

JOB TURNOVER INTENTION OF ACADEMIC STAFF: SELECTED PUBLIC UNIVERSITIES OF AFGHANISTAN

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Abstract

Employee turnover has a huge impact on universities and their members. Especially, in this new Afghan government, there are rumors that the academic staff of public universities has experienced a turnover. Therefore, it is very important to know the actual status of Afghan public universities. So the academic staff's intention to change jobs in Afghan public universities is a very important topic. Primary data was gathered with convenience sampling from 134 participants from four public universities in Afghanistan, who provided the primary data via an online Google Form. A questionnaire was developed by the researchers, and the Cronbach alpha was 0.869. The content validity and Convergent validity were also established it was 0.847. The results showed that between the various types of university job turnover, there was no significant difference. The academic staff at the universities of Nangarhar, Paktia, Kandahar, and Parwan, according to these findings, did not differ significantly from one another in terms of employment turnover. The sample mean score and the population mean score differ significantly from one another. It means that academics at 99% of Afghan public universities struggle with employment turnover. Additionally, the observed discrepancy in the academicians' sample mean scores from Afghan public universities showed that it is not just the result of random error. Therefore, the participant agrees to job turnover. It is highly requested that the Afghan government facilitate the academia and academicians more; otherwise, the coming generation of Afghan youths will face bad consequences.

Keywords: Job turnover intention, Academician, Afghan, Governmental Universities, academic institutions

INTRODUCTION

Organizations and their members are significantly impacted by employee turnover. For instance, it is projected that a university would have to pay five times as much to replace a single faculty member. Given the effects of turnover, a lot of studies have focused on predicting and understanding voluntary turnover among the members of different organizations (Hinsz & Nelson, 1990). Employee turnover is the quantity of departing or being asked to leave employees who are then replaced by new hires (Bhat, 2019).

Chiew et al. (2018) defined "turnover intention" as a person's plan to depart their organization in a specific amount of time. Turnover intention simply considers a particular behavior of interest, not the behavior itself. Several empirical studies support the idea that turnover intention is likely the most important antecedent of turnover decisions, finding that turnover intention is connected with actual turnover. The possibility that a person may quit their current employment is referred to as their "turnover intention." Every firm, regardless of its size, location, or line of business, has always placed a high priority on employees' intentions to leave their jobs (Blete, 2018).

The average annual calculation of employee turnover. Regardless of whether the employees left or were dismissed, their absence hurts the organization's overall output. Employee turnover mostly comes in four forms:

Voluntary turnover: When a worker chooses to leave the company voluntarily, it is considered this sort of turnover. Without any outside pressure, the person decides to leave the company on their own (Bhat, 2019; Blete, 2018). **Involuntary turnover:** This form of turnover occurs when a worker is let go or requested to leave the company for a variety of reasons (Bhat, 2019; Blete, 2018). **Desirable turnover:** When an organization fires or loses failing personnel and replaces them with fresh hires, turnover is regarded as beneficial. Many employees may not like this process, yet it is necessary to maintain the pace inside the company (Bhat, 2019). **Undesirable turnover:** An organization has undesirable turnover when its top performers leave. Some workers

have a greater lasting impression than others, and those are the workers who are challenging to replace (Bhat, 2019).

These were some of the key themes related to turnover: inadequate management, work or family difficulties, the complexity of the work, employment opportunities, and a lack of respect (Mittal et al., 2009). Also, the results of the analysis of the literature show that, from an international perspective, a turnover problem starts when a worker considers leaving his current position due to discontent with the working environment (Suleiman AlBattat & Mat Som, 2013).

Methods for lowering employee turnover are listed below. Choose the appropriate candidates, offer a competitive salary, Reward and acknowledge performers, Create and present a professional path, provide training to employees, provide advantages to employees (Bhat, 2019). Moreover, flexible workplace arrangements lower turnover (Bauer & Bender, 2004). Another study also discovered that factors related to job satisfaction, such as workload, promotion, coworker support, salary, student behavior, and time flexibility, have a significant impact on intentions to leave the job (Abbas & Iqbal, 2020). Similarly, organizational, job, and personal traits all have a similar role in explaining turnover (Koch & Rhodes, 1981). On other hand, the following themes were linked to retention: feeling "called" to serve, patient advocacy, close bonds with residents, spirituality, religion, a refuge from domestic issues, and flexibility. Topics related to retention were distinct from those related to turnover (Mittal et al., 2009).

LITERATURE REVIEW

Two of the elements that can influence a person's intention to leave their employment are their bad attitudes and opinions concerning their work and workplace. Bureaucracy, a high level of job stress, and an unbalanced work-life schedule are other factors that affect academics' intention to leave. The expense of recruiting and training new employees for the university increases when academics leave. The low morale of the professors who stay also has an impact on the university's productivity. Work intensification was found to be positively correlated with turnover intention but adversely correlated with work-life balance. Work-life balance also played a small mediating role in the connection between job intensification and turnover intention, negatively influencing it (Chiew et al., 2018).

The study supports past findings about the connections between work satisfaction, intent to stay, and turnover drivers, and it implies a wider range of turnover factors should be included when seeking to explain variations in actual turnover (Chen et al., 2008). Rathakrishnan et al. (2016) the findings showed that some variables such as work satisfaction, job autonomy, KPI achievability, and remuneration satisfaction explained the intension to leave the job. It is intended that by studying the causes that cause staff resignation, colleges will implement appropriate retention tactics to lower the intention of academics to leave.

Blete (2018) The researcher looked at many empirical studies that examined the connections between organizational climate, leadership styles, remuneration, organizational commitment, organizational justice, organizational culture, job satisfaction, stress, and opportunity (Blete, 2018). According to the study of Joarder (2012) job security, supervisor support, and faculty salary all served as statistically significant indicators of faculty turnover intention. To retain potential professors and decrease the likelihood of turnover, private university administration should place a high priority on this area of human resource practices (compensation, supervisory assistance, and job security). Limitations and ideas for additional research are provided.

Another research argued the affective commitment did have a major role in mediating the association between university employees' intentions to leave their jobs and human resource management practices (HRMPs). These results led us to the conclusion that when university employees believe their employer has good human resource management practices, they will not only become dedicated to the company but also want to stay on as employees for a longer period. Thus, it was advised to university administrators in Uganda and other comparable nations to develop and implement human resource management strategies that not only encourage employee engagement but also improve staff retention (Makerere University, Uganda et al., 2020). Another study's findings indicate a substantial positive correlation between employees' intention to leave their jobs and their job satisfaction. In addition, it demonstrated a strong link between organizational commitment and turnover intention. Moreover, there was a substantial relationship between organizational commitment and employee job satisfaction, and intention to leave (Olawale et al., 2016).

Furthermore, other findings showed that the respondents had poor organizational commitment, were dissatisfied with their work, and some intended to leave the university. They did, however, say that the merger didn't have much of an impact on these outcomes (Masemola, 2011).

The likelihood of academic personnel leaving Madda Walabu University increased by 4.5 times for those who had worked there for five or more years. The likelihood of academic staff members planning to depart is very common, and as a result, Madda Walabu University will have alarmingly high staff turnover. Before this occurs, it is important to put in place staff retention strategies that will enhance the working environment, management, and leadership, as well as compensation strategies that will help to keep senior and accomplished academicians (Ibrahim et al., 2017).

STATEMENT OF THE PROBLEM

As the regime changed there is propaganda that most of the Afghan Academic staff for changing their career, therefore, it is an urgent need to investigate whether the Afghan public academic sector does not support their young generation for human resource change and development. So the researchers decided to clear this phenomenon they portray research at public universities' academicians turnover.

OBJECTIVES OF THE STUDY

1. To differentiate the type of University has an influence on the Job turnover of Afghanistan public universities' academic staff.
2. To understand the difference between the Afghan public universities' academician sample mean score and the population mean score midpoint.

HYPOTHESIS

H₁: The type of University has a significant influence on the Job turnover of Afghanistan public universities' academic staff.

H₂: There is a significant difference between the Afghan public universities' academician sample mean score and their population mean score midpoint.

METHODOLOGY

The procedure for gathering data involves distributing a survey through a Google Form to Facebook groups and popular WhatsApp groups. With the use of consent forms, quick and efficient data distribution and collection were made possible by the use of social media groups and online Google Forms. 134 professors at public universities in Afghanistan provided the data.

RESEARCH TOOL

This data collection questionnaire was developed by the researchers to detect and answer the objectives of the study. The questionnaire was designed to achieve the research's objectives and was composed of closed-ended questions, meaning that participants were asked to select from a pre-determined set of response options. The questionnaire consisted of several parts, including a consent form, demographic information, and questions specifically aimed at detecting the research's goals. The use of closed-ended questions allows for easier and more efficient data analysis, and the inclusion of a consent form and demographic information helps to contextualize and understand the responses provided by the participants. The questions varied from strongly disagree, disagree, neutral, agree, and strongly agree on the Likert scale. The mean score of 1 means that participants strongly disagree with job turnover, in other words, no job turnover; the mean score of 10 means that participants are neutral, in other words, participants have not decided; and the 20-point mean score means that participants strongly agree with the decision of job turnover. The population mean score was selected as 10 because, on the Likert scale, it ranged from one to five, and the overall questionnaire had four items. Therefore, the minimum point of the population mean was one, and the maximum was 20. Hence, the midpoint was 10, which means the participants have not decided yet. The questions were vis-a-vis:

"1. Have you considered leaving your position teaching at the university? 2. Do you skim the job description, looking for other openings? 3. Do you consider launching your own company? 4. Do you have aspirations of finding different works that will better suit your personal needs?"

When the Cronbach Alpha was examined, it showed the reliability of the turnover scale. It was 0.869 with four items. On another hand, the validity was also examined. The content validity was checked by the academicians; it had content validity. Furthermore, Convergent validity was also established it was 0.847.

Besides, normalcy was also checked. It was large data and data were normally distributed. There was no outlier, and all data was under the normal curve. Furthermore, the Kolmogorov-Smirnov test showed a significant. Kolmogorov-Smirnov (134) = 0.965, $p < 0.05$. Therefore, the parametric test could be applied for further analysis.

DATA COLLECTION AND SAMPLING

Primary data is information that is gathered for a particular purpose firsthand, directly from the source. In this scenario, 134 participants from four public universities in Afghanistan provided the primary data via an online Google Form. Online forms are a practical and economical way to gather primary data since they give the researcher quick and easy access to a huge number of people. Additionally, online forms were created to be simple to use and accessible, increasing the likelihood that respondents will finish the survey. Additionally, using online forms reduces the need for manual data entry, lowering the possibility of errors and facilitating quicker analysis of the outcomes.

Convenience sampling, a non-random sampling technique that chooses participants based on their availability and willingness to participate, was used to collect the sample. The convenience sample made sure that the data was gathered from participants who were readily available and willing to participate in the survey, and the usage of online Google Forms made it possible to quickly and effectively collect data from the sample's participants.

DATA ANALYSIS TOOL

Excel and SPSS were used to analyze the data using one-way ANOVA and descriptive statistics. A statistical technique known as one-way analysis of variance (ANOVA) is used to compare the means of three or more independent samples. It is used to assess if the sample means differ significantly from one another.

RESULT

The result of the data had two parts descriptive and inferential statistics.

Table 1

The descriptive statistics of universities' participants with gender and educational qualification							
University Name	Educational Background						Total
	bachelor		master		PhD		
	male	female	male	female	male	female	
Nangarhar University	8	0	29	0	10	0	47
Paktia University	6	0	16	0	8	0	30
Kandahar University	4	0	24	0	6	0	34
Parwan University	0	0	14	4	5	0	23
Total	18	0	83	4	29	0	134

Table 1 depicted the demographic statistic of the four universities' participants with their gender and educational qualification. There were 134 participants from both genders with 130 male and 4 female. Nangarhar university participants were 47, Paktia University participants were 30, Kandahar university participants 34, and Parwan University participants 23.

Table 2

Descriptive statistics of participants' Age						
N	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
134	33.66	33.5	32	3.987	25	45

Table 2 showed the demographic statistics of the participants' age. This study had 134 participants with a mean age of 33.66 years, median age was 33.5, and the most repeated age of the mode was 32, with a standard deviation of 3.987. furthermore, the young participants' age was 25 the oldest participants' age was 45 with 20 years of range.

Table 3

Descriptive statistics of the universities' participants turnover scale			
University Name	Number of participants	Mean score of turnover	SD of turnover
Nangarhar University	47	12.13	3.65
Paktia University	30	12.00	3.97
Kandahar University	34	13.59	4.32
Parwan University	23	12.96	4.05
Total	134	12.61	3.98

Table 3 explained the descriptive statistics of the university participants' job turnover scale. Overall, there were 134 participants from four public universities in Afghanistan and the mean score of the job turnover was 12.61 with a 3.98 standard deviation.

Table 4

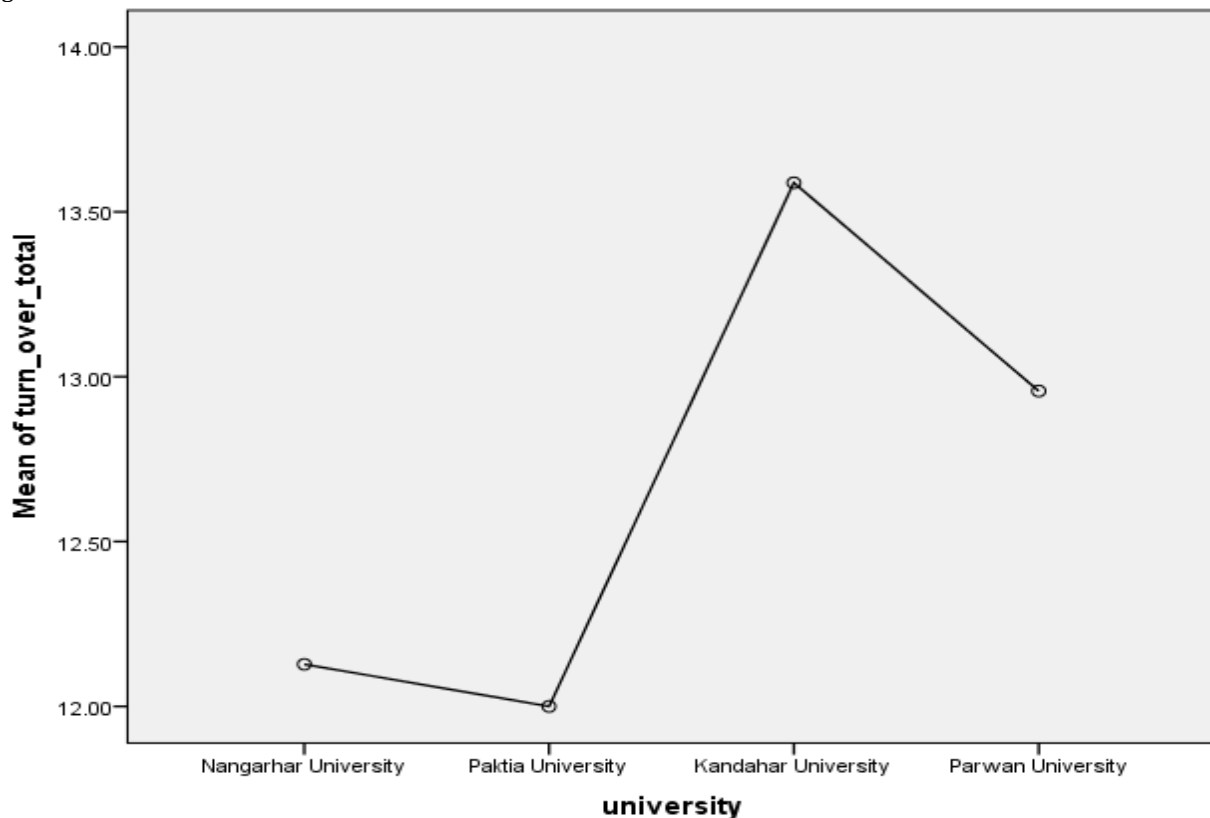
One way ANOVA of the universities' participants turnover scale					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	57.395	3	19.132	1.217	.306
Within Groups	2044.426	130	15.726		
Total	2101.821	133			

Table 4 depicts, a one-way ANOVA conducted to compare the effect of Universities (Nangarhar University, Paktia University, Kandahar University, and Parwan University) conditions with the turnover scale. The analysis showed that there is no significant effect of Universities' turnover at the $p > 0.05$ level for the four conditions [$F(3, 133) = 1.217, p = 0.306$]. In other words, the Type Universities did not have significant differences through turnover scale.

H₁: The type of University has a significant influence on the Job turnover of Afghanistan public universities' academic staff.

The H₁ hypothesis is rejected because there was no significant difference between Types of University turnover. In other words, these results suggest that Nangarhar, Paktia, Kandahar, and Parwan Universities' academic staff did not have significant differences among themselves on the job turnover scale.

Figure 1



The above figure 1 showed the mean difference in job turnover at Afghan public universities. Even though it showed the difference but it is not a statistically significant difference.

Table 5

Descriptive statistics of Afghan academicians' job turnover			
N	Mean	Std. Deviation	Std. Error Mean
134	12.61	3.98	.34

Table 5 showed the descriptive statistics of 134 Afghan academicians' job turnover with a 12.61 sample mean, which means the participants almost, agree to job turnover, and 3.98 standard deviations.

Table 6

One sample t-test of Afghan academicians' job turnover with population mean score 10					
				99% Confidence Interval of the Difference	
t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
-21.51	133	.000	2.61	1.71	3.51

Table 6 depicted the one-sample t-test of Afghan academicians' job turnover with a population mean score of 10. The test proved that there is a significant difference between the sample mean score of 12.61, which means the participants almost, agree to job turnover and the population mean score ($t(133) = -21.51, p < 0.01$) with a 99% confidence interval.

H₂: There is a significant difference between the Afghan public universities' academician sample mean score and their population mean score midpoint.

H₂ is accepted because there is a significant difference between the samples' mean score and the population's midpoint mean score. It means that 99% of the academicians at Afghan public universities are struggling with job turnover. Furthermore, the observed difference is not only because of random error; however, it showed a real difference in Afghan public universities' academician sample mean score also. In other words, the participant agrees to job turnover because the sample mean score is 12.61.

DISCUSSION

The study proved that there was no significant difference between Nangarhar, Paktia, Kandahar, and Parwan Universities' academic staff did not have significant differences among themselves on the job turnover scale. Furthermore, the study also proved that there is a significant difference between the sample's mean score and the population's mean score. It means that 99% of the Afghan public universities are struggling with job turnover. A study proved that as professors depart, the university must spend more money hiring and training replacements. The productivity of the university is also impacted by the low morale of the remaining professors (Chiew et al., 2018). Similar result was retrieved by Joarder (2012) study the each faculty member's salary acted as a statistically significant predictor of the faculty's intention to leave. Private university administration should give this area of human resource practices a high priority to retain potential teachers and lessen the risk of turnover. In addition, employees at Ugandan universities are committed to their studies and wish to continue working for their company for a longer amount of time because they believe their firm has effective human resource management methods (Makerere University, Uganda et al., 2020).

SUMMARY

The research demonstrated that academic personnel at Nangarhar, Paktia, Kandahar, and Parwan Universities did not significantly differ from one another in terms of employment turnover. The research also demonstrated a large discrepancy between the mean scores of the sample and the population. This indicates that job turnover is a problem at 99% of the public universities in Afghanistan; in other words, the participant agrees to job turnover.

SUGGESTIONS

It is highly suggested to the current Government of Afghanistan pay more attention to the Public Universities' academicians because academicians are the core potential who can change the coming generation of human resource change and development. Furthermore, getting and hiring special academicians are very expensive, and time-consuming, and coming younger generation may face bad consequences. Alternatively, other countries are also not providing such potential.

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