FACTORS RESPONSIBLE FOR EMPLOYEE TURNOVER: A CASE STUDY OF ACADEMIC STAFF TURNOVER AT AHMADU BELLO UNIVERSITY, ZARIA.

BY

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A PROJECT SUBMITTED TO THE POST GRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA).

DEPARTMENT OF BUSINESS ADMINISTRATION, FACULTY OF ADMINISTRATION AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

SEPTEMBER, 1995

CERTIFICATION

This Project work titled FACTORS RESPONSIBLE FOR EMPLOYEE TURNOVER: A CASE STUDY OF ACADEMIC STAFF TURNOVER AT AHMADU BELLO UNIVERSITY, ZARIA, by Suleiman Babatunde Ramon-yusuf meets the regulations governing the award of the degree of Master of Business Administration, Zaria and is approved for its contribution to knowledge abd literary presentation.

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APPROVAL SHEET

This project has been read and approved as meeting the requirements of the postgraduate school and the Department of Business Administration, Ahmadu Bello University, Zaria, for an award of the Master of Business Administration (MBA) degree.

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External Examiner

DECLARATION

I hereby declare that this project has been written by me and that it is the record of my own research work.

It has not been previously presented in any application for a higher degree. The work of other researchers have been appropriately acknowledged and referenced.

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12/2/99

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Signature/Date

DEDICATION

This project is dedicated to my wife Halima, my daughter Habiba and my son Hafiz.

They are simply the best!

ACKNOWLEDGEMENT

I owe a debt of gratitude to my supervisor Dr. (Mrs) J.N. Nwasike for her understanding and patience; to Dr. Steve Kitchener and Arch. Yinka Obadofin for their support.

To the management and staff of Hettyem Computers Zaria, especially Miss Ene Ode I say a big thank you for wordprocessing facilities and assistance.

I am eternally grateful to my wife Halima Kimberly for her unflinching support and

encouragement throughout the period of my study.

To Allah be the ultimate thanks and Glory.

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ABSTRACT

The study was conducted to determine the factors influencing the turnover of academic staff of Ahmadu Bello University Zaria between 1984 and 1994.

Academic staff turnover at Ahmadu Bello University was found to be preponderantly of the voluntary type with some isolated instances of involuntary separation essentially involving termination of the appointments of staff in breach of regulations governing study fellowships, sabbaticals and other leaves.

Turnover was also found to be disproportionately higher in arts - based than science - based disciplines with the notable exception of the faculty of medicine. Poor remuneration and lack of job satisfaction were found to be vital factors influencing the decision of academic staff to quit the university. Although, poor salaries and fringe benefits featured pre-eminently among the factors determining turnover, suggestions of improved remuneration were not found to be sufficient to entice many former academics back to the university.

Generally, the decision of academics to quit the university was found to be attributable to an interplay of job-related and other factors culminating in wide spread feelings of being "short-changed" by the reward system.

Improvements in monetary and non-monetary reward system as well as the physical work environment were widely considered apt to ehance the feeling of satisfaction among academics thus reducing turnover. The study recommends a number of measures and incentive packages to increase the retention of academic staff in our university.

CHAPTER ONE

1.0 INTRODUCTION

Turnover may be viewed as one of the consequences of need dissatisfaction in an organisation. It is one of the reactions exhibited by individuals who feel dissatisfied with their jobs.

According to Chung and Megginison (1980) there is a general progression of behaviour that accompanies the problem of dissatisfaction involving; stress and anxiety, frustration, invigoration withdrawal and coping behaviours. Withdrawal could be psychological or physical. In organisational settings, psychological withdrawal takes the form of apathy, indifference, carelessness, low morale and alienation. Physical withdrawal takes the form of tardiness, absenteeism or turnover.

Labour turnover may be considered as one of the oldest recognised forms of industrial unrest in organisations involving changes in the composition of the work force resulting from the leaving, release and replacement of employees. Turnover could be in terms of voluntary separations i.e quits, it could also be involuntary when the initiative is taken by management or forced upon an employee by circumstances which make it impossible for such employees to continue to be members of the organisation.

A distinction need be made between voluntary and involuntary turnover to facilitate a calculation of the simple ratio of voluntary separation as a percentage of controllable turnover, since voluntary may suggest job dissatisfaction. Of all organisational resources of men, materials, money, machines and methods (the

5-M of organisational resources) the human resource stands out as critical, since the other four resources are managed and harnessed by men.

It is therefore incumbent on every organisation that must achieve its set objectives, to show more than cursory interest in the calibre of the people it employs, particularly those it retains in its service. In recent times, the rate at which academic staff have been "brain- draining" from our Universities to so-called greener pastures is alarming. Presently, many academic departments are bottom-heavy with the preponderance of young academicians of the staff-in-training category since many of the experienced hands have left the system.

The impact of this on the quality of teaching and research is devastating and paints a gloomy picture of the future of tertiary education and manpower development in Nigeria.

The need for an in-depth study of this unsavory sate of affairs in our universities can not therefore be over-emphasised, since it would unearth some of the factors responsible for academic staff turnover, and proffer suggestions which if implemented by the appropriate authorities, will enhance the retention of academics in universities and ultimately restore the past glories of our universities as centres of excellence.

1.1 STATEMENT OF THE PROBLEM

A progressive and continual exodus of university lecturers from the "ivory towers" to the private sector, government parastatals and the developed countries

of Europe, North America and the Middle-east is a common feature in the Nigerian university system today.

The enormity of the problem in a number of universities is such that some faculties and departments are so scantily staffed or at best are dominated by inexperienced academics who themselves are undergoing post-graduate training. More often than not, these young academics who were the best in their year of graduation; are also known to leave the system after obtaining their higher degrees rather than remain to contribute to manpower development.

Apart from the enormous cost of training academic staff which ultimately becomes a waste, especially when they migrate to other countries, there is also the question of the future of Nigeria as a developing country. If concrete and deliberate steps are not taken to stem the tide of "brain-drain" from our universities, how will Nigeria continue to train the much needed manpower for her development efforts now and especially in the future?

Since the universities are charged with the responsibilities for research which would contribute to technological advancement and the development of manpower to manage the various sectors of the economy, a thorough understanding of the underlying causes of the high rate of academic staff turnover would not only enable government and university managements design appropriate incentive packages to reduce turnover and retain the best brains in the universities, but will also reduce the associated recruitment and training cost.

1.2 PURPOSE OF THE STUDY

The aim of the study are:-

(I) To determine the factors responsible for academic staff turnover at Ahmadu Bello University between 1984 and 1994.

(ii) To make recommendations on how academic staff can be retained in the university based on the factors observed in (I) above.

1.3 HYPOTHESES

Academic staff leave the universities because of poor remuneration and lack of job satisfaction.

Turnover rates are higher among academics who have spent between 5 and 10 years than those who have spent more than 10 years in the university.

1.4 SIGNIFICANCE OF THE STUDY:

A study of the underlying factors responsible for the turnover of academic staff should interest all well meaning individuals and groups. Especially as it affects the future of tertiary education and the skilled manpower development needs of Nigeria.

Policy makers and university administrators or managers should benefit from the knowledge of the factors that cause university lecturers to leave their positions in the university for other sectors of the economy. Policy makers armed with such information on why academic staff are leaving universities and its implication for national development efforts are expected to formulate policies and

put in place strategies that would reduce turnover rates, so that highly trained personnel in our universities could be retained to ensure continuity of the academic standards and tradition and an assurance of the continued training of a qualified workforce to participate in the technological development of the country and the proper management of all sectors of the economy.

1.5 DELIMITATION AND LIMITATIONS:

This study does not intend to investigate turnover rates for non-academic staff at Ahmadu Bello University Zaria.

It is believed that a study of the turnover of academic staff over a ten-year period (1984-1994) would enable one to make a general statement on the turnover of academic staff in the university system.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 TURNOVER AND RELATED CONCEPTS:-

Turnover is the degree of individual movement across the membership boundary of a social system (Price, 1977). Turnover is a dynamic concept since it is concerned with movement. The issue of membership "circulation" or "flow" as it is sometimes termed, has long been of concern to behavioural scientists; it is within this class of problem that the study of turnover is located. The concern with movement often results in turnover being referred to as a "process" type of concept (Parnes, 1954).

Individual movement across the membership boundary includes "accessions" and "separations" to use the terms employed by the US Bureau of Labour Statistics (1966).

Most accessions are "new hires". "Quits", "layoffs" and "discharge" are three types of separations. Quits is the most frequently studied type of separation.

Accessions and separations are illustrations of behaviour rather than orientations. Turnover must clearly be distinguished from such orientations as satisfaction, alienation and motivation (price 1972 a). Satisfaction is more often confused with turnover than either alienation or motivation, many researchers, for instance, unfortunately use turnover as a measure of satisfaction. Individuals who leave an organization are commonly dissatisfied with the organization or with some aspects of the organization. However, not all individuals who leave are

dissatisfied and not all dissatisfied members leave. Turnover and satisfaction can vary independently of each other. It is essential that the behavioural referent of turnover be recognized (price 1977).

The literature is replete with information relevant to turnover, albeit under many different headings. Some of these labels refer to concepts identical or very close in meaning to turnover, others only partially refer to the concept of turnover. Data relevant to turnover are found under the following terms: mobility, migration, succession, rotation, transfer, attrition, retention, re-enlistment, brain-drain, school dropouts, exodus, career role acceptors, role rejectors, new comers, occupational choice, survival, wastage, commitment, quits, exits and permanent employment.

The mobility data relevant to turnover are usually discussed as "labour mobility" particularly that which occurs across hierarchically ranked strata within social systems (Barber 1957).

Parnes (1954) defines labour mobility as "the actual movement of workers" as distinct from ability or propensity to move. In line with this definition, he distinguishes the following seven types of movement.

1. Interfirm movement, form one firm to another or a change of employer.
2. Occupational movement, from one occupation to another.
3. Industrial movement, from one industry to another.
4. Geographic movement, from one local area to another
5. Movement from an unemployed to an employed status

6. Movement from an employed to an unemployed status.

7. Movement into and out of the labour force.

Turnover corresponds to Parnes' "interfirm movement" and this is one type of labour mobility. Since labour mobility includes turnover, the substantive findings about labour mobility contain data pertinent to turnover.

However, care must be taken while interpreting data on labour mobility, because turnover is but one type of labour mobility. Unless the findings about labour mobility refer specifically to "interfirm movement" they are not directly applicable to turnover.

Apart from mobility, another concept related to turnover and under which there may be data pertinent to turnover is succession.

Succession is the degree of membership movement through the roles of a social system (Price 1972 a). The retirement of a chief executive, the hiring of a middle-level manager to a top-level executive position, the acquisition of new members - all are examples of organizational succession.

Two types of succession are distinguished.

Internal succession is the degree of membership movement through roles within the same system. e.g. promotion.

External succession is the degree of membership movement through roles located in different systems. For example, the acquisition of new members. Most organizational research focuses on external succession.

External succession corresponds to turnover, it is thus a concept like labour mobility that includes turnover. Every instance of turnover is succession, but not every instance of succession is turnover. (Price, 1977).

2.1 TYPES OF TURNOVER

Voluntary and involuntary turnover are commonly distinguished, voluntary turnover individual movement across the membership boundary of a social system which is initiated by the individual (US Bureau of Labour Statistic 1966). The term "quit" is probably the most frequent label for voluntary turnover "quit" and "resignations" are generally used interchangeably. Involuntary turnover movement not initiated by the individual such as dismissals, lay-offs, retirements and deaths.

It is expedient to regard involuntary turnover as all movement not initiated by the individual member of an organization. Generally, most involuntary turnover is initiated by the organization. Dismissals, layoffs and retirements are examples of organizationally initiated turnover.

There are instances however, when turnover initiated neither by the individual nor the organization. For example a wife might leave her job at the insistence of her husband who has been transferred to another part of the country.

Voluntary turnover is more often studied than involuntary turnover and three reasons have been advanced for this concentration on voluntary turnover (price 1977).

First, most turnover is voluntary. The major exception being the high rate of involuntary turnover when unemployment is high (OECD 1965). Second, the formation of theory is easier when the phenomenon to be explained is homogenous. The division of turnover into two types results in the formation of one fairly homogenous type - voluntary turnover. It would be very difficult to explain both quits and dismissals by the same theory, because the two phenomena probably have quite different determinants. By assigning dismissals to involuntary turnover, the homogeneity of voluntary turnover is considerably increased, and the task of forming theory is somewhat eased. Third, voluntary turnover is more subject to control by managers. Retirements and deaths are less easily controlled than quits. And it is natural for managers to focus their attention on phenomena capable of some degree of control. Discussion of turnover in the literature usually concentrate on voluntary turnover of the separation variety, in this connection, substantive findings such as those regarding the determinants of turnover will usually be found on close examination, to refer to voluntary separation.

2.2 COMPUTATION OF TURNOVER RATES:

There are a number of codifications of turnover measures. While some are incomplete for the time they survey, in the sense that they failed to describe the average length of service one of the most widely used measures of turnover,

others do not describe the "expectation of service" one of the most highly recommended measures of turnover.

However, a few codifications of turnover measures especially those of Byrt (1957) Gaudet (1960a) and the important contribution of Van der Merwe and Miller (1970, 1971 1973) have been very useful in the study of turnover. In this review, only measures that have been used considerably in empirical research will be highlighted as follows:

2.2.1 AVERAGE LENGTH OF SERVICE:

Computation of the average length of service can be accomplished in two basic ways. Since both computations have different advantages and disadvantages, they are described separately.

It is expedient to mention that "average" in this context refers to "central tendency". The mean, the median and mode are three averages - that is, measures of central tendency.

STAYER:

The first computation is based on the existing membership (stayers) and is computed as means and medians. The mean is more often used and is computed as follows:

$$\text{Average length of service (stayer)} = \frac{\text{Sum of length of service for each member}}{\text{Number of members.}}$$

Length of service is usually expressed in months or years, the latter being more commonly used.

The number of members (the denominator) is calculated as of a specific date rather than for a period of time. There is no fixed range within which this measure varies. Since, the measure is limited by the lifetime of organizational members, its range cannot be too large.

ADVANTAGES:

The average length of service (stayers) has three advantages.

(1) It is relatively easy to compute. Organizations generally maintain readily available membership lists, and it requires but little effort to locate the date of each member's entrance into the organization. Calculation is also eased by the fact that this average does not require data for a period of time; the membership is enumerated on a specific date.

(2) The average length of service (stayers) is readily understandable. Nearly everyone understands the mean, the most common way to express this average. The only hindrance to understanding is the fact that a HIGH average length of service (stayers) of twenty years would be defined as one with low turnover.

(3) It is relatively easy to obtain an adequate size for the average because it is based on the total membership of a unit. The larger the size of the unit, the more stable the statistic, the less the statistic is influenced by minor

subtractions and/or additions. Since it is relatively easy to obtain an adequate size, the average can be used for small units, such as an organization or department within an organization.

DISADVANTAGE:

A very serious disadvantage of this average is its inability to indicate the high turnover rate of low-service members. If an organization has a relatively large core of high-service members but experiences a very large rate of turnover among its low-service members (a common situation in most organizations) the average will be relatively high. Since the average is based on the number of members as of a single date, it will indicate primarily the lengths of service of the relatively large core of high-service members who will be members of the organization on the date the average is calculated. The average will not indicate most of the turnover of the low-service members, only a few of whom will be members on the date that the average is calculated. This disadvantage is characteristic of averages as contrasted to rates; averages do not indicate the total numbers exposed to the possibility of turnover during a period.

LEAVERS:

The second computation of the average length of service is mostly associated with the research by Van der Merwe and Miller (1970, 1971, 1973).

The average is based on the members who leave (leavers), and is calculated as follows:

Average length of service (leavers) = median length of service of all member who leave during a period. This computation is based on "all members" who leave during a period, not on "all members from a cohort of new members". Various periods of time are used, months is the most frequently used period.

ADVANTAGES:

The average length of service (leavers) has three advantages.

(1) It is relatively easy to compute. Comparison of the list of members at two times will indicate the leavers during the period. Obtaining the length of service for each leaver is usually not too difficult. The personnel office of an organization will typically have a record of when each individual became a member of the organization, and with these data, the median length of service of the leavers can be computed.

(2) The average length of service (leavers) is readily understandable, though it is easily confused with the more common average length of service (stayer). Organizational researchers are more accustomed to computing the average length of service of stayers.

(3) The average indicates where, by length of service, turnover is taking place in the organization. If an organization is experiencing a higher rate of turnover among its low-services members than among its high-service

members (The customary situation in most organizations) this will be reflected in a relatively higher median for the leavers. It is important for an organization to know where turnover is taking place. The loss of experienced members, for example, is much more likely to influence effectiveness adversely than the loss of inexperienced members. The utility of the average length of service (leavers) is enhanced by its ability to indicate where turnover is taking place.

DISADVANTAGES:

(1) It is relatively difficult to obtain an adequate size for the average because it is based only on the leavers during a specific period. It takes a fairly large unit to have sufficient leavers to yield a stable statistic. As a result, the average is mostly restricted to fairly large units - either organizations or subsystems within organizations.

(2) Since the average indicates where, by length of service, turnover is taking place in an organization, it does not indicate how much turnover characterizes the organization. Statements of high and low turnover are inappropriate for the average length of service (leavers). The volume of turnover which characterizes an organization is important because of the costs that turnover creates for the organization, the greater the volume the greater the costs.

The utility of the average length of service (leavers) is decreased by its inability to indicate the volume of turnover (Price, 1977).

2.2.2 CRUDE TURNOVER RATES:

Two types of crude rates are used to measure turnover: One is based on "accessions" to the organization; the other is based on "separation" from the organization. Turnover includes movement both into and out of the organization. Computations of these rates are as follows:

$$\text{Accession rate} = \frac{\text{Number of new members added during the period}}{\text{Average number of members during the period}}$$

$$\text{Separation rate} = \frac{\text{Number of new members who left during the period}}{\text{Average number of members during the period}}$$

The accession rate and the separation rate require data collection during a period of time. Months and years are the usual lengths of time used, however, a year is more frequently used for these computations.

The members who leave during a period are commonly subdivided into different categories. "Quits" layoffs and "discharges" are the categories of leavers used by the Bureau of Labour Statistic (1966). A separation rate is often computed for each category of leaver, the "quit rate" is probably the most commonly used separation rate. The average number of members (the denominator) is typically calculated by adding the number of members at the beginning of the period and at the end of the period and dividing by two (Byrt 1957, Gaudet 1960 b).

Crude turnover rates are commonly multiplied by 100 and expressed as percentages. The separation rate is more widely used than the accession rate and is probably the most frequently used measure of turnover in the literature (Hedberg 1967, Parnes 1954).

Crude accession and separation rates correspond respectively to crude birth and death rates in demography (Wrong 1961) Crude turnover rates also have the same advantages and disadvantages of the crude birth and death rates.

ADVANTAGES:

Crude turnover rates have three advantages

1. They are quite easy to compute. With the more common separation rate, all that is needed is the number of leavers during a period and the size of the membership at the beginning and end of the period. Records maintained by the personnel office commonly indicate the number of leavers during different periods of time. Many personnel officers regularly compute the crude separation rate.
2. Crude turnover rates are readily understandable. Understanding is enhanced by the common use of percentages and the fact that a high percentage indicates high turnover.
3. Crude turnover rates indicate all movement into and out of the organization. Consider the crude separation rate for an organization with a relatively large core of high-service members. Since all the leavers

during a period enter into the computation, the more frequent movement of the low-service members will be indicated by the crude separation rate. It is important to know the volume of turnover, because each accession and separation is costly to the organization. The utility of the crude turnover rates is enhanced because they indicate how much turnover characterizes an organization.

DISADVANTAGES:

One disadvantage of the crude turnover rates is that they have no precise meaning. This draw back is well illustrated in the statement of Van der Merwe and Miller (1971) when they pointed out that a separation rate of 100 percent could indicate the following:

a) The entire labour force had turned over once during the year.

b) Half the labour force had turned over twice, the other half remaining stable.

c) A quarter had turned over four times etc.

The three situations depicted by Van der Merwe and Miller have very different organizational implications. The effectiveness of an organization is probably much more seriously threatened if the "entire labour force" turns "over once during the year" than if "a quarter" of the labour force turns "over four times during the year". If everyone in the labour force leaves during the year, there will be few experienced members in the organization.

On the other hand, if all of the turnover is concentrated in a fourth of the labour force, three quarters of the members will be experienced. The crude

separation rate's lack of precision does not indicate which of these different situations exists.

These comments about the crude separation rate also apply to the crude accession rate. The lack of a precise meaning for the two crude turnover rates diminishes their utility.

Secondly, the crude turnover rates are misleading because they do not control for variables related to turnover. The most important uncontrolled variable is length of service. As previously indicated, low-service members have higher rates of turnover than high-service members. If an organization is increasing in size, it will be characterized by a high separation rate because of the high turnover rate of its newly hired members. A high separation rate will characterize the organization even if it experiences very little turnover of its high-service member.

Organizations with high separation rates are usually thought to be relatively low in effectiveness because of the negative impact that turnover is believed to have on effectiveness (Price, 1977).

However, organizations that are increasing in size are often responding to increased environmental demand for their output which in the long run at least, probably portends increased effectiveness. The crude turnover rates are especially misleading when the size of an organization is increasing.

2.2.3. SURVIVAL AND WASTAGE RATES:

These rates are calculated as follows:

$$\text{Survival rate} = \frac{\text{Number of new members who remain during a period}}{\text{Number of new members.}}$$

$$\text{Wastage rate} = \frac{\text{Number of new members who leave during a period}}{\text{Number of new members}}$$

The distinctive feature of these rates is their exclusive focus on new members. The new members for the survival and wastage rates are sometimes referred to as a "cohort of new entrants". The length of time required to define the cohort of new members varies. If the organization is large, a month may be used. Usually, however, a longer period is needed to obtain a sufficiently large base to provide a stable statistic. Silcock (1955) suggested that the cohort of new members should not be allowed to fall below 100. All new members who enter during a given period are treated equally. If three months is required to obtain a sufficiently large number of new members, the label of "new member" applies equally to all entrants during the three months period.

Two periods of time are required to calculate these rates. The cohort of new members must first be defined. After which a second period must pass before the rates can be calculated. The second period immediately follows the first. Survival and wastage rates are often computed for different periods for a

cohort of new members. For instance, one can compute survival rates every six months until every member of the cohort leaves the organization. The rates are also computed for successive cohorts. The first cohort might be the new members who entered the organization during January, February and March; the second cohort would then consist of the new member for April, May and June; and so forth. There is no limit to the number of successive cohorts for which the rates can be computed. Since there is a fixed number of new members during a period, these rates vary between 0 and 100. The rates are also the complements of each other. If the survival rate is know, the wastage rate can be obtained by subtracting the survival rate from 100. The rates are usually expressed as percentage.

Fifty is a particularly important percentage for the survival and wastage rates. The term "Half-Life" is important in the measurement of turnover as is the length of time required for a cohort of new members to be reduced to one half its original size (Price, 1977). Half-life is a length of time. A survival or wastage rate of 50 equals a half-life. At 50 percent, the cohort of new members is reduced to one half its original size. The difference is that the survival and wastage rates are expressed as percentages, whereas half-life is expressed as time.

Half-life is usually defined by a cohort of "new members". However, there is no reason why the "number of members at the beginning of a period cannot be used to calculate half-life. Within this base, half-life would be the length of time required for the cohort of beginning members to be reduced to one half its original

size. In short, half-life can be used for the stability and instability rates as well as for the survival and wastage rates.

A 50 percent survival or wastage rate is also closely equivalent to expectation of service, when the latter statistic refers to membership from initial entry into the organization. When expressed in terms of initial entry, the expectation of service is the average number of years of organizational life remaining at the beginning of membership. The length of time required for the survival and wastage rates to reach 50 percent is approximately the average life remaining in the organization for a new member. The difference is that rates are expressed as percentages, whereas the expectation of service, like the half-life is expressed as time.

ADVANTAGES:

The survival and wastage rates have three advantages:

(1) The rates are easily understandable. No loss of comprehension occurs if the rates are expressed as half-life rather than percent.

(2) The rate has a precise meaning. A survival rate of 50 percent for a year has but a single meaning: that one half of the cohort of new members continue to be members of the organization at the end of their first year of membership. The precision of survival and wastage rate rests on the fact that they are based on a number of specific individuals.

(3) The major advantage of these rates is that they control for length of service

by restricting themselves to the new members who enter during a period. This feature makes them similar to the "age-specific death rates" in demography (Wrong 1961).

The two drawbacks of the survival and wastage rates are:

(1) They are somewhat more difficult to compute than the other rates. The focus on new members rather than the total membership is an added difficulty. Extra difficulty is also created by the need for two periods of time rather than one.

(2) The rates are best adapted to quite large units. Short periods of time, such as months, should be used to define the cohort of new members. With longer periods, too much diversity is introduced into the cohort. The new members at the start of the period will be considerably different from the new members at the end especially when low service members are the objects of the study.

These rates are also criticized (Van der Merwe and Miller 1973) because of the length of time required to obtain the calculations. A period of time is first required to define the cohort of new members, often several months. A second period must then be allowed to pass before the rates can be calculated. Additional time is required if the researcher decides to follow a cohort until its last member leaves the organization. Price (1977) believes that the charge of excessive time is not valid. He states that the researcher need not begin with a new cohort; past cohort can be used and the records of the organization can be used to obtain raw data necessary to calculate the rates.

2.3 CORRELATES OF TURNOVER.

Correlates are the indicators to which turnover is related. A very good correlate of turnover is length of service (Price, 1977). It is pertinent to distinguish between correlates and determinants of turnover. Determinants are analytical variables which are believed to produce variations in turnover. Like the correlates, the determinants are included in statements which link them to turnover.

A large amount of turnover literature is concerned with correlates. Knowledge of turnover could be more efficiently utilized with a comprehensive set of correlates. While some correlates have very strong support in the literature, others are only weakly supported by empirical evidence.

A major assumption is being made about the relationships between the correlates and turnover, it is that the relationships are non spurious. For instance when it is noted that members with low lengths of service have higher rates of turnover than members with high lengths of service, it is assumed that the relationship between length of service and turnover is not due to the existence of the a third variable.

2.3.1 LENGTH OF SERVICE

There is an empirical generalization which links length of service to turnover i.e. members with low length of service usually have higher rates of turnover than members with high lengths of service. This mens that, during a given period of time, those who leave the organization are likely to be found

disproportionately from among the members with low lengths of service in the organization. Individuals with high lengths of service also leave the organization, but their rate of leaving is less than the rate of leaving of individuals with low lengths of service.

The negative relationship between length of service and turnover is widely supported in the literature. Hills (1972); Anderson (1974); Porter and Steers (1973); Pettman (1973 a). Porter and Steers (1973) noted that " increased tenure appears to be strongly related to propensity to remain". In addition, Ross (1958) in his classic article on industrial feudalism, stated that "most workers who quit their jobs are low in service", workers who quit their jobs are examples of voluntary turnover.

2.3.2 AGE

Age is closely related to length of service. The older members of the organization typically have more length of service than the younger members. It is important to point out that the two correlates are different.

Members of the same age often differ considerably in the time they have been members of the organization. Many workers support the negative relationship between age and turnover (Anderson, 1974;, Behrend 1955; Fry 1973; Goodman et al 1973; Hedberg 1960; Knowles 1964 b; March and Simon 1958; Pettman 1963 a; Porter and Steers 1973; Silcock, 1954). Silcock (1954) noted that "the rate of wastage tends to decline as age increases". "Wastage" is a British term for individuals who leave an organization. If wastage tends to

decline as age increases" then turnover and age are negatively related, Silcock argues. Harris (1964) in her review of research on turnover conducted in Britain and the Soviet Union, notes that "young workers are heavily represented among the leavers".

When length of service and sex are used as controls, age and turnover continue to be related when length of service is controlled. Van der Merwe and Miller (1970) in a study of a South African factory, note that, "the curves indicate that older leavers showed better survival than younger leavers at all lengths of service categories. The "curves" to which the authors refer are survival curves which plot the relationship between percent survivors and, months of service.

Using sex as a control, Archibald (1973) found that with sex controlled, the usual negative relationship between age and turnover persists; the relationship between age and turnover, however, is stronger for men than women.

2.3.3 ECONOMIC CONDITIONS

This correlate can be found under different headings in the literature e.g. "Business cycle"; recession" depression"; "prosperity" and level of employment.

The level of employment in the country or economy in which turnover is being studied is a very important way to examine this correlate.

Employment should however be distinguished from opportunity i.e the availability of alternative roles in the environment. Alternative roles usually mean occupational roles. Employment is an indicator of opportunity: job vacancies are

another indicator. To confuse employment and opportunity - a common confusion in the turnover literature - is to confuse a correlate and determinant. Correlates are indicators which are related to turnover, whereas determinants are analytical concepts which produce variations in turnover (Price, 1977).

The literature is replete with evidence of a negative relationship between level of employment (as a reflection of the economic conditions) and turnover. According to March and Simon (1958) "under nearly all conditions the most accurate single predictor of labour turnover is the state of the economy". Some authors while agreeing that the level of employment is a good predictor of turnover, disagree with March and Simon that it is "the most accurate single predictor of labour turnover". For instance, in the views of Mangione (1973) and Young (1965 a) the length of service rather than level of employment is "the most accurate single "predictor".

2.3.4. LEVEL OF SKILL

Researchers have long indicated a negative relationship between level of skill and turnover. Behrend (1955) stated that turnover differs for different occupation, and is lower for skilled than unskilled workers. Pencavel (1970) concurred with this relationship when he stated that "Early work found that turnover rates were much higher for unskilled workers. The level of skills is affected by the type of training given. Training could be made specific to the requirement of a particular job or could be general.

Employees with general training, unlike those with specific training, acquire skills that are useful in other firms. Therefore turnover rates for generally trained workers are higher than those for specifically trained workers. (March and Simon 1958). Kilby (1969) commenting on the nature of employee turnover of five Nigerian firms, stated that "In terms of productivity and wastage of training, it is relevant to note that by far the greater part of labour turnover is confined to the lower ranks of unskilled and semi-skilled workers.

The length of service, age and skill correlates are consistent with each other. The expectation is that members who are low in length of service, young and unskilled will have higher rates of turnover than members who are high in length of service, old and skilled (Price 1977).

Higher level of skill is associated with higher degree of specialization which is a function of tenure. The more specialized a worker, the fewer are the extra organizational alternatives he perceives. This means lower turnover (March and Simon 1958).

With regard to level of education a positive relationship exist between the level of education and rate of turnover. It is to be expected that better - educated members usually have higher rates to turnover than less - educated members (Goodman et al 1973; Pettman 1973; March and Simon 1958).

The latter authors asserted that within a given occupational level, the higher the level of education, the greater the conflict between the job and the individual's self - image. They based their assertion on previous studies dealing

with a group of manual workers, in which it became clear that manual workers with a high school education were more likely to leave than those without high school education.

2.3.5 SEX

A tremendous amount of data has been generated, in terms of the relationship between sex and turnover. Most of these data are however, inconsistent (price, 1977). The most consistent findings is that female members have higher rates of turnover than male members (Behrend 1955; Hedberg, 1968; Silcock, 1954; Moffatt and Hill, 1970, Archibald, 1973).

There is a sizable amount of data that contradicts the main generalization that female members have higher rates of turnover than male members. (Goodman et al 1973; March and Simon, 1958). To complicate further an already complicated situation, another relatively large body of literature finds either that there is no significant difference between female and male turnover rates or that the evidence is so unclear that no conclusion can be drawn. (Fry, 1973, Mattila, 1974 b Mangione, 1973, Clowes 1972).

2.4 DETERMINANTS OF TURNOVER

Determinants of turnover are the analytical variables believed to produce variations in turnover.

2.4.1 PAY

Pay refers to the monetary, fringe benefits, and other commodities that have financial value which organizations give to employees in return for their service (Lawler, 1971).

It is pertinent to mention that pay is not equivalent to satisfaction with pay. Pay is the amount of money directly received by the member from the organization, whereas satisfaction with pay is the member's social psychological response to the amount of money received. Pay is an objective variable: satisfaction with pay is a subjective variable.

Most studies measure pay by the amount of money directly received by the member, because calculation of "fringe benefit" and "other commodities" is too complex (Price. 1977).

There is a negative causal relationship between pay and turnover, in other words, successively higher amounts of pay will probably produce successively lower amounts of turnover. Many researchers agree with this proposition (Bowey, 1974; Goodman et al 1973; Lawler, 1973; Porter and Steer 1973; Stoikov and Raimon 1968, Pencavel 1970).

Pencavel (1970) stated that "The depressing effects of the level of wages on quits seems well established. Ingham (1970) buttressed the relationship between pay and turnover when he noted that "It has been left to the economist, to continue to demonstrate the near truism that wage rates are often inversely related to levels of turnover.

The pay proposition assumes that pay for organizational members is an "attractive outcome" as Lawler (1973) aptly puts it. The attractiveness of pay varies among organizational members as a number of scholars have properly emphasized. (Goldthorpe et al 1968: Ingham 1970, Lawler, 1973). Pay seems to be less attractive to professional than to non professionals. However, the assertion that the attractiveness of pay varies is not necessarily inconsistent with the assumption that pay is an attractive outcome. Although professionals may rank pay as less attractive than other sectors, pay still possesses a considerable degree of attractiveness to them (Allison, 1974; Archibald 1971; Blau 1973) pay as an attractive outcome appears to be a plausible assumption. However, some authors caution against the assignment of too much importance to pay (Lefkowitz 1967, 1971; McGee 1971). There appears to be some contradiction in the statement of some of these authors. For instance, Lefkowitz (1971) stated that "Psychologists working in industry have observed that managers generally overestimate the significance of wages to their employees. Later while still discussing financial compensation, Lefkowitz (1971) states that "The facts indicate that pay does have some effects on employee terminations. To caution against assigning too much importance to pay is not to contradict the pay proposition. There is no doubt that pay is an important determinant of turnover, it may not be the most significant determinant.

Most scholars would agree with Porter and Steers (1973) who carefully state " That pay often appears" to represent" a significant factor in the termination decision"

2.42 JOB SATISFACTION

Job satisfaction generally means the degree to which employees satisfy their needs in organizations. If they are able to satisfy their needs reasonably well, they are said to be satisfied with what they receive from an organization, they are likely to express their gratitude in high productivity and institutional loyalty.

It is also easier for managers to work with satisfied workers than with dissatisfied workers. In addition, satisfied workers are likely to show up for work more regularly and stay on their jobs longer than dissatisfied workers. Job satisfaction is a key factor in maintaining low rates of absenteeism and turnover. As absenteeism and turnover account for a major portion of labour costs, job satisfaction can be helpful in reducing these costs. (Chung and Megginision. 1980).

There is ample support for the impact of job satisfaction on turnover. Lawler (1973) noted that dissatisfied workers are more likely than satisfied workers to terminate employment.

March and Simon (1958) argued that the literature on the factors associated with employee motivation to leave an organization suggests that the primary factor influencing this motivation is employee satisfaction with the job.

The same authors advanced the general postulate; " Increases in the balance of inducement utilities over contribution utilities decrease the propensity of the individual participant to leave the organization, whereas decreases in that balance have an opposite effect". High pay is an example of an " Inducement" utility; high centralization is an example of a "contribution" utility. If pay is very high and centralization is not too high, there is a balance of inducement utilities over contribution utilities". The result is that the member is more satisfied than dissatisfied and not likely to leave the organization.

2.4.3 EMPLOYEE INTERACTION

The interaction among employees is sometimes discussed under the heading of integration. Integration refers to the extent of participation in primary and/or quasi-primary relationships (Blau, 1960). The distinction between primary and secondary relationships is basic to the concept of integration (Price, 1968). A relationship is primary to the degree that it is diffuse, emotionally involved, biased, and governed by ascribed criteria e.g. a family in a rural area. A relationship is secondary to the degree that it is specific, emotionally neutral, impartial, and focuses on achieved criteria. The Physician - Patient relationship in a large urban hospital in a highly industrial society is a good approximation of a secondary relationship. Primary groups in organization are approximately between the extreme primary and secondary relationships. "Close friends" are the type of primary relationship typically found in most organizations.

Price (1977) argued that successively higher amounts of integration will probably produce successively lower amounts of turnover. Pettman (1973 a) sustained the idea that turnover is high where conditions are such as to inhibit the development of small group cohesiveness. Van der Merwe and Miller (1977) asserted that a major need satisfier is likely to be that of belonging to a cohesive and rewarding group, and if this need is not satisfied, the worker will very likely fail to adjust to the work situation and will therefore more readily withdraw from it.

Most of the data supporting the idea that high integration produces low turnover made no attempt to estimate the relative importance of integration to the other determinants. An exception being the empirical study by Van der Merwe and Miller (1970) of South African footwear factories. They stated that wages are not a major causal factor in turnover, and this is consistent with the proposition that group cohesion is a primary factor in limiting turnover.

2.4.4 COMMUNICATION

Communication is the degree to which information is transmitted among the members of a social system (Price, 1972 a). The transmission of information assumes many forms in organizations: formal conference between superordinates and subordinates, informal discussions among peers, publication of various types of newsletters, posting of announcements on bulletin boards etc.

Communication may be instrumental or expressive. The transmission of information directly related to role performance is the distinguishing characteristic of instrumental communication.

Expressive communication is information not directly related to role performance. The vast amount of gossip that exists within an organization is illustrative of expressive communication.

The distinction between formal and informal communication is commonly made on the basis of whether or not the information is officially or unofficially transmitted (Price, 1972). Instrumental communication is usually formal whereas expressive communication is typically informal.

It is generally agreed in the literature that high communication produces low turnover. What is crucial in the reduction of turnover however, is job-related information that is officially transmitted. Several empirical studies confirm the relationship between communication and turnover (Drexler and Bowers 1973; Farr et al 1973; Johnson and Green 1973; Wanous 1973).

2.4.5. PARTICIPATION IN DECISION-MAKING

The degree to which power is concentrated in a social system is referred to as centralization. (Price, 1972 a). In an organization, the maximum degree of centralization would exist if all the power were exercised by a single individual; conversely the minimum degree of centralization would exist if all the power were

exercised equally by all members of the organization. Most organizations are located somewhere between these extremes.

An organization low in centralization is one in which there is a high degree of membership participation in decision making.

There is agreement among scholars that high centralization produces high turnover. Argyris 1973; Farris 1971; Goodman et al 1973; Lawler 1973, Pettman 1973a. Drexler and Bowers (1973) in a study of 22 ships in the US Navy found that "retention rates" are high when lower echelons are better able to control sensibly those matters which affect their performance".

It follows that ships in which "lower echelons" are able to control variables which affect their performance are characterized by a low degree of centralization, also when high control over performance produces high retention then low centralization produces low turnover (Price, 1977).

2.4.5 OPPORTUNITY

Opportunity is the availability of alternative roles in the environment (Hickson et al 1971). Opportunity is a variable influencing turnover (Bowey 1974, Fry 1973; Katzell et al 1971) Bowey noted that labour wastage may be influenced by alternative job opportunities for the employees. Alternative job opportunities are one type of alternative role available in the environment. Bowey clearly indicated a positive relationship between opportunity and turnover - the more opportunity the greater the turnover.

Generally, dissatisfied members seek to leave the organization, however when opportunity is low (as during periods of high unemployment) dissatisfied members cannot leave the organization, though dissatisfied, they generally do not leave because they cannot find other jobs. Therefore, opportunity must be considered in an attempt to predict the turnover of dissatisfied workers (price, 1977).

It has been argued for instance that the relative high retention rates of academic staff in the faculty of Veterinary Medicine Ahmadu Bello University, Zaria may be attributed to limited availability of alternative jobs, especially given the fact that the Nigerian livestock industry is still In the infant stage with the result that the demand for the services of veterinarians is limited largely to universities and other establishments in the public sector. The pressures from the private sector on the faculty of Veterinary Medicine is not comparable to those of faculties that produce architects, accountants, economists and engineers, making it quite difficult for the latter faculties to retain academic staff long enough to enable them progress form lecturer to professor position.

2.4.6. OTHER FACTORS INFLUENCING TURNOVER.

There exist a myriad of factors believed to influence turnover, however some of them have very weak support in the literature. These are discussed briefly in this section.

i) Distributive Justice/equity. Equity is a socio-psychologic concept, while distributive justice is a structural concept dealing with the way and manner in which sanctions are distributed in the organization.

Price (1972 a) posited that distributive justice is the degree to which conformity is followed by the receipt of positive sanctions. He went further to state that when there is a close link between merit and pay in organizations, the degree of distributive justice is high. The position is consistent with the discrepancy theory and equity theory.

The discrepancy theory states that perceived equity is determined by the balance between what people feel they should receive and what they actually receive. Any imbalance or discrepancy between the two reward levels, can cause dissatisfaction.

The equity theory involves social comparison of input-outcome ratios: people tend to compare their own inputs and outcomes with those of other people, who are called referent persons. If the focal person's input-outcome ratio is equal to those of the referent others, the focal person will perceive the reward system as equitable and be satisfied. If the person's ratio is smaller than those of others however, dissatisfaction will result. (Chung and Megginison 1980).

ii. Prospects of Advancement: It is generally agreed that the brighter the prospects of upward mobility or promotion, the lower the rates of turnover (Lawler 1973: Porter and Steers 1973).

iii Routinization is the degree to which role performance in a social system is repetitive (Price 1972 a). Managerial and professional occupations typically have a lower degree to which role performance in a social system is repetitive (Price 1972 a). Managerial and professional occupations typically have a lower degree of routinization than secretarial and clerical occupations. Published evidence indicate that a higher degree of routinization is associated with higher rates of turnover. (Goodman et al 1973; Lawler; 1973; Porter and Steers 1973)

Excessive workloads: inadequate equipment and facilities; poor employee recruitment and selection; employee morale are some of the other factors mentioned in relation to their influence on turnover. These factors were however found to have varying but generally weak support in the literature as variables affecting the rate of turnover.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 THE STUDY PERIOD :

The study period covers a ten-year period (1984-1994). The second half of the study period was characterized by intermittent and sometimes protracted interruptions of academic activities occasioned by industrial disputes between the academic staff union of Nigerian universities (ASUU) and the federal government of Nigeria (FGN)over issues such as under-funding of the universities; poor salaries and other conditions of service; university autonomy etc.

These face-offs between ASUU and the FGN were so intense that at Ahmadu Bello University, Zaria, the 1993/94 academic year extended well into the last quarter of 1995, culminating in the cancellation of the 1994/95 academic year.

3.1 METHODS OF DATA COLLECTION :

Data collection was from two main sources :

a) Primary sources

b) Secondary sources

Primary sources :

Questionnaires and interviews constituted the primary data sources in this study. Interviews were conducted with the top echelon of the Establishment division of the Registry Department of the university.

Secondary sources :

The secondary sources of data included the Ahmadu Bello University Bulletin and some archival materials pertinent to staff movement (personnel files etc).

QUESTIONNAIRES:

The questionnaires were designed by the researcher. Two sets of questionnaires were administered. one set was distributed to academic staff who are currently working at Ahmadu Bello University Zaria and the other set was distributed to former academic staff of the university.

A combination of structured and unstructured questions were posed in both questionnaires, the unstructured questions were open-ended and close-ended. The questions were concise to encourage respondents to complete and return questionnaires within the shortest possible time.

3.2 SAMPLE SELECTION :

The subjects for this study were current and former academic staff of Ahmadu Bello University, Zaria. One hundred and twenty (120) questionnaires were randomly distributed to current academic staff, ensuring coverage of at least eight of the eleven faculties of the University.

Fifty questionnaires were administered to some former academic staff of Ahmadu Bello University, Zaria now working in various organizations in Zaria, Kaduna, Abuja and Lagos. Of the one hundred and twenty (120) questionnaires distributed to current academic staff, seventy-five were completed and returned (i.e 62.5 % returns) while thirty of the fifty questionnaires administered to former academic staff were returned(i.e 60 % return)

Questionnaires from a totai of one hundred respondents comprising of seventy five current and twenty five former academic staff of Ahmadu Bello University, Zaria were selected and subjected to analysis. Responses to each factor suggested as a determinant of turnover in the questionnaires were carefully studied and the factors that featured significantly in the opinion of a majority of respondents were tabulated for further analysis.

CHAPTER FOUR

4.0 DATA ANALYSIS

This chapter sets forth in an orderly and logical manner, the diverse data emanating from the questionnaires completed and returned by respondents. On the basis of respondents' general reactions to propositions contained in the questionnaires only certain proposition/factors are tabulated. However, responses to all propositions have been carefully analyzed and reported in the present chapter.

4.1 DESCRIPTION OF RESPONDENTS SAMPLED.

The pertinent characteristics of the respondents (present and former academics) sampled are presented in the Tables below:

(TABLE 1A)

CHARACTERIZATION OF RESPONDENTS SAMPLED. (PRESENT ACADEMIC STAFF)

LENGTH OF SERVICE YEARS			SEX				MARITAL STATUS			
			MALE		FEMALE		MARRIED		SINGLE	
	n	%	n	%	n	%	n	%	n	%
5-Below	22	29.3%	18	29.5	4	28.6	8	16.0	14	56.0
6-10	16	21.3%	13	21.3	3	21.4	7	14.0	9	36.0
11-15	16	21.3%	10	16.4	6	43.0	14	28.0	2	8.0
16-20	13	17.3%	12	19.7	1	7.1	13	26.0	0	0.0
21-Above	8	10.6%	8	13.1	0	0.0	8	16.0	0	0.0
TOTAL	75		61		14		50		25	

Table 1A shows that among respondents who are presently teaching at Ahmadu Bello University, Zaria, about fifty one percent are low - service academics i.e those with length of service spanning ten years. 21.3% have worked for 11-15 years; 17.3% have put in 16-20 years of service and 10.6% have length of service spanning over 21 years. The same group of respondents is male-dominated with only 18.7% female academics. Two-thirds of the respondents are married.

Respondents who have already left their teaching jobs at Ahmadu Bello University Zaria are characterized in Table 1B.

TABLE 1B DESCRIPTION OF RESPONDENTS SAMPLED (FORMER ACADEMICS)

LENGTH OF SERVICE (YEARS)	SEX		MARITAL STATUS	
	MALE	FEMALE	MARRIED	SINGLE
	n %	n %	n %	n %
5-Below	3 12.0	3 14.3	0 0.0	3 30.0
6-10	6 24.0	5 23.8	1 6.7	5 50.0
11-15	10 40.0	8 38.0	8 53.3	2 20.0
16-20	4 16.0	3 14.3	4 26.7	0 0.0
21- Above	2 8.0	2 9.5	2 13.3	0 0.0
	25	21 4	15	10

n = number of respondents.

From the above table it can be seen that those who had put in ten years or less (low service academics) constitute thirty-six percent of the sample, more than half (fifty-six percent)served for between eleven and twenty years at Ahmadu Bello University, Zaria before quitting, while only eight percent of respondents in this group taught for more than twenty years. Majority(eighty percent) of respondents were male and sixty percent were married.

4.2 WHAT SECTORS OF THE NIGERIAN ECONOMY BENEFIT FROM ACADEMIC STAFF TURNOVER ?

In an attempt to determine the sectors of the economy that benefit potentially and in real terms from the turnover of academic staff, the questionnaire for present academic staff included a question on what industry those who intend to change jobs would like to move into assuming that jobs were generally readily available.

Former academics were also required to indicate in their questionnaire, to what industry they moved upon quitting their teaching jobs at the university. The responses of both groups are presented on tables 2A and 2B below:

TABLE 2A SECTORS OF THE NIGERIAN ECONOMY INTO WHICH PRESENT ACADEMICS PREFER TO MOVE.

	PUBLIC SECTOR	PRIVATE SECTOR	SELF-EMPLOYMENT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	
5-Below	7 33.3	15 66.7	0 0.0	22
6-10	9 57.1	7 42.9	0 0.0	16
11-15	11 69.2	5 30.8	0 0.0	16
16-20	9 68.7	2 18.7	2 12.5	13
21-Above	6 90.0	1 5.0	1 5.0	8
TOTAL	42	30	3	75
SEX				
MALE	33 54.0	27 44.3	1 1.6	61
FEMALE	9 64.3	3 21.4	2 14.3	14
TOTAL	42	30	3	75
MARITAL STATUS	n %	n %	n %	TOTAL
MARRIED	34 68.0	14 28.0	2 4.0	50
SINGLE	8 32.0	16 64.0	1 4.0	25
TOTAL	42	30	3	75

* Public sector includes statutory corporations.

The above table indicates that present academic staff have preference for jobs in the public sector since about fifty-six percent of respondents would like to take up employment in the public sector. High service academics (i.e. those who have put in more than ten years of service) constituted about sixty-two percent of this group of respondents.

The table also shows that younger academics would rather move to the private sector when they leave their jobs in the university. Over seventy percent of respondents who indicated interest in private sector jobs are staff who have

worked in the university for ten years or less. The corresponding proportion of high-service academics who would like to work in the private sector is only seven percent.

Self-employment does not seem to be an attractive option for present academics as only four percent of respondents indicated their intention to become self-employed. Further analysis (not shown in table) revealed that of the respondents who intend to take up jobs in the public sector, forty percent specified their interest in statutory corporations; thirty percent in the federal civil service; ten percent preferred other federal universities; eight percent for state universities; six percent of respondents would like to work in their state civil service or local government councils and six percent in Federal institutions of higher learning other than universities.

Table 2B shows the sectors of the economy into which some former academic staff moved when they quit their teaching positions at Ahmadu Bello University, Zaria. The data indicate that seventy percent of respondents took up appointments in the public sector; twenty-four percent went to the private sector and four percent became self-employed.

When the length of service of respondents was taken into consideration, it became clear that more high-service(i.e. more than ten years of service) former academics took up appointment in the public sector than their low-service colleagues (77.8% versus 22.2%). In addition, the private sector had the greatest

lure for low-service academics since they constituted over eighty-three percent of former academics who moved from the university into the private sector. The table also indicates that fewer unmarried former academics went into the public sector than their married counterparts (25.0% versus 75.0%).

TABLE 2B SECTORS OF THE NIGERIAN ECONOMY INTO WHICH FORMER ACADEMICS MOVED

	PUBLIC SECTOR	PRIVATE SECTOR	SELF-EMPLOYMENT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	
5-Above	1 33.3	2 6.7	0 0.0	3
6-10	3 50.0	3 50.0	0 0.0	6
11-15	8 80.0	1 10.0	1 10.0	10
16-20	4 100.0	0 0.0	0 0.0	4
21-Above	2 100.0	0 0.0	0 0.0	2
TOTAL	18	6	1	25
SEX				
MALE	15 71.4	5 23.8	1 4.8	21
FEMALE	3 75.0	1 25.0	0 0.0	4
TOTAL	18	6	1	25
MARITAL STATUS				
MARRIED	12 75.0	2 13.3	1 6.7	15
TOTAL	16	8	1	25

*Public sector includes statutory corporations owned, at least in part, by the government.

4.3 WHY ACADEMIC STAFF LEAVE AHMADU BELLO UNIVERSITY, ZARIA

Analysis of the responses to the questions pertinent to why academic staff have left or are contemplating quitting Ahmadu Bello university revealed that only a few of the propositions or factors suggested in the questionnaires were viewed by the majority of respondents as playing a significant role in the quit decision.

Salaries and fringe benefits constituted a consistent and significant variable in the decision to quit the university among former and present academic staff. For instance, among academics who have already left the university, seventy percent graded the above factor as "very important" in their decision to leave (Table 3B), while sixty percent of present academics indicated that salaries and fringe benefits play a pre-eminent role in their contemplation of quitting (Table 3A)

TABLE 3A POOR SALARY AND FRINGE BENEFITS AS REASONS FOR QUITTING ACADEMIC POSITIONS

	VERY IMPORTANT	FAIRLY IMPORTANT	LESS IMPORTANT	NOT IMPORTANT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	n %	
5-Below	6 66.7	2 22.2	1 11.1	0 0.0	9
6-10	12 80.0	2 13.3	1 6.7	0 0.0	15
11-15	8 50.0	4 25.0	3 18.8	1 6.2	16
16-20	9 53.0	3 17.6	4 23.5	1 5.9	17
21-Above	10 55.5	6 33.3	2 11.1	0 0.0	18
TOTAL	45	17	11	2	75
MARITAL STATUS					
MARRIED	30 60.0	13 26.0	7 14.0	0 0.0	50
SINGLE	15 60.0	4 16.0	4 16.0	2 8.0	25
TOTAL	45	17	11	2	75
SEX					
MALE	39 64.0	13 21.3	8 13.1	1 1.6	61
FEMALE	6 43.0	4 28.5	3 21.4	1 7.1	14
TOTAL	45	17	11	2	75

Further analysis showed that the marital status of respondents did not make any significant difference in the importance attached by both present and former academic staff to poor salary and fringe benefits as factors in the decision to leave A.B.U.,Zaria. More male than female respondents in both categories indicated that salary and fringe benefits are very important in the quit decision.

TABLE 3B POOR SALARY AND FRINGE BENEFITS AS REASONS FOR QUITTING (FORMER ACADEMIC STAFF)

	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	IMPORTANT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	n %	n %
5-Below	3 100.0	0 0.0	0 0.0	0 0.0	3
6-10	3 66.7	1 16.7	1 8.7	0 0.0	6
11-15	7 70.0	2 20.0	0 0.0	1 10.0	10
16-20	3 75.0	1 25.0	0 0.0	0 0.0	4
21-Above	1 50.0	1 50.0	0 0.0	0 0.0	2
TOTAL	18	5	1	1	25
MARITAL STATUS					
MARRIED	11 73.3	3 20.0	0 0.0	1 6.7	15
SINGLE	7 70.0	2 20.0	1 10.0	0 0.0	10
TOTAL	18	5	1	1	25
SEX					
MALE	16 76.2	4 19.0	0 0.0	1 4.8	21
FEMALE	2 50.0	1 25.0	1 25.0	0 0.0	4
TOTAL	18	5	2	1	25

In order to assess the impact of salaries and fringe benefits (acting as a single, independent factor) on the decision of academic staff to quit their positions at the University, the questionnaires administered to present and former academic staff posed specific questions to each category of respondents. The question which present academic respondents were required to answer was "WOULD YOU CONTEMPLATE ON LEAVING A.B.U. IF YOU HAD SOURCES OF SUPPLEMENTARY INCOME ?" The responses are presented on table 4A

TABLE 4A SUPPLEMENTARY INCOME AND TURNOVER

HOW MANY AMONG CURRENT ACADEMIC STAFF WOULD CONTEMPLATE LEAVING A.B.U. ZARIA HAD THEY OTHER SOURCES OF SUPPLEMENTARY INCOME ?

	QUITTERS		STAYERS		TOTAL
LENGTH OF SERVICE (YEARS)	n	%	n	%	%
5-Below	17	77.2	5	22.7	22
6-10	9	56.2	7	43.7	16
11-15	6	37.5	10	62.5	16
16-20	1	7.7	12	92.3	13
21-Above	2	25.0	6	75.0	8
TOTAL	35		40		75
SEX					
MALE	30	49.2	31	50.8	61
FEMALE	5	35.7	9	64.3	14
TOTAL	35	26	40	49	75
MARITAL STATUS					
MARRIED	22	44.0	28	56.0	50
SINGLE	13	52.0	12	48.0	25
TOTAL	35		40		75

n= No. of respondents.

From the table it can be seen that 53.3% of respondents will continue to work at A.B.U. if they had other sources of supplementary income (stayers) while 46.7% of respondents will not be induced by supplementary income to remain on their academic jobs in the university (quitters). High-service academics constitute a majority (70.0%) of stayers while quitters were found predominantly among low-service academics.

The marital status and sex of respondents did not significantly affect their decision to quit or stay against the backdrop of the availability of supplementary income.

TABLE 4B WOULD SUPPLEMENTARY INCOME HAVE REDUCED TURNOVER?

	YES		NO		TOTAL	
	n	%	n	%	n	%
LENGTH OF SERVICE (YEARS)						
5-Below	0	0.0	3	100.0	3	
6-10	1	16.7	5	83.3	6	
11-15	9	90.0	1	10.0	10	
16-20	3	75.0	1	25.0	4	
21-Above	2	100.0	0	0.0	2	
TOTAL	15		10		25	
SEX						
MALE	13	62.0	8	38.0	21	
FEMALE	2	50.0	2	50.0	4	
TOTAL	15		10		25	
MARITAL STATUS						
MARRIED	12	80.0	3	20.0	15	
SINGLE	3	30.0	7	70.0	10	
TOTAL	15		10		25	

WOULD YOU HAVE LEFT A.B.U. HAD YOU OTHER SOURCES OF INCOME TO SUPPLEMENT YOUR SALARY ?. Sixty percent of former academics indicated that they would not have left A.B.U. Zaria if they had other means of

supplementing their income. Most of these respondents had worked for between eleven and fifteen years before leaving the university. A good number of those who would have left inspite of the possibility of supplementing their incomes were those who had spent not more than ten years before leaving. (Table 4B). The data also suggest that most married former academics would have remained in the University had they other means of supplementing their salaries.

Former academics were required to answer the question; "WOULD YOU LIKE TO RETURN TO A.B.U. ON YOUR PRESENT SALARY IN THE LIGHT OF YOUR EXPERIENCE IN YOUR PRESENT JOB ?" Only eight percent of respondents answered the question in the affirmative. 92% of respondent will not like to return to the university even if paid the same salaries they are receiving from their present employers. The general unwillingness to return to their old jobs at the university transcends the differences in lengths of service, marital status and sex of respondents.

The few who indicated their willingness to return to their former positions at the University on the same salaries they are receiving from their current employers were mostly those who had worked in the University for at least 15 years before quitting. Lack of opportunity for further training and lack of research funds were also found to be quite significant, as factors taken into account while contemplating on leaving the University; more so among low-service academics. Among this category of academics, about 74% of respondents rated lack of research funds/opportunity for further training as a "very important" factor in the

decision to quit the University whereas the high-service academics, who responded did not place as much premium as their younger colleagues on lack of opportunity for further training as a reason for their contemplation of quitting, they certainly did not consider it a trivia, since fifty four percent of them rated it as very important and only 2 out of 37 respondents discounted it as unimportant.

TABLE 5A LACK OF RESEARCH FUNDS/OPPORTUNITY FOR FURTHER TRAINING AS REASONS FOR QUITTING

(CURRENT ACADEMICS)

	VERY IMPORTANT	FAIRLY IMPORTANT	LESS IMPORTANT	UNIMPORTANT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	n %	n %
5-Below	16 72.7	6 27.3	0 0.0	0 0.0	22
6-10	12 75.0	4 25.0	0 0.0	0 0.0	16
11-15	11 68.8	3 18.7	2 12.5	0 0.0	16
16-20	7 54.0	3 23.0	2 15.4	1 7.6	13
21-Above	2 25.0	2 25.0	3 37.5	1 12.5	8
TOTAL	48	18	7	2	75
SEX					
MALE	38 62.3	15 26.2	5 8.2	2 3.3	61
FEMALE	10 71.4	2 14.3	2 14.3	0 0.0	14
TOTAL	48	18	7	2	75
MARITAL STATUS					
MARRIED	33 66.0	10 20.0	5 10.0	2 4.0	50
SINGLE	15 60.0	8 32.0	2 8.0	0 0.0	25
TOTAL	48	18	1	2	75

Some 56% of former academics rated lack of research funds/opportunity for further training as very important reasons in their decision to leave A.B.U. Similarly, there was greater unanimity among those who spent between five and ten years at A.B.U. before quitting than among those who spent more than ten years at Ahmadu Bello University. (Table 5B)

TABLE 5B LACK OF FUNDS/OPPORTUNITY FOR FURTHER TRAINING AS REASONS FOR QUITTING (FORMER ACADEMICS)

	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	n %	n %
5-Below	3 100.0	0 0.0	0 0.0	0 0.0	3
6-10	4 66.7	0 33.3	0 0.0	0 0.0	6
11-15	4 40.0	4 40.0	2 20.0	0 0.0	10
16-20	2 50.0	1 25.0	1 25.0	0 0.0	4
21-Above	1 50.0	0 0.0	0 0.0	1 50.0	2
TOTAL	14	7	3	1	25
SEX					
MALE	12 57.1	6 28.6	2 9.5	1 4.8	21
FEMALE	2 50.0	1 25.0	1 25.0	0 0.0	4
TOTAL	14	7	3	1	25
MARITAL STATUS					
MARRIED	6 40.0	6 40.0	2 13.3	1 6.7	15
SINGLE	8 80.8	1 10.0	1 10.0	0 0.0	10
TOTAL	14	7	3	1	25

A critical evaluation of the level of importance attributed by respondents to lack of job satisfaction/challenge, revealed that there was general agreement

among present and former academic staff that both factors are very - or fairly important in the decision to leave the university.

Sixty eight percent and Seventy percent of former and present academics respectively, indicated both factors as very important in their decision to leave the university;. Whereas some 52% of present low-service academics graded job satisfaction, challenge as very important, only 27.0% of their high-service colleagues who responded graded the factors similarly (Table 6A).

TABLE 6A LACK OF JOB SATISFACTION/CHALLENGE AS FACTORS IN QUIT DECISION (PRESENT ACADEMICS)

	VERY IMPORTANT	FAIRLY IMPORTANT	LESS IMPORTANT	UNIMPORTANT	TOTAL
LENGTH OF SERVICE (YEARS)	n %	n %	n %	f %	n %
5-Below	12 54.5	8 36.4	2 9.0	0 0.0	22
6-10	8 50.0	5 31.2	3 18.7	0 0.0	16
11-15	6 37.5	7 43.7	3 18.7	0 0.0	16
16-20	2 15.4	2 15.4	3 23.0	6 46.0	13
21-Above	2 25.0	1 12.5	4 50.0	1 12.5	8
TOTAL	30	23	15	7	75
SEX					
MALE	23 37.7	19 31.1	12 19.7	4 6.5	61
FEMALE	7 50.0	4 28.6	0 0.0	3 21.4	14
TOTAL	30	23	12	7	75
MARITAL STATUS					
MARRIED	20 40.0	18 36.0	5 10.0	7 14.0	50
SINGLE	10 40.0	8 32.0	7 28.0	0 0.0	25
TOTAL	30	23	12	7	75

On the contrary, more (58.8%) high-service respondents among former academics regarded job satisfaction/challenge as very important compared to just over forty percent of their low-service counterparts (Table 6B).

Feelings of insecurity (emanating from a variety of circumstances) as a factor for consideration in the quit decision, was found to assume varying degrees of importance. Although no consensus of opinion can be imputed from the data; it can however be deduced that insecurity arising from religious disturbances and students' unrest cannot be overlooked as veritable factors impacting on the decision to leave A.B.U. Zaria. For instance, some 32.5% of respondents rated feelings of insecurity as very important to fairly important while another twenty-five percent rated the issue of insecurity as unimportant.

TABLE 6B LACK OF JOB SATISFACTION/CHALLENGE AS FACTORS IN THE QUIT DECISION (FORMER ACADEMICS).

	VERY IMPORTANT		MODERATELY IMPORTANT		SLIGHTLY IMPORTANT		IMPORTANT		TOTAL	
LENGTH OF SERVICE (YEARS)	n	%	n	%	n	%	n	%	n	%
5-Below	3	100.0	0	0.0	0	0.0	0	0.0	3	
6-10	4	66.6	1	16.7	1	16.7	0	0.0	6	
11-15	6	60.0	4	40.0	0	0.0	0	0.0	10	
16-20	4	100.0	0	0.0	0	0.0	0	0.0	4	
21-Above	0	0.0	0	0.0	2	100.0	0	0.0	2	
TOTAL	17		5		3		0		25	
SEX										
MALE	16	76.1	3	14.3	2	9.5	0	0.0	21	
FEMALE	1	25.0	2	50.0	1	25.0	0	0.0	4	
TOTAL	17		5		3		0		25	
MARITAL STATUS										
MARRIED	11	73.4	2	13.3	2	13.3	0	0.0	15	
SINGLE	6	60.0	3	30.0	1	10.0	0	0.0	10	
TOTAL	17		5		3		0		25	

On the proposition that lack of rapid promotion may play a role in the decision of some academic staff to leave the university; there are conflicting signals pertaining to the role that respondents perceive promotion as playing in the quit decision.

The data suggest a semblance of equality in the weight assigned to all four possible ratings of this factor proposed in the questionnaires. What is discernable however is that many of the respondents who considered promotion important were low-service academics while many high service respondents dismissed it

as unimportant. Respondents were unanimous in their rating of poor welfare facilities as a vital factor in the decision to quit the university.

Sixty - five percent of present academic staff and seventy percent of present academics viewed welfare as very important. Of the three components of staff welfare suggested in the questionnaire, most former academics placed the greatest emphasis on unsatisfactory medical care. A few respondents however rated housing loan very highly. Other factors proposed in the questionnaires such as the need to be nearer home, inclement weather conditions of Zaria etc were not deemed by respondents to be of importance in the quit decision.

The questionnaire also called on present academic staff to proffer suggestions on what the university could do to enhance satisfaction in a number of job-related aspects. On salaries: Most (75 percent) respondents suggested an upward review of academic staff salaries and fringe benefits. Many of them would like their emoluments to be more realistic by being indexed with inflation as a way of reducing the incessant agitations for pay increase and the strikes sequel to such agitations.

On the job itself, many respondents were in agreement on the need to improve the work environment in terms of provision of realistic research grants, functional telecommunication network, access to the information super- highway, provision of personal computer, electronic mail (E-mail)facilities, up to-date journals and textbooks. Some respondents suggested a down-ward review of student intake commensurate with the facilities and personnel available to

facilitate greater and more beneficial lecturer - student interaction and a more conducive atmosphere for meaningful academic pursuit. A good number of respondents posited that far-reaching improvement in staff welfare amenities e.g. medical care, housing and car loans would significantly enhance satisfaction of academics with their job and consequently reduce turnover.

Staff training and Development was another aspect which many respondents agree would benefit from refocusing and revitalization to ameliorate the present feeling of stagnation and frustration especially among certain low-service members. Some forty nine percent of respondents believe this to be a vital area of emphasis, if the turnover of academic staff is to be controlled, particularly its impact on succession and continuity. Promotion elicited conflicting views especially on the necessity or otherwise of reviewing the guidelines for the promotion of academic staff. Some fifty percent of respondents among present academics suggested the relaxation of certain requirements for promotion. Some of these respondents consider the guidelines as being unrealistic. Another thirty percent believed that the promotion guidelines and practices were satisfactory. A small group opined that if research facilities were updated and research well funded, then the present promotion guidelines were okay.

Analysis revealed that most of those who saw the promotion guidelines as satisfactory were high-service members whereas more than half of those calling for a review of the promotion guidelines belong to the low-service category.

Interviews with some senior officials of the establishment division of the registry department of the university revealed that the turnover of academic staff of Ahmadu Bello University, Zaria is generally of the voluntary type. However, a few academics have had their appointments terminated by the university mostly due to the failure of such staff to return from abroad following the expiration of the approved period of their study fellowships.

Responses to questions on the rate of turnover of academic staff indicated that although a good number of academics have left the university during the period under review, the rate of academic staff turnover cannot *per se* be described as very high, given the role that universities world-wide are expected to play in manpower development. The interviewees and personnel records however revealed that on a faculty / departmental basis, academic staff turnover was higher in art-based than science-based disciplines notably in Law and social sciences with medicine being the notable exception in the science - based faculties. A consistent finding was that academic staff rarely gave specific reasons when communicating to the University administration, their decision to quit.

CHAPTER FIVE

SUMMARY OF FINDINGS; CONCLUSION AND RECOMMENDATION.

5.0 RESEARCH FINDINGS:-

The study revealed that academic staff turnover at Ahmadu Bello University, Zaria is preponderantly of the voluntary type with a few cases of involuntary turnover especially pertaining to the termination of the appointments of staff in breach of regulations governing study fellowships, sabbaticals, or other leaves. In addition, turnover of academic staff was found to be disproportionately higher in arts-based, than in the science-based disciplines, with the notable exception of the faculty of medicine.

The data indicate that in general public sector of the Nigerian economy is the major beneficiary of academic staff turnover, although many low-service academics showed greater predilection for jobs in the private sector.

Against the backdrop of some of the determinants of turnover identified in the literature, an analysis of the factors attributed by a majority of respondents to their decision to quit Ahmadu Bello University showed that salaries and fringe benefits (i.e pay) is a very strong determinant of turnover, since a majority of respondents irrespective of age, sex, marital status and length of service considered pay as a "very important" factor in their decision to quit the university.

The negative causal relationship between pay and turnover widely reported in the literature is underscored by the findings of this study, which generally support the notion that improvements in pay would reduce turnover, this is

evidenced by the indication that majority of academics would remain on their jobs if they had other sources of income to supplement their earnings as lecturers.

Given the fact that teaching and Research are the two components of a lecturer's job description, it is therefore not surprising that lack of research funds should play a significant role as a determinant of turnover, since many academics are in agreement that the provision of adequate funds for research would stem the tide of turnover among academic staff. Younger academics of the low-service group indicated that lack of opportunity for further training plays an equally important role as inadequate research funds in their decision to quit

Majority of respondents agreed that lack of job satisfaction is an important factor in the decision to quit their teaching positions at the University. The rating accorded this factor exhibited some variability across the length of service spectrum.

Overall, job satisfaction was found to have considerable impact on the quit decision, but it is difficult to summise that it is the primary factor motivating academics to leave or to contemplate leaving the University.

A similar trend was observed with the influence of lack of challenge on turnover. Employee interaction in terms of the relationships of academic staff with the University authority, colleagues and students was not considered by most respondents to be a sufficiently important factor influencing turnover. There was unanimity among respondents that opportunity, defined as the availability of alternative roles in the environment or seen as the existence of better prospects

outside the University system, plays a crucial part in the decision of academic staff to quit the University.

One of the most interesting findings of this study is the revelation that majority of former academic staff would be unwilling to return to their teaching positions at the University even if the University were to offer them the much improved remuneration packages they are enjoying in the organizations in which they are currently employed.

This finding stands in the way of the veracity of the high rating accorded to salary and fringe benefits as determinants of turnover by respondents in this study. This paradox justifies the note of caution sounded by some authors (Lefkowitz 1967, McGee 1971) against the assignment of too much importance to pay. It is also consistent with the observations of Porter and Steers (1973) that pay often "appears to represent" a significant factor in the termination decision.

Feelings of insecurity as a determinant of turnover was found to attract diverse views among respondents, however, feelings of insecurity arising from religious disturbances and students unrest cannot be discountenanced in enumerating the factors impacting on the turnover of academic staff at Ahmadu Bello University, Zaria.

Prospects of advancement was found to be an important consideration in the quit decision more so among low service academics many of whom described the promotion guidelines as unrealistic. The study also showed that a good

number of academic staff would like to leave the university if alternative opportunities existed outside the university system.

Many respondents indicated that they are just waiting for something better to come up. Respondents were divided on the relative importance of the status and public recognition of other jobs vis-a-vis lecturing, on the quit decision but the lack of unanimity cannot be said to obviate the need to consider job status as a factor in contemplating the determinants of turnover of academic staff.

5.1 CONCLUSIONS.

From the findings of this study it can be deduced that many academic staff of Ahmadu Bello University are not satisfied with their jobs.

According to Chung and Megginision (1980) prolonged need dissatisfaction leads to a number of undesirable behaviours- frustration, anxiety, stress, withdrawal, low morale and low productivity.

The findings that many academics are just waiting for something better to come up, leads one to conclude that many of the academic staff of the university are psychologically withdrawn and people who withdraw psychologically may perform their jobs with a minimum level of interest or effort; they are physically present, but mentally absent.

Dissatisfaction may also lead to physical withdrawal by removing oneself from the frustrating situation. It takes the form of tardiness, absenteeism or turnover.

It follows therefore, that one cannot justifiably expect these dissatisfied academics to show committment to imparting knowledge and training the high calibre manpower needed in the development efforts of Nigeria.

An important implication of the finding that many academics are just waiting for something to come up, is that a meaningful determination of turnover rates among academics would be extremely unreliable since academic staff turnover is constrained by the economic conditions prevalent in the country especially in terms of job opportunities. This also calls for caution in drawing conclusions from the finding that more academics quit from the art-based than the science-based faculties, it should not be misconstrued to suggest that academics in the latter disciplines are more patriotic or more satisfied with their jobs than those in the former category; rather, it may be safer to conclude that the relative stability observed in the science-based disciplines may be due to a relative paucity of job opportunities outside the university system for academics in those faculties.

From the foregoing, it may be logical to prognosticate that the turnover of academics may become higher as the economy becomes more prosperous.

One of the ways of coping with the frustration and low morale occasioned by dissatisfaction is that some academics who are unable to quit the system tend to transfer their loyalty to the union of other primary groups. This may explain the upsurge in union activities and unionization witnessed in Ahmadu Bello University and other Nigerian Universities in recent times

It is clear from the study that dissatisfaction experienced by many of the academics results from a number of factors, most of which border on the conditions of service such as salaries and fringe benefits including welfare amenities. In other words, academics are generally dissatisfied with the system of total compensation extant in the university.

Total compensation being as defined by Schuler (1984) to include monetary and non-monetary rewards and direct and indirect rewards.

Given that the degree of employee satisfaction with extrinsic rewards depends on how they perceive the equity of the reward system; and that the level of perceived equity determines the level of satisfaction (Chung and Megginision 1980) and consequently the determination to quit or stay in the system.

That Nigerian academics in general perceive severe inequity in their remuneration package and reward system has been re-iterated on several occasions by the Academic Staff Union of Nigerian Universities (ASUU).

ASUU, in their demand for improvement in the condition of service of academics have maintained that Nigerian Academics have the worst pay packages in Africa; hence the repeated demand for what has come to be known as "the African average" i.e. that government should pay Nigerian academics what represents the median of the range of remuneration packages received by academics on the continent.

Also, ASUU has often maintained that given the fact that universities produce the manpower for all the sectors of the economy, it is unfair for the Government to stand by and watch a perpetuation of the incredible discrepancy in salaries and emoluments of academics and employees of other sectors of the economy especially in the oil and banking industries.

Obviously this discrepancy makes the jobs of academics less attractive, since academics can move into these industries in the private sector with the same academic qualifications and receive ten-fold increase in salaries and emoluments. Consequently, this discrepancy and the perceived inequity in the reward system can be deduced to be responsible for the "brain-drain" of academics from the ivory towers. This deduction is consistent with the discrepancy theory and the equity theory of satisfaction.

The finding that most former academics would be unwilling to return to their teaching positions even if the university offered them the same salary packages they are receiving from their current employers underscores the assertion by Schuler (1984) that "The ability compensation has in attracting, retaining and motivating individuals is related to the importance money has for many people".

Some employees are often willing to join an organization and to perform in it for reasons other than just the money. They are often willing to perform for non-monetary rewards such as job status and prestige, job security, safety, job responsibility and variety.

These are all status symbol, social rewards or task-self rewards. Although many respondents in this study did not rate status/public recognition of lecturers as important factors in the quit decision, it is quite possible that the status symbol of the job plays a more important role than most people realise and may be a plausible explanation for the unwillingness of former academics to return to the lecture theaters after a brief spell on another job.

It may also be due to other job-related factors such as job challenge or degree of routinization. The finding however, buttresses the fact that pay is not the most important determinant of turnover and that non-monetary rewards also play a vital role in the quit decision.

In conclusion, the study revealed that academic staff turnover at Ahmadu Bello University is influenced by an interplay of job-related and other factors. It also showed that improvements in the monetary and non-monetary reward system as well as the physical working conditions of academic staff would reduce the level of dissatisfaction among academics and consequently reduce turnover.

RECOMMENDATION:

In view of the realisation that academics leave their positions in the university largely because of perceived inequity in the reward system and the diminishing status and public recongition of university lecturers, it is expendient for the Government which is the employer of academics to put in place and implement incentive packages to boost the low morale of academics and improve their material and mental well being.

On the issue of total compensation; the monetary and non-monetary reward system should be reviewed with the objectives of reducing the discrepancy between the salaries and fringe benefits of academics in theuniversity and other employees in public and private sectors of the economy. Surely, a situation in which a driver or security man in the oil industry is paid twice as much as the salary of a university professor or in which an entry level veterinary surgeon in the state civil service is better paid than a professor of veterinary surgery in the same country can hardly engender a feeeling of equity or satisfaction.

Government should seriously consider extending the inducement packages approved for expatriate academic staff to their Nigerian counterparts, moreso becaue some of these Nigerian academics hold degrees of North American and European Universities and could easily have been teaching overseas.

Further more, Government must be made to appreciate the universality of academic pursuits which neccessitates constant interaction and the exchange of ideas, research techniques and findings amongst academics in similar fields of study all over the world. To this end, an academic in any Nigerian uiversity should be able to subscribe to journals in his research area, attend at least one international conference, workshop or symposium every year. Against this backdrop the situation in Nigerian universities in which a professor's monthly pay is equivalent to a paltry one hundred US dollars ($100.00) is not only ridiculous but delorable.

To redress this unfortunate situation, Government should conduct a survey to determine what constitutes the average of salaries and allowances extant in universities across Africa and pay this "African average" to academics in Nigerian universities.

In addition, some inducement allowances preferably in dollars should be paid to academics to cover expenses on journal subscription, International conference attendance etc.

Also welfare amenities such as medical care can be improved upon by implementing a health insurance scheme to cover the medical expenses of academics and their families. In the same vein realistic loan facilities should be put in place especially housing loan and car loan. Many academics will feel more comfortable to continue teaching in the university if assured of a house of his own into which he can retire. Certainly the Government can afford to distribute new cars

to academics under the "soft loan" conditions that military officers benefitted from some years ago, alternatively car loans granted to academics should be realistic. Surely the present situation in which the so-called car loan/refurbishing loan is hardly adequate to purchase tyres is unacceptable.

If this consolidated package is indexed to inflationary tends, the benefits will stand the test of time, this will go a long way in reducing the incessant agitations for improved conditions of service and the attendant strike actions that have come to characterize Nigerian universities in recent times.

The need for an upward review of allocation of funds to universities cannot be overemphasised. Funds should be allocated and released for the upgrading of teaching and research facilities. Laboratories and lecture theatres need to be expanded in line with student population. Laboratories require up to date equipment for the training of manpower that must be able to meet the global challenges of the twenty first century. For Nigeria to be relevant in the scheme of things in the next millenium. She must participate in activities on the information super highway.

Universities must as a matter of urgency, be fully computerized. Academics and students need to have access to the internet. E-mail facilities would ensure that academics can keep abreast of development in their respective research areas as thedays of the post master are definitely numbered.

Improved funding and judicious allocaiton of resources for the provision of some of the facilities highlighted above will surely improve the work environment of

academics. Improvment in the work environment coupled with perceived equity in monetary and non-monetary reward system should act synergistically to enhance retention of academic staff in our universities.

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QUESTIONNAIRE FOR PRESENT ACADEMIC STAFF
OF AHMADU BELLO UNIVERSITY, ZARIA.

SECTION A: BIODATA

1. Age_____ 2. Sex _____ 3. Marital status _____

4. Number of Children _____

5. Nationality _____

6. State of Origin _____

7. Present Designation _____

8. Department _____

9. Highest educational qualification _____

10. Are you an Alumnus of A.B.U. Zaria? _____

11. Previous employment before working in A.B.U.

year 19_____ to 19_____ Designation _____

SECTION B: WORK HISTORY IN A.B.U. ZARIA.

12. For how long have you been working in A.B.U.? _____

13. Why did you choose to work in A.B.U.? please, tick ( ) any of the suggested reasons below:

- [ ] For Post-graduate studies
- [ ] As an opportunity to travel/study abroad.
- [ ] Desire to be nearer home
- [ ] Opportunity for research
- [ ] Interest in ABU because of her good image
- [ ] Influence of friends/relations

		very important	moderately important	slightly important	not important
A.	Lack of job satisfaction				
	1. poor salary and fringe benefits				
	2. poor conditions of service (staff welfare etc_				
	3. Lack of opportunity for extra income				
	1. Unattractive place of work or inadequate facilities				
	2. Lack of Research funds				
	3. Lack of challenge				
	1. Lack of opportunity for further training				
	2. poor staff development programme				
	Inadequate welfare amenities				
	i Unsatisfactory medical care.				

QUESTIONNAIRE FOR ACADEMIC STAFF WHO LEFT AHMADU BELLO UNIVERSITY, ZARIA

SECTION A: BIODATA

1. Age: _____ 2. Sex: _____ 3. Marital Status_____

4. Number of children _____

5. Nationality _____

6. State of Origin _____

SECTION B: WORK HISTORY

7. Present Designation _____

8. Last Designation at A.B.U. _____

9. Present Salary _____

10. Initial salary in next job upon quitting A.B.U_____

11. Last salary at A.B.U_____

12. Length of service at A.B.U._____

13. Highest education qualification _____

14. Previous Employment Before Working At A.B.U. Zaria.

Year	Designation	Employer
19___ to ____		

15. Why did you choose to work at A.B.U. Zaria please tick ( ) any of the suggested reasons below.

a. ☐ Desire to be nearer home

b. ☐ Could not get a better offer

c. ☐ As a stepping stone to another job

d. ☐ As an opportunity to travel/study overseas

e. ☐ For Post-graduate studies

☐ As a stepping stone to another job

☐ No better alternative

☐ Any other reason, please specify._____

14. For how long do you intend to stay in A.B.U Zaria further

a. ☐ years b. ☐ months

c. ☐ Just waiting for something better to come up.

d. ☐ I do not know.

15. Would you like to take another job if an opening occurs? please.tick ( )

☐ yes ☐ No

16. If your answer to question 15 above is "yes" what industry are your likely to move to

☐ Another Federal University

☐ Any other Federal Institution of higher learning other than a University

☐ A state-owned University/Institution of higher learning

☐ Federal civil service

☐ State civil service/Local Government

☐ Statutory Corporation

☐ Private Sector

☐ Self-employment

17. Would you contemplate on leaving A.B.U. if you had other sources of supplementary income?

☐ Yes ☐ No

18. How important would you regards each of the following reasons as contributors to your decision to quit the University? Please tick ( ) accordingly:

☐ A = very important ☐ B = fairly important

☐ C = less important ☐ D = Not important.

		A	B	C	D
a.	Salaries and fringe benefits, of other jobs in the University				
b.	The status and Public recognition of other jobs				
c.	Desire to be near home				
d.	Feeling of insecurity arising from: 1. Political disturbances 2. Religious disturbances 3. Student unrest 4. Ethnic factors				
e.	The weather conditions of Zaria.				
f.	Dissatisfaction with University employment in general.				

SUGGESTED SOLUTIONS BY STAFF.

19. Suggest something the University should do before you are satisfied with:

i) Salaries _____

_____

ii) The job you do _____

_____

iii) Staff welfare/Amenities _____

_____

iv) Staff Training and Development _____

_____

v) Promotions _____

_____

20. Are you aware of any problem facing the University?

☐ yes ☐ No

21. If your answer to question 19 is "yes" please mention any two major problems.

a. _____

_____

_____

b. _____

_____

22. As far as you are aware, is it true that many academic staff have left the University in recent years to take up appointment in other organizations?

☐ yes ☐ No

23. If your answer to question 21 above is "yes" what do you think are the causes of their quitting? please grade as:

☐ A = very important reason ☐ B = fairly important

☐ C = less important ☐ D = unimportant reason.

		A	B	C	D
a.	Poor salary and fringe benefits				
b.	Poor staff welfare packages				
c.	Lack of rapid promotion				
d.	Lack of job satisfaction				
e.	Demand from state of origin				
f.	Need to be nearer home				
g.	Decreased status/recognition of University lecturers.				
h.	Feeling of insecurity resulting from:				
	- religious and political disturbances				
	- student unrest and ethnic differences				
i.	Better job outside the University system				
j.	Lack of opportunity for further training				
k.	General dissatisfaction and frustration				

24. How do you think that academic staff turnover could be reduced. Please state your suggestions below.

_____

_____

_____

_____

_____

Thank You.

QUESTIONNAIRE FOR ACADEMIC STAFF WHO
LEFT AHMADU BELLO UNIVERSITY, ZARIA

SECTION A: BIODATA

1. Age: _____ 2. Sex: _____ 3. Marital Status_____

4. Number of children _____

5. Nationality _____

6. State of Origin _____

SECTION B: WORK HISTORY

7. Present Designation _____

8. Last Designation at A.B.U. _____

9. Present Salary _____

10. Initial salary in next job upon quitting A.B.U_____

11. Last salary at A.B.U _____

12. Length of service at A.B.U._____

13. Highest educational qualification _____

14. Previous Employment Before Working At A.B.U. Zaria.

Year	Designation	Employer
19___ to ____		

15. Why did you choose to work at A.B.U. Zaria please tick ( ) any of the suggested reasons below.

a. ☐ Desire to be nearer home

b. ☐ Could not get a better offer

c. ☐ As a stepping stone to another job

d. ☐ As an opportunity to travel/study overseas

e. ☐ For Post-graduate studies

f. ☐ Interest in A.B.U. based on her good image

g. ☐ Influence of parents, friends or relations

h. ☐ Any other, (please specify)

SECTION C: WHY ACADEMIC STAFF LEAVE AHMADU BELLO UNIVERSITY, ZARIA.

16. Please tick ( ) the appropriate answer indicating the industry you entered upon leaving A.B.U. Zaria.

a. ☐ Another Federal University

b. ☐ Any other institution of higher learni[illegible]n a than a University

c. ☐ A University in your home - State

d. ☐ Federal civil service

e. ☐ State Government/Local Government

f. ☐ Statutory Corporation

g. ☐ Private sector employment

h. ☐ Self - employment

i. ☐ Politics

17. To what extent was each of the following important in your decision to leave Ahmadu Bello Univ[illegible]y ?

Very important, Moderate Important, Slightly important, Not important, please tick ( ) answers only.

	very important	moderately important	slightly important	not important
1 Lack of job satisfaction				
2. poor salary and fringe benefits				
3. poor conditions of service (staff welfare etc_				
4. Lack of opportunity for extra income				
5. Unattractive place of work or inadequate facilities				
6. Lack of Research funds				
7. Lack of challenge				
8. Lack of opportunity for further training				
9. poor staff development programme				
10 Inadequate welfare amenities				
i) Unsatisfactory medical care.				

	Very important	moderately importa..	Slightly important	not important
ii) Lack of car loan				
iii) Lack of Housing loan				
11. Inclement weather condition of Zaria.				
12.poor relationship with: i) University authority				
ii) Your own boss				
iii) Your colleagues				
iv) Students				
13) Poor management of promotion				
i) Too slow				
ii) Unrealistic requirements				
iii) Discriminato -ry				
14. Feeling of insecurity arising from: i) political disturbances				
ii) Religious disturbances				
iii) Union strikes				

	very important	moderately important	slightly important	not important
iii) student unrest				
iv) Ethnic factors				
15. Lack of recognition of University lecturers by the Nigerian society				
16. Loss of autonomy due to outside interference				
17. Better prospects outside the university system				
18. Better salary and fringe benefits				
19. Better working conditions				
20. Better status/public recognition				
21. Nearness to political power				
22. General dissatisfaction with University employment				
23. Invitation to serve "your people"				

18. Kindly tick ( ) Yes or No in response to the following questions.

a) Did you actively search for another job while you were in the employment of A.B.U?

☐ Yes ☐ No

b) If 'yes', after what length of service of service ?

☐ 1-5 years ☐ 5-years ☐ more than 10 years

c) Did you have another job before you decided to quit A.B.U.?

☐ Yes ☐ No

d) Would you like to return to A.B.U. now on your present salary in the light of your experience in your present job.

☐ Yes ☐ No

e) Do you think that there has been a high turnover rate among Academic staff in A.B.U ?

☐ Yes ☐ No

f) If your answer to question (e) above is "yes" could you please suggest ways of reducing the turnover rate?.
