

Employee turnover is a part of normal business activity; employees come and go as their life situations change. Employers realize this and, indeed, large firms typically have entire departments devoted to the management of human resources in order to make the transition as painless as possible for both management and employee and to minimize the associated hiring and training costs.

A host of direct and indirect costs arise from the wake of each employee who voluntarily leaves an organization. Obvious expenses include the employer's recruiting, hiring, and training costs for a replacement employee. Until the vacancy is filled, employers may also face additional overtime costs, reduced productivity, and increased customer queue times, lost sales and business opportunities, and the likelihood of additional turnover due to the extra work shouldered by co-workers of the departing employees (Herman, 1997; Mc Connel, 1999; Richardson, 1999).

Employee turnover is a global phenomenon. In the present world of economic growth, changing socio economic factors, dynamic labour markets and hyperactive macro-environmental factors, of almost all the organizations face the problem of employee turnover. In this very competitive environment no business can enjoy and sustain the success until it deals with turnover problems efficiently and successfully. In the near past, the competition among the business sectors has been immense which has increased the importance of human resource management function. (M. and Amin, Mohammad, 2009)

Though there are many causes for staff turnover in an organization, all of those do not have negative impact on well being of an organization. Organizations should differentiate between voluntary and involuntary turnover and take actions on the one under their control. Voluntary turnovers are those caused by the employee out of his/ her own choice (e.g. to take job in other organization for better salary) while involuntary turnovers are because of the decision of management (e.g. dismissal for gross misconduct). In general, all resignations not formally initiated by employers are voluntary resignations (Loquercio et al., 2006).

Voluntary turnovers are further distinguished into functional and dysfunctional turnovers. Functional turnovers are the resignation of substandard performers and dysfunctional turnovers refer to the exit of effective performers. Dysfunctional turnover is of greatest concern to the management due to its negative impact on the organization's general performance. Dysfunctional turnover could be further classified into avoidable turnover (caused by lower compensation, poor working condition, etc.) and unavoidable turnovers (like family moves, serious illness, death, etc.) over which the organization has little or no influence (Taylor, 1998).

2. Statement of the Problem

Nowadays turnover is more serious than ever. Rapid technological change and frequent revolutionized new ideas have created competition among organizations which increases an employee turnover and separation. Developing countries are one of the major victims where brain drain intensifies the problems. A research conducted in different government owned college reveal that pay and poor management system are some of the

serious and basic factors for employee to quit. According to the research conducted in 10 agricultural colleges, 82% of employees in the colleges have an intention to leave their current job (Getahun, 2005).

Another related research conducted in government owned university revealed that 83% of the teachers who left their job stated that poor management system, lack of equal opportunities were one of the basic reason to quit the job. (Admassu, 2003)

The Ethiopian government has introduced Technical and Vocational Education and Training (TVET) programs to produce young people equipped with skills that enable them to engage in productive lives. Currently, the number of colleges and institutions providing vocational and technical training has increased across the country though the participation of both the government and the private sector. But, the above practice is greatly affected by employee turnover in training institutions. Based up on the above reality, this study was conducted to assess employee turnover and its impact on three selected government TVET Colleges in Addis Ababa Ethiopia.

3. Research questions

1. What are the major determinant factors for employees to leave their jobs?
2. What are the effects of employee's turnover on the organization are day to day activities?
3. Which departments are more vulnerable to employee turnover?

4. Objectives Of The Study

General objective:

The general objective of this study is to assess of employee turnover and its impact on three selected government TVET Colleges in Addis Ababa

Specific objectives;

1. To examine the determinant factors of employee turnover
2. Identify effects of turnover on the performance of the organization.
3. To identify departments which are more exposed to employee turnover.

5. Literature review

Employee turnover has been one of the most studied subjects in organizational behavior literature (Schwab, 1991), yet continues to avoid any concrete conclusions. To better understand the implications of turnover, one must understand how turnover is defined.

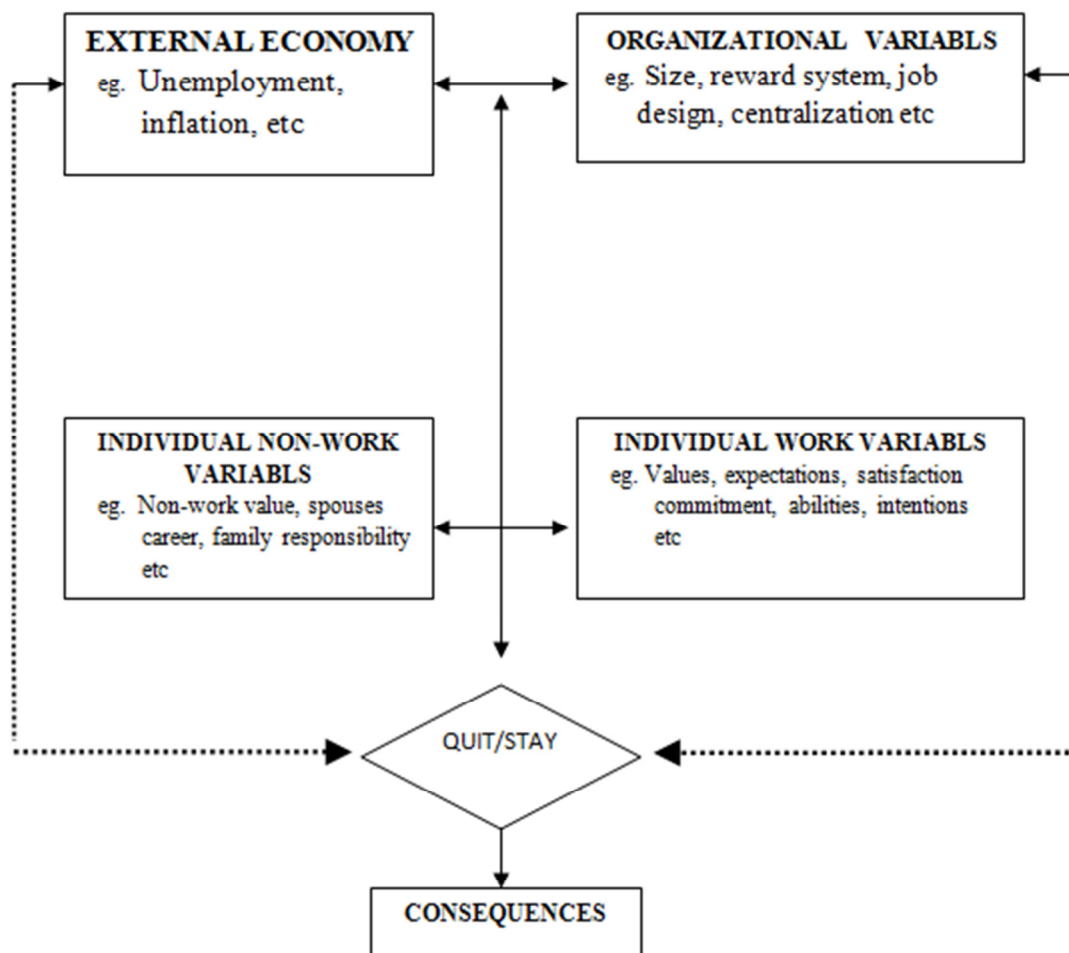
Price (1977) defines turnover "as the degree of individual movement across the membership boundary of a social system" (p. 4). This definition includes accession and the hiring of new employees. Macy & Mirvis (1976) succinctly state that turnover is "any departure beyond organizational boundaries" (p. 224). Mobley (1982) "the cessation of membership in an organization by an individual who received monetary compensation from the organization" (p.10). Webster's Third New International Dictionary (1989, p2469) defines turnover as "the number of persons lived within a period to replace those leavings or dropped from the working place"

Employee turnover is the "rotation of workers around the labour market; between firms, jobs and occupations; and between the states of employment and unemployment" Abassi et al. (2000). The term "turnover" is defined by Price (1977) as: the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period.

Factors Related To Employee Turnover

There are several factors which are related to employee turnover, thus, as shown with the help of diagram as below:

Fig. 1:- A Simplified Model of the Cause and Correlates of Turnover.



Source: Mobley(1982). (P-78)

Turnover cost

Generally, all costs related to the leaving and replacement of employees can be considered to be costs of labor turnover. These embrace not only the costs of recruitment and selection. As early as 1960, Gaudet (1960: 39-47) put forward a rather comprehensive list of turnover costs with items such as advertising, college recruiting, applicant's travel expenses, medical examinations and psychological testing, recruitment awards for employees, and 'hotel entertainment'. The costs of these items can be accounted for, and the same roughly holds for the loss of sales because of vacancies and higher average pay due to extra overtime. More difficult to estimate are the extra expenditures for training and learning contextual skills, because these include also the costs of coaching, supervision and the loss of quality and product output. Even more complicated is the accounting for items like the loss of team productivity, the loss of effectiveness of informal communication and co-ordination processes and a decreased motivation of those employees who are left behind (Mobley, 1982: 20-21). Sailors & Sylvestre (1994: 32) estimated the costs of labor turnover to US companies "to be several billion dollars per year" of which 20 per cent consists of direct turnover costs and 80 per cent of costs that can be associated but are not directly visible.

A particular perspective on the negative effects of turnover is provided by the resource-based theory of strategic human resource management (Prahalad & Hamel, 1990; Barney, 1991; Ulrich, 1991) and the related ideas on high commitment HRM (Beer et. al., 1984; Guest, 1997). According to these theories, a motivated workforce can really make a difference when competing in the market. Dedication to the organization's goals, knowledge of the firm's internal processes, its suppliers and customer relations is supposed to produce high performance (Herman, 1997). A high turnover rate is contradictory to high performance because it shows that one of the core conditions of high performance – i.e. a highly committed workforce – is not met.

Additionally, high commitment HRM requires long periods of training and socialization. Consequently, it will take more time before the break-even point between investments in human capital and the returns to these investments is reached. Therefore, in a context of high commitment HRM the costs of labor turnover will be relatively high.

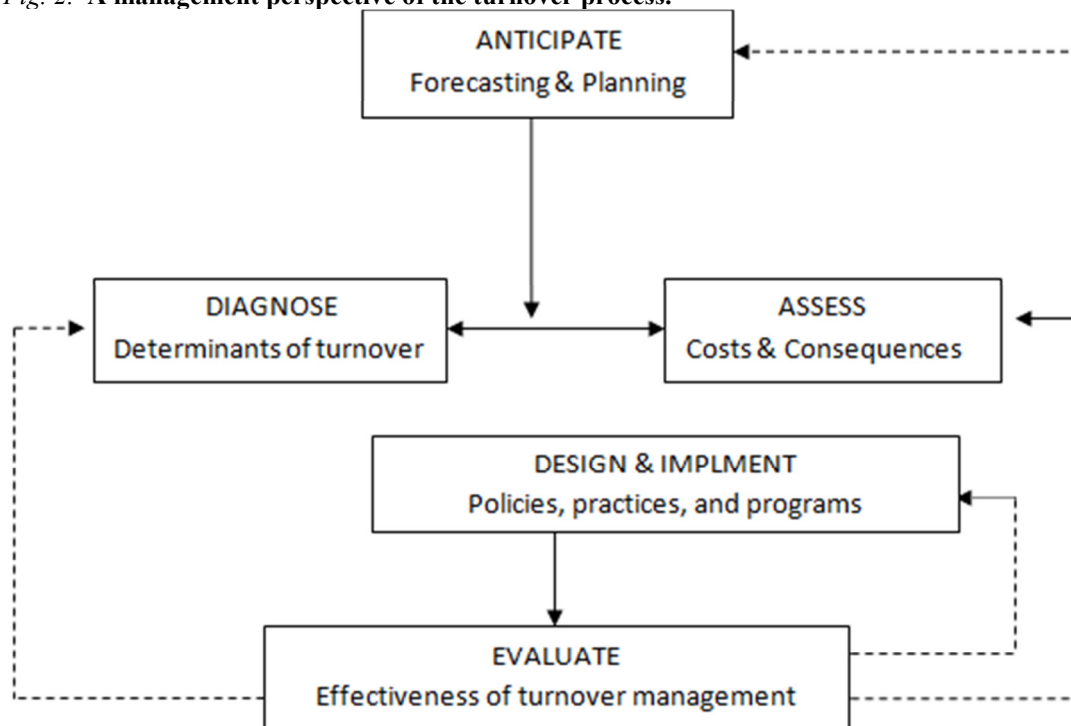
Managerial perspective on employee turnover

Mobley (1982) the manager must be able to: diagnose the nature and probable determinants of turnover in his/her organization(s); assess the probable individual and organizational consequences of the various types of turnover; design and implement policies, practices and programs for effectively dealing with turnover; evaluate the effectiveness of changes; and anticipate further changes required to effectively manage turnover in a dynamic world.

Mobley (1982) understanding and effectively managing employee turnover requires:

- Integrating individual, organizational, and environmental perspectives;
- Recognizing both the positive and negative potential consequences of turnover;
- Basing strategies for dealing with turnover on economic and cost data, employee perception, attitudinal and behavioral data, and organizational and evaluative data;
- Recognizing that turnover, with its multiple causes and consequences, is an ongoing process, not a static event;
- Finally, adopting a proactive rather than reactive posture.

Fig. 2. A management perspective of the turnover process.



6. Research Design and Methodology

i. Design of the study/approach

Since this research involves an assessment of employee turnover and its impacts, descriptive research design were used to describe what the actual phenomena looks-like. It describes, rate of trainers' turnover, causes and consequence trainers' turnover on selected government TVET Colleges in Addis Ababa.

ii. Population for the study

In order to conduct this research, three TVET Colleges were selected randomly from the total five TVET Colleges in Addis Ababa City Government as representative. The student researcher has been selected this three Colleges as a sample for the total Colleges; because, all five Colleges are at the same level, have the same authority, and governed by the same body (Addis Ababa City Government TVET Agency).

The population for this study was instructors/ trainers, section heads, and human resource management supportive process owners in the selected TVET Colleges.

In addition to the employee currently at the work, the study was covered employees who are terminated/ separated from the organization. The size of total population was **427(413 current instructors plus, nine management body plus five ex-instructors)**

iii. The sampling design

In order to select the sample size from the total population, the student researcher was used stratified sampling method. Because, this study was focused on different groups of respondents and each group of the respondents were required to have its own representative from the total sample size. From the total population researcher

selected **56 (≈ 10%)** of the total trainer plus nine management body (three from each College's) and five from ex-instructors as a source of information or a respondent for this study. From each stratum respondents are selected in different methods; from current trainers respondents are selected through random sampling method, from management bodies sample respondents are selected purposely and the representative of ex-trainers selected through convenient sampling method. The sample size is selected on the base of rule of thumb. According to rule of thumb, if the size of total population is 100-1000, the sample size must be ten percent (10 %) the total population.

iv. Data gathering instruments/ tools

To gather information/ data from the above respondents, the researcher has been used both questionnaires and interview for the primary information and document analysis were implemented in order to gather secondary data. The questionnaire was distributed to all sample respondents, but the interview was conducted with human resource managers, and the ex-instructors. The researcher has been used these tools because; questionnaire helps him to gather basic data from large number of respondents with less amount of time and interview was required to collect detailed information from small number of respondents.

v. Method of data analysis and presentation

To analyze, interpret and present the data which are collected through questionnaire; percentage, ratio and average methods were used with the help of table and graphs.

7. Analysis and Discussion

This chapter analysis, interprets and presents the data which were gathered for the completion of this study. During the study, questionnaires, interview, and document analysis were conducted to collect the necessary data. In order to conduct this research, totally fifty six (56) questionnaires were distributed to selected respondents in each stratified group; such as management body, current instructors and ex-instructors. From each stratum respondents are selected in different methods; from current trainers respondents are selected through random sampling method, from management bodies sample respondents are selected purposely and the representative of ex-trainers selected through convenient sampling method. From this total questionnaires; 42 (75%) were distributed to the current instructors, 9 (16%) to the management body and 5 (9%) of questionnaires were distributed to ex-instructors.

The researcher has been made extensive follow-up procedures to produce largest possible rate of return. Despite the effort made to assure largest possible rate of return, rate of return for each group computed as follow:

$$\text{Rate of return} = (R / (S-ND)) \times 100$$

Where;

R = number of questionnaires that were returned

S = total number of questionnaires sent out, and

ND = number of questionnaires unable to be delivered ("returned to sender")

Table 1:- Questionnaire return rate

		R	S	ND	Rate of return
1	Rate of return from management	7	9	-	77.77%
2	Rate of return from current instructor	35	42	-	83.33%
3	Rate of return from ex-instructors	5	5	-	100 %
Total rate of return		47	56	-	83.93%

Source: Survey 2011

From the total fifty six questionnaires, forty seven questionnaires were filled correctly and returned timely.

Table 1 precisely indicates questionnaires rate of return for each group of respondents. As indicated in the table, total rate of return is **83.93%** and this is adequate amount for the implementation of this study.

In order to capitalize the data which are gathered through questionnaires and to assess some of the points which were not included in questionnaires the researcher has conducted interview with management body and ex-instructors.

Questions which are raised for HRM supportive process owners are;

- What are the reasons for high repetitive employee turnover in construction and IT department?
- Why some of trainer turnover related impacts are very high, high, moderate and low
- Who are your customers and in what way trainers' turnover affects them?

The answers for the above questions are found in this paper under this chapter in different palace.

RESPONDENTS PROFILE

Table 2 (A):- Respondents gender profile

Sex	Respondents						Average
	Management body		Current instructors		Ex-instructors		
	In no.	In %	In no.	In %	In no.	In %	
Male	4	57.14	21	60	4	80 %	65.71 %
Female	3	42.86	14	40	1	20 %	34.29 %
Total	7	100	35	100	5	100	

Source: Survey 2011

Table 2 (A) indicates the respondents gender profile. As indicated in the table, from the total forty seven acceptable responses of respondents, on average **65.71%** respondents were male and the rest seventeen **34.29 %** were female.

Form this it is possible for us to infer that, the study included both male and female respondents as a source of data.

Table 2 (B):- Respondents age profile

Age	Respondents						Total	
	Management body		Current instructors		Ex-instructors		In no.	In %
	In no.	In %	In no.	In %	In no.	In %		
18-25	-	-	4	11.43	-	-	4	8.51
26-35	-	-	23	65.71	3	60	26	55.32
36-40	3	42.86	3	8.57	2	40	8	17.02
> 40	4	57.14	5	14.29	-	-	9	19.15
Total	7	100	35	100	5	100	47	100

Source: Survey 2011

Table 2 (B) shows the age composition of respondents. As expressed in the table, more than half (**55.32 %**) of respondents belong to the age range of 26-35, next greater than forty age category contains 19.15 % of the total respondents.

Generally, the age profile of respondents indicates almost all of respondents are mature enough to fill questionnaires correctly, answer interview adequately and express their feelings freely

Table 2 (C):- Respondents qualification (education status)

Education level	Respondents						Total	
	Management body		Current instructors		Ex-instructors		In no.	In %
	In no.	In %	In no.	In %	In no.	In %		
1 st degree	4	57.14	28	80	3	60	35	74.47
2 nd degree	3	42.86	7	20	2	40	12	25.53
Total	7	100	35	100	5	100	47	100

Source: Survey 2011

According to table 3.2 (C), 35 (74.47 %) of respondents are first degree holders and the rest 12 (25.53 %) are second degree holders in their qualification. This implies respondents have sufficient level of knowledge to respond questions regarding turnover.

Table 2 (D):- Respondents by year of service

Years Of service	Respondents						Total	
	Management body		Current instructors		Ex-instructors		In no.	In %
	In no.	In %	In no.	In %	In no.	In %		
1-3yr	-	-	7	20	2	40	9	19.15
4-6yr	-	-	15	42.86	2	40	17	36.17
7-10yr	2	28.57	9	25.71	1	20	12	25.53
> 10 yr	5	71.43	4	11.43	-	-	9	19.15
Total	7	100	35	100	5	100	47	100

Source: Survey 2011

Table 2 (D) indicates the respondents' years of service composition. Respondents experience in a given organization highly determines to what extent the respondent understood his / her organization management style, co-workers behavior, organization environment and work related variables.

As noted in the above table, the largest portions (36.17 %) of respondents have four –six year service in the current organization. Other 25.53 %, 19.15%, and 19.15% of respondents served their current organization seven up to ten, more than ten and one up to three years respectively.

In general the sample population for this study has adequate amount of experience to their current employer and this helps the research to get adequate data.

Analysis of Questions For Management

For the first question (is there a trainer turnover in your organization?), all management body replied similar answer; yes. For question 2.2 ; which are specifically required to be filled by human resource department, each College's human resource department gave the following data.

a. **Entoto TVET College:**

Table 3 (A) Trainers data and turnover rate from 2001- 2003 in Entoto TVET College.

Year	Total no. of trainers	Total no. of turnover	Turnover rate (TR)
2009	184	24	13.04
2010	181	18	9.94
2011	180	21	11.67

Source: Survey 2011

b. **Nefas Silk TVET College**

Table 3 (B) Trainers data and turnover rate from 2001- 2003 in Nefas Silk TVET College.

Year	Total no. of trainers	Total no. of turnover	Turnover rate (TR)
2009	115	13	11.3
2010	120	14	11.67
2011	117	15	12.82

Source: Survey 2011

c. **Misirak TVET College**

Table 3 (C); Trainers data and total rate from 2001- 2003 in Misirak TVET College.

Year	Total no. of trainers	Total no. of turnover	Turnover rate (TR)
2009	102	15	14.7
2010	110	11	10
2011	116	13	11.2

Source: Survey 2011

Table 3 (D) Trainers data and total turnover rate of the three selected College from 2009- 2011.

Year	Total no. of trainers	Total no. of turnover	Total turnover rate (TTR)
2009	399	51	12.78
2010	411	43	10.46
2011	413	49	11.86

Source: Survey 2011

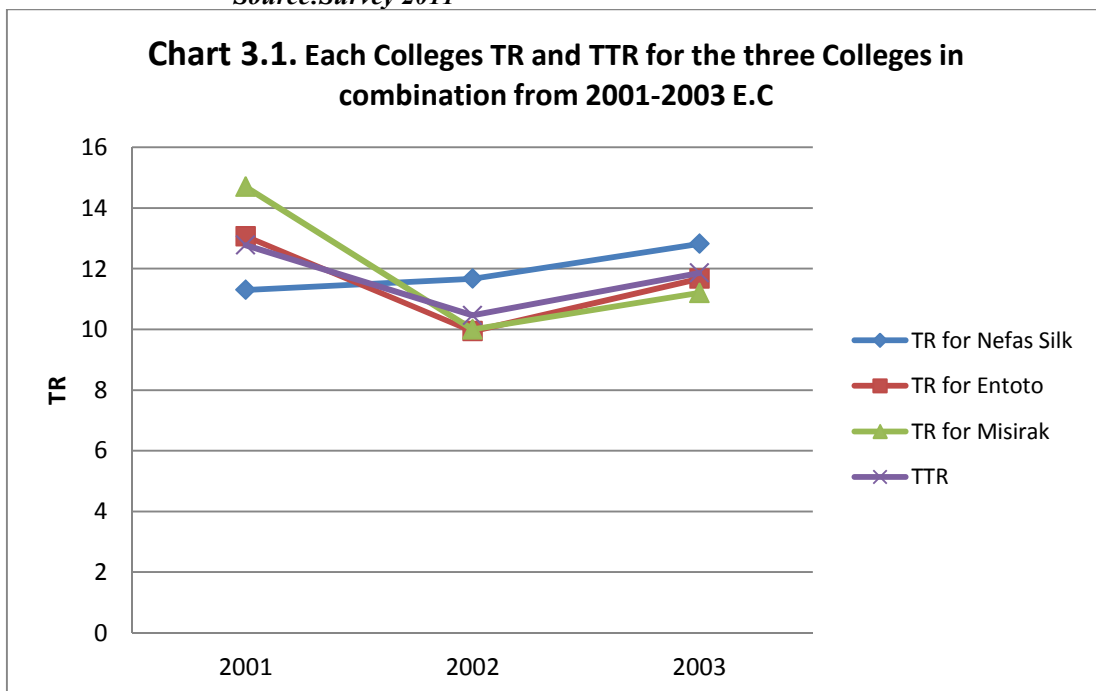


Table 3 (A), 3 (B), 3 (C) and 3 (D) shows that there is an increasing rate of trainer turnover in the above mentioned institutions from 2001 -2003 E.C. This implies there is an employee turnover problem in

governmental TVET Colleges in past and at the present time.

Rate of employee turnover greatly vary from one country to another country and within the same country, it also vary from organization to organization. Even if there is no internationally acceptable standard level of employee turnover rate which is considered as bad for one organization, according to William G. Bliss-www.isquare.com/turnover and Alfred A. Firato- <http://www.articlesbase.com/human-resourcesarticles>, 7 % - 10 % of employee turnover is desirable. Below 7 % of turnover rate is not significant and more than 10 % is considered as bad for an organization.

Total turnover rate in selected TVET Colleges is 12.78 %, 10.46 % and 11.86 % in the last three years and it is categorized under the range of bad level of employee turnover.

Ranking departments based up on frequency of trainers' turnover

According to the data which were gathered through questionnaire, departments were ranked as follow in the following table;

Table 4 Classification of departments based upon trainer turnover

3= highly repetitive trainer turnover 2 = repetitive trainer turnover
 1= rarely trainer turnover 0 = no trainer turnover at all

S. No.	Departments	Respondents' responses by no. And %							
		3		2		1		0	
		In No.	In %	In No.	In %	In No.	In %	In No.	In %
1	Construction	7	100	-	-	-	-	-	-
2	Information technology	6	85.71	1	14.29	-	-	-	-
3	Automotive Technology	1	14.29	5	71.43	1	14.29	-	-
4	General metal fabrication & Machining	-	-	6	85.71	1	14.29	-	-
5	Wood work	-	-	5	71.43	2	28.57	-	-
6	Textile and garment	1	14.29	1	14.29	5	71.43	-	-
7	Electricity & Electronics	-	-	1	14.29	6	85.71	-	-
8	Business	-	-	-	-	7	100	-	-
9	Hotel & Tourism	-	-	3	42.86	4	57.14	1	14.29
10	Drafting & surveying	1	14.29	1	14.29	5	71.43	-	-
11	Aesthetic	-	-	-	-	7	100	-	-
Average		20.78 %		29.87 %		49.35 %		1.3 %	

Source: Survey 2011

According to **Table 4**; construction and information technology (IT) department is experienced with highly repetitive trainer turnover. Automotive technology, general metal fabrication and wood work departments ranked under repetitive trainer turnover departments. The rest all (Textile and garment, Electricity & Electronics, Business, Hotel & Tourism, Drafting & surveying, Drafting & surveying, and Aesthetic) departments have similar experience in regard with trainer turnover that means in these departments there is an occasional trainer turnover.

In order to know the reason beyond highly repetitive trainer turnover in construction and IT departments, the student researcher has conducted some interview questions to human resource management (HRM) department specifically with HRM supportive process owners and they explained as:-

"The reason for construction department is the revolution in construction industry and trainers are interested to join that industry rather than volunteer to stay in a teaching profession. But, the IT department problem has two basic causes; first similar to construction sector, IT sector professionals have high employment opportunities in the labour market out of teaching job; second, in Addis Ababa City there are many private Colleges which providing IT training and trainers go to these private institutions by leaving public Colleges.

Table 5. Ranking trainer turnover related impacts by management.

	Category of impact	Respondents response in no. and %							
		Very high		High		Moderate		Low	
		In no.	In %	In no.	In %	In no.	In %	In no.	In %
A	Separation costs for one person leaving		-	1	14.29	2	28.57	4	57.14
B	Recruitment/replacement costs for one new hire	5	71.42	1	14.29	1	14.29		-
C	Integration of a new hire cost impact	2	28.57	4	57.14	1	14.29	-	-
D	Customer or client-related costs impact	3	42.85	2	28.57	1	14.29	1	14.29
E	Effects on work environment related impact	-	-	2	28.57	4	57.14	1	14.29
Average		28.57 %		28.57 %		25.72 %		17.14 %	

Source: Survey 2011

From Table 5 we can easily understand that employee turnover related impacts in TVET Colleges can be seen from different angles.

As indicated in Table 5; 57.14 % of respondents ranked separation cost related impact (Exit interviews, Retirement benefits, Overtime payments to cover vacant position, other record keeping activities) low impact in the organization. This is because the organizations' do very less/ no effort in regards with trainer separation; like exit-interview, retirement benefits, and sophisticated management for employee who terminates from the organization.

In opposite to separation cost, recruitment / replacement cost related impact ranked as very high cost by 71.42% of total respondents. From additional interview question the student researcher understood that this category of cost to be very high because;

- In government Colleges the new hire must be transparent and it requires the organization to announce / advertise job vacancy in official mass media. For that advertisement organization required to pay for media per minute/ seconds on Radio and Television or per page size amount for news paper and magazines advertisement.
- When the new applicants comes to the organization, there is a write assessment, interview questions, and in some cases assessing the background information are very common activities almost in all public Colleges. Preparing and assessing applicants written test, conducting interview, gathering applicants past information may need committee coordination, and becomes a great burden for the organization in general and HRM department specifically when there is a high employee turnover.

According to Table 5, 57.14 % respondents agreed that integration of the new hire cost (training, orientation and coaching) is high in organizations where the study was conducted. This indicates when the trained and developed employees leave the organization and the new one replaced by them, there is a need of continuous training, orientation and coaching until the new hire becomes familiar to the system.

As HRM supportive process owners replied for the interview question in regard to cost of training and development of the new hire; "since the TVET teaching system greatly varies from general school as well as other higher institution, any newly hired trainer; whether he /she is a fresh graduate or experienced in the sector, they have to be trained and coached for some time.

The table further shows 42.85 % of respondents agreed that customer or client related cost of trainer turnover is very high in selected governmental TVET institutions. In order to know who those customers are and in what way trainers turnover affect them, I have been conducted interview questions with RHM supportive process owners. As they replied; "in TVET institutions customers can be categorized as internal and external customers.

Internal customers are; management body, department members, shop technician and others. These internal customers need the cooperation and participation of a new hire in different activities and the new hire is not able to cope up with the system easily as co-workers expected from him/her.

Basic external customers for one trainer are trainee, the trainee family, different organization /industry which provide cooperative training support. If there is frequent trainer turnover; teaching learning process interrupts, reduced level of continuous quality customer service, decline in personal relationships with customers/clients, length of time new hires need to get up to speed working with clients/customers.

At organization level, government and different government policy making bodies are the main external customer to public TVET Colleges. As a result this, TVET Colleges are expected to contribute for the success of government programs in different areas. But, in the environment where there are repetitive trainer turnover, quality of training fail and in general it leads to an attainment of government expectation from the sector."

The last and 5th category of trainer turnover related impact is associated with trainer turnover effects on

work environment. According to Table 5; 57.14 % (more than half) of respondents' response indicates that trainer turnover leads moderate impact on work environment.

Generally, from Table 5; we can easily understand that, trainer turnover in TVET College leads separation costs incurring impact, recruitment/replacement processing costs impacts for one new hire, integration of a new hire cost, customer or client-related costs, and effect on work environment. Fatherly, on average 28.57% and 28.57% of respondents ranked the above mentioned trainers' turnover related impacts as very high and high respectively.

Table 6. Assessing the availability of exit interview in TVET Colleges

Response			
Yes		No	
In No.	In %	In No.	In %
0	0	7	100

Source: Survey 2011

For this question all respondents replied the same answer; exit-interview was not conducted when trainers leave the organization. But, conducting exit-interview is one of the most important HRM activities through which the organization can easily identify the factors which contribute for turnover.

In organizations in which there is no exit-interview, there is no means through which we can access first hand information concerning with the individual termination from that organization and there will be no right solution for the problem.

Is there an employee retention strategy and policy in your organization?

Table 7. Assessing the availability of special employee retention strategies.

Response			
Yes		No	
In No.	In %	In No.	In %
0	0	7	100

Source: Survey 2011

According to Table 7, as to question # 2.5, for this question, all respondents replied in the same way; there is no special employee retention strategy and policy.

Analysis of Questions From Current Employees

Table 8. Assessing work environment to which employee face in their day to day activities.

Sn.	Factors	Yes		NO	
		No.	%	No.	%
1	Is there a procedural and distributive justice in your organization?	13	37.14	22	62.86
2	Do you believe that you have smooth relationship with supervisors, managers and co-workers?	17	48.57	18	51.43
3	Is your organization work environment attractive?	16	45.71	19	54.29
4	Is your organization workplace safety and health condition maintained at standard level?	20	57.14	15	42.86
5	Is facility of your organization at a sufficient level?	10	28.57	25	71.43
Average		43.43 %		56.57 %	

Source: Survey 2011

According to Table 8, out of five factors three factors (procedural and distributive justice, attractiveness of work environment, facility of the organization) in selected organization have seen clearly at the negative side or 62.86 %, 54.29 %, and 71.43 % of respondents replied no respectively for the above three work environment related factors.

57.14 % of the total respondents' response shows that they agree on their organization safety and health standards maintenance, but the rest 42.86 % of respondents do not agree on the adequacy of safety and health standard maintenance.

For the work place attractiveness, relatively half- half (17 & 18) or (48.57 % & 51.43 %) respondents responded Yes and NO respectively. It means, the respondents are indifferent in regards with the attractiveness of their work environment.

Generally, from Table 8; it is possible to conclude that organization in which these researches were conducted procedural and distributive justice, work environment attractiveness, and facility of the organization are at the low level and which may have its own contribution for trainer turnover in these organizations

Table 9; Description of availability of internal and external motivational variables in the work environment.

SN	Motivation variables	Response			
		Yes		NO	
		In NO.	In %	In No.	In %
A	Internal Motivation variables				
1	Sense of belonging to the organization	21	60	14	40
2	Job security	31	88.57	4	11.43
3	Training & development opportunities	6	17.14	29	82.86
4	Recognition/reward for good performance	11	31.43	24	68.57
5	Promotion based on performance	9	25.71	26	74.29
6	Participation in decision making process	10	28.57	25	71.43
	Average		41.90 %		58.10%
B	External Motivation variables				
1	Salary package	16	45.71	19	54.29
2	Performance bonus/commission	0	0	35	100
3	Good terminal benefit/pension	22	62.86	13	37.14
4	Health Insurance allowance	0	0	35	100
5	Transport allowance	0	0	35	100
6	House allowance	35	100	0	0
	Average		34.76 %		65.24 %

Source: Survey 2011

Table 9, indicates the response of employees concerning the availability of internal and external motivational factors in selected TVET institutions. As indicated in the table, among the mentioned six basic internal motivation variables, only the two variables (job security and sense of belonging to the organization) are considered as available internal motivation variable by more than half (88.57 % and 60 %) of the total respondents respectively

The rest four internal motivation variables (training & development opportunities, recognition/reward for good performance, promotion based on performance, participation in decision making process) considered as unavailable or recognized negatively by more than half of the total respondents (82.86 %, 68.57 %, 74.29 %, and 71.43 %) respectively

When we come to the external motivation variables, good terminal benefit/pension and house allowance are treated as available external motivational variables by **62.86 % and 100 %** of the total respondents respectively. From the rest external motivation variables, salary package of the institution accepted as a motivating external variable by 45.71 % of the respondents and 54.29 % of respondents response indicates salary package is not at a motivating level.

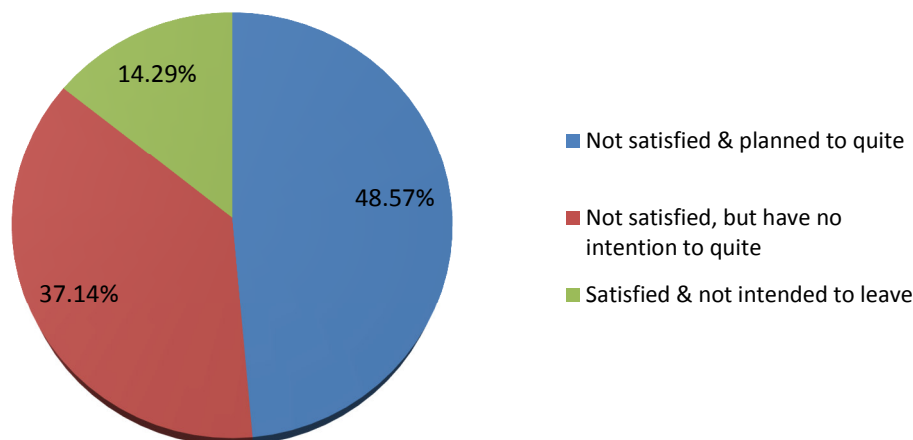
As indicated in Table 9; clearly, all respondents agreed that, performance bonus/commission, health insurance allowance, and transport allowance are not found in the selected TVET institution as an external motivation variable.

In general, as indicated in Table 9; most of internal as well as external motivational variables are considered as not available in their respective organizations. Absence of the above mentioned motivational variables in one organization can be considered as one of basic turnover causes in that organization.

Assessing employee intention to quit

Data shows that from the total 35 respondents 17 (48.57 %) respondents response implies they are not satisfied by their current job, and plan to terminate, 13 (37.14 %) respondents indicated that they are not satisfied by their current job, but do not intend to terminate, remaining 5 (14.29 %) respondents indicated that they are satisfied by their current job and have no intention to terminate.

Chart 3.2. Assessment of current trainer intention to quit



From this data the student researcher has clearly understands that, large number of trainers in TVET institutions plan to quit and seeking doors through which to leave their organization. If the reasons are not identified accurately and immediate remedial solutions will be implement, TVET institutions will loss high number of experienced trainers.

Why employee stay in the current organization ?

From the total 35 current trainers’ respondents 11 (31.43 %) of respondents response indicate that they stay at the current organization due to pension/ age consideration, 6 (17.14 %) of respondents stay at their current organization due to location suitability or family consideration, 14 (40 %) of respondents response shows that they stay due to labour market employment problem or lack of other opportunity, and remaining 4 (11.43%) indicated some other reasons such as; to get work experience, education opportunity.

The above data implies that large number of trainers stay in TVET Colleges due to employment opportunity problems. Therefore, unless employers assess the labour market situation continuously and create external equity in their organization, it is clear that most of the current trainers will quit one day.

Table 10. Statistical expression of trainer’s turnover reasons.

4 = very commonly 3 = commonly 2 = rarely 1= not at all

Sn.	Reasons for trainer turnover	Respondents response by no. and %							
		4		3		2		1	
		No.	%	No.	%	No.	%	No.	%
A	Dissatisfaction with;								
1	Wage amount	28	80.00	5	14.29	2	5.71	0	0.00
2	Hours or shift	0	0.00	4	11.43	22	62.86	9	25.71
3	Working condition	6	17.14	10	28.57	13	37.14	6	17.14
4	Supervision	9	25.71	18	51.43	6	17.14	2	5.71
5	Co-workers	0	0.00	3	8.57	7	20.00	25	71.43
	Average		24.57 %		22.86 %		28.57 %		24 %
B	Living Condition;								
1	Transportation	0	0	3	8.57	21	60.00	11	31.43
2	Educational opportunity	29	82.86	5	14.29	1	2.86	0	0.00
3	Social environment	2	5.71	8	22.86	10	28.57	15	42.86
4	Family condition and child care	0	0	6	17.14	18	51.43	11	31.43
	Average		22.14 %		15.72 %		35.72 %		26.42 %
C	Alternatives;								
1	Starting own business	0	0	8	22.86	20	57.14	7	20.00
2	Similar job: in the same sector	24	68.57	8	22.86	3	8.57	0	0.00
3	Similar job: in other sector	21	60	12	34.29	2	5.71	0	0.00
4	Different job: in the same sector	0	0	2	5.71	12	34.29	21	60.00
5	Different job: in other sector	19	54.29	15	42.86	1	2.86	0	0.00
	Average		36.57%		25.72%		21.71%		16%

Source: Survey 2011

According to Table 10, on average 24.57 %, 22.86 %, 28.57 %, and 24 % of current trainers response indicates, dissatisfaction with wage amount, hours of shift working conditions, supervision, and co-workers are a

very common, common, rare, and not reasons for employee turnover in TVET Colleges respectively. In addition to that, on average 22.14 %, 15.72 %, 35.72%, and 26.42% of respondents agreed that the living condition variables such as transportation, education opportunity, social environment, and family condition are very common, common, rare and not a reasons for trainer turnover in TVET Colleges.

Further; Table 10, show that, on average 36.57% of respondent agree that alternatives in labour market are very common reason for trainers' turnover.

Analysis of Questions from Ex-Trainers :- (Where the ex- trainers are now?)



As indicated in chart 1; 2 (40 %) of the total five ex-trainers response show that they left to an organization in the same sector, other 2 (40 %) of respondents left to an organization in different sectors and remaining 1 (20 %) of respondent response implies self employment as their destination.

Table 11. Description of trainers' turnover reason by ex-trainers

Sn.	Reason for leave/ termination	Respondent's response by %	
		Yes	NO
1	Dissatisfaction with pay	80	20
2	Lack of promotion/career development	100	0
3	Lack of training and development	80	20
4	Partner moving out of area	20	80
5	Difficulty traveling to and from work	40	60
6	In flexibility of working hours	60	40
7	Workload/stress	40	60
8	Dissatisfaction with management style	80	20
9	Work environment	60	40
10	Nature of work/job satisfaction	80	20
Average		64%	36%

Source: Survey 2011

According to Table 3.8; lack of promotion or career development, dissatisfaction with payment, dissatisfaction with management style, and nature of work or job satisfaction are highly weighted reasons for turnover. Next to the above factors, inflexibility of working hours and dissatisfaction with the working environment are considered as other influential variables and ranked as reason for trainer turnover.

8. Conclusion and Recommendation

Conclusion

Form the data analysis under chapter three, the student researcher reaches at following conclusions.

There is an employee turnover with total turnover rate of **12.78%**, **10.46%**, and **11.86 %** in 2001, 2002, and 2003 E.C respectively in three selected TVET Colleges. Comparing departments each other, Construction and Information Technology department ranked as highly affected by trainer turnover departments followed by Automotive, General Mechanics and Wood work departments as facing repetitive trainer turnover. In the rest of

the departments, trainers' turnover occurred rarely.

The impact of trainers' turnover in this paper is seen from five basic angles such as; separation cost, recruitment or replacement cost, integration of the new hire customer or client cost and effects on the work environment. Response from respondents for the above impact also collected by four point Likert Scale and the result indicates on average **28.12%** of respondents agreed that the above factors have very high impact in TVET institutions. In addition to that, in the selected institution, there is no exit-interview when one employee leaves out from the organization and has no special employee retention strategies as well as policy.

The work environment related variables of the selected institutions has been assessed by the current employee of respective organizations and the result shows, on average **56.57 %** of respondents are not satisfied by the listed (procedural and distributive justice, relationship with supervisors managers and co-workers, attractiveness of working environment, work place safety and health and facility of the organization) work environment variable they face in their day to day activity.

The researcher also assessed availability of internal and external motivation variables in the selected organization and result indicate on average, **58.10 %** and **65.24 %** respondents agreed that there are no such mentioned internal and external motivational variables respectively. Another important output is about trainer's intention to quit their current organization. The result shows that from the total respondents, **48.57 %** are not satisfied by their current job, and plan to terminate. According to the data which are collected from ex-instructors/ trainers; lack of promotion, dissatisfaction with pay, and lack of training and development, dissatisfaction with management style, and nature of work are accepted as a reason for their termination by more than **80 %** of the total respondents.

Recommendations

Based up on the findings which are observed under the conclusion part, the student researcher recommends the following basic points to TVET institutions;

- Since the current work environment is too dynamic, the employer organizations should be alert enough to assess the labour market condition. Because, 48.75% of the current employees response in regards with intention to quit indicates they are not satisfied by their current job and plan to quit. In addition to that, HRM response for the interview question "why construction and IT department trainers turnover is highly repetitive? They have been said due to the labour market condition."
- TVET Colleges should have to attentively follow and smoothly manage working environment related variables such as; procedural and distributive justice, relationship with employee in day to day activities, organization work environment (recreation centres, cafeteria, internet accessibility etc), and organization workplace safety and health.
- TVET Colleges should conduct exit-interview when an employee leaves the organization in order to know what the real reason.
Beyond this, termination and employee motivation assessment questionnaire/ interview should be filled to know whether the employees are satisfactory or not.
- In communication with concerned bodies, such as Addis Ababa City government TVET Agency and Ministry of Education, TVET institutions should provide more education opportunities for trainers, because lack of training and development opportunities is one of the highly ranked trainers' turnover reasons in the finding. In addition to scholarship education, the organization should adjust the upper end of carrier options salary level. Because, the current experience shows that most of the trainers are at the same carrier level and in the TVET sector it is difficult to go beyond that level.
- TVET Colleges should have set different kind of employee retention strategies; because the management response indicates that there are no special employee retention strategies in TVET Colleges. So, TVET Colleges should have implement employee retention strategies like, competitive and fair compensation, recognition and reward of good performance, training and professional development; empower the employee, work life balance.

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