

## FACTORS AFFECTING ACADEMIC STAFF TURNOVER INTENTIONS AND THE MODERATING EFFECT OF GENDER

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### ABSTRACT

This study examined determinants of academic staff turnover intentions and the moderating effect of gender in Haramaya University, Ethiopia. It also analyzed differences in the pattern of relationships among the determinants of turnover intention. A survey instrument that included demographic information, measures of role stress (conflict and ambiguity), job satisfaction, organizational commitment and intention to leave was used to collect information from the university's male and female academic staff. Data from 112 respondents, representing a 75% of response rate, were analyzed using ANOVA, Chi square, t-test and regression analysis. Findings show that the levels of role stress and intention to leave is higher among female academic staff. The effect of role stress on job satisfaction and intention to leave is significantly stronger for the female than the male. Moreover, overall satisfaction had a significant effect on the commitment of both female and male academic staff though the effect is higher among female academic staff. Finally, the implications of the finding and suggestions for future research are presented.

**KEYWORDS:** Gender, Role Stress, Job Satisfaction, Organizational Commitment and Intention to Leave

### INTRODUCTION

Turn-over adversely affect organizations' performance. Hatch & Dyer, (2004) in their study that aims to investigate cause of extensive and persistent differences in learning performance, concluded that the performance of an organization with high rate of turnover is lower than its competitors with low turnover rate. Development is also becoming knowledge based that organizations that are able to retain their employees are advantageous; rather than those fail to retain them (Felps, Mitchell, Hekman, Lee, Holtom, & Haraman, 2009). Further, to provide quality services and remain competent, an organization needs to retain its workers. Specifically, a university's future highly depends on the number, quality and effectiveness of its academic staff (Mwadiani, 2002; Pienaar, 2008). The sustainability and quality of any academic institution also depends on the quality, intellectual and creative abilities and commitments of its academic staff when compared to other organizations (Ng'ethe, Iravo, & Namusonge, 2012). Thus, it is vital for an academic institution to retain its academic staff. Specially, to excell and create diversified academic environment, academic institutions should retain their female academic staff (August & Waltman, 2004). However, studies show that women are hired less frequently and disproportionately into lower academic rank, yet, have higher rates of turnover than men (August & Waltman, 2004).

### Research Problem

The turnover rate of academic staff in Ethiopian universities has been increasing from time to time. This is aggravated by the increase of brain drain. For instance, in the 1960s and 1970s the staff who left their country

returned as soon as they completed their study. However, these days only few return to serve their institution (Semela, 2011). Besides, University Worldwide New in its 17 January, 2010 Issue No. 45 reported that “too many of the best and brightest academic and administrative staff in Ethiopia are on the move”.

Haramaya University is one of the oldest public universities and strives to be among the leading universities recognized nationally and internationally for excellence in learning, teaching, research and community engagement (HU BSC document, 2013). Great efforts are being made to produce qualified and successful graduates. However, the number of staff leaving the university has been increasing from time to time, Especially, the number of women academic staff leaving the university is higher compared to the men. These turnover problems lead to most of the departments becoming understaffed.

At the same time it creates the under representation of women academic staff at the higher academic rank and managerial positions. These actual problems of the university triggered the researcher’s interest to assess its academic staff (female and male) turnover intention and determinants. Additionally, the study attempts to examine the relationships among the study variables and to identify any significant differences between men and women academic staff. Specifically, the study aims to investigate whether there are differences in the pattern of relationships in the determinants of turnover intentions among men and women academic staff.

## LITERATURE REVIEW

Determinants of turnover intentions can be understood from the association between job satisfaction, and organizational commitment (Okpara, Squillace, & Erondu, 2005). On this study, the model proposed and tested to analyze the determinants of turnover intention by Igbaria & Guimaraes, (1999) was used and modified to suit our understanding in this study from gender perspectives.

There are two components in the model: the first is role stressor which is resulting from indistinct expectations (role ambiguity) and mismatched expectations (role conflict) (Kim, Murrmann, & Lee, 2009). Role ambiguity refers to the extent to which an employee lacks apparent information concerning the expectations related with the role, techniques of satisfying recognized role expectation, and/or the consequences of role performance. Role conflict is inappropriateness and strangeness in the expectations linked with a given job role wherein the demands in one domain are likely to limit or avert the accomplishment in the other. It also refers to the incidence of two or more sets of pressure at the same time that fulfillment of one hinders the fulfillment of the other. (Greenhaus & Beutell, 1985)

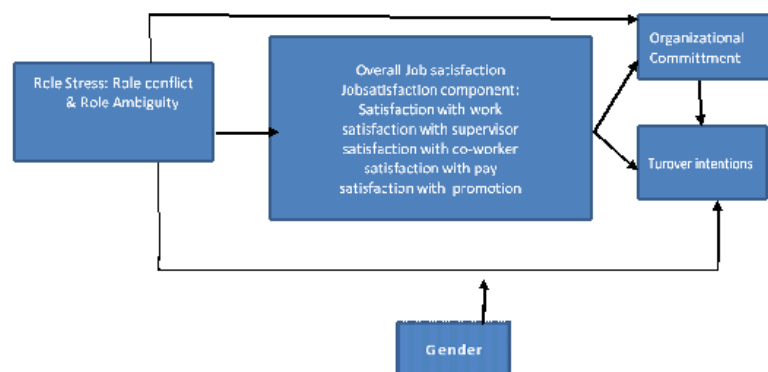


Figure 1: Research Model

The second component of the model is career success outcomes, including job satisfaction, organizational commitment, and turnover intention. Job satisfaction deals with emotional response of a person to different aspects of the job and job experience. Organizational commitments reveal individual's assessment of the organization as a whole, and includes a strong conviction in and taking of the organization's goals and values, readiness to exert substantial effort on the organization, and a strong aspiration to preserve connection within the organization (O' Reily & Chatman, 1986; Allen & Meyer, 1990). There are three components of organizational commitment suggested by Allen and Meyer (1990). These are (1), affective commitment refers to employees' emotional attachment to, identification with and involvement with the organization; (2) continuance commitment is based on the costs that employees associate with leaving the organization; (3) normative commitment refers to employees' feelings of obligation to remain with the organization. Intention to leave is a person's perceived probability that he/she will be continuing or leaving the employer's organization (Igarria & Guimaraes, 1999).

From the previous studies (e. g. Bedeian, & Armenakis, 1981; Brooke; Igarria, & Greenhaus, 1992; Van Sell, Brief, Schuler, 1994; Russell & Price, 1988; Kim, Murrmann, & Lee, 2009), it can be inferred that role stressors are negatively associated with job satisfaction and organizational commitment that lead to intention to leave.

That is, a person with inadequate information to carry out job, indistinct expectations of peers, ambiguity of performance assessment techniques, extreme job pressure, and lack of clarity on the agreement of job purpose or responsibilities among peers, supervisors, and customers, employees may make the person feel unsatisfied with the job, less committed to the organization, and exhibit a bigger tendency to leave the organization.

### **Role Stress and Gender**

Women are inclined to take direct and positive actions to deal with problems than men (Fielden and Davidson, 2001); as a result they are more likely to use direct action to deal with stress through working longer and harder (Gianakos, 2001). Findings also show that women encounter more job-related stress than men and are frequently engaged in lower status and low paid jobs that require a lower level of qualification (Nelson & Burke, 2002). In addition, women also deal with additional stressors such as work-family conflict that result in a heavier total workload for women. However, after performing Meta-analysis on 15 studies that examined gender differences in occupational stress, O'Leary, (1989) reported that there are no gender differences in experienced and perceived work stress.

Based on the arguments from the literatures, the researchers propose that: **HI: Female academic staff have different role-stressors level than male academic staff.**

### **Gender and Job Satisfaction**

There are several studies conducted on gender and job satisfaction but the outcome of these studies are contradictory (Oshagbemi, 2000). Some studies found that women are more satisfied than men; others found that men are more satisfied; and most studies reported that there are no significant differences between men and women in relation to job satisfaction (Oshagbemi, 2000). For instance, some studies (e.g. Clark's, 1997; Sloane and Williams, 2000) found that although women's earning is lower and opportunity for promotion is lower when compared to men's, they are more satisfied and this could be due to their lower expectation.

In line with, Glenn and Weaver, (1982) who argued that because of their expectation, educated employees reports higher dissatisfaction with a given job than that of the less educated employees on the same job.

Those studies that argue there is gender based differences on job satisfaction level, indicate that women and men have different levels of expectation in their work; different criteria for assessing of work and use of opportunities, as a result career is a key for men rather than for women (Kim, et al, 2009).

According to Kim, et al, (2009), the satisfaction of women employee depends on the interaction with others; thus, women are more satisfied when they have interaction with individuals who appreciate their roles in the organization, and on the contrary, men are satisfied when others' value their achievement. Besides, Okpara et al, (2005) concluded that women academic staff are more satisfied by their relationship with co-workers and job than men and less satisfied by promotion, pay and supervisorship compared to men. Further, studies depicted that feeling of belongingness is vital for satisfaction (August & Waltman, 2004). In line with this, research findings indicate that women academic staff often consider their working environment as challenging; feeling of being isolated, differently treated and getting less support and approval (August & Waltman, 2004). Even if such unpleasant and unsupportive situation be experienced by male staff, women are observed to perceive them more pervasively (August & Waltman, 2004). Besides, research indicates that women are likely to be dissatisfied with their supervisor than men (August & Waltman, 2004). However, using a t-test mean comparison, Gumbang, Suki, & Suki, (2010), identified that there is no gender based differences of job satisfaction. In their study conducted on 308 instructors (116 female and 192 male) with various titles working at different Universities, Yazici & Altun, (2013) also show that there was no significant difference between male and female instructors' scores on job satisfaction.

Based on the arguments from the literatures, the researchers propose that: **H2: Female academic staffs have different job-satisfaction level than male academic staff.**

### **Gender and the Effect of Role Stress on Job Satisfaction**

The formation of gender role identities and expectations at early age influences expected gender based behavior as adults (Sax & Harper, 2007). Thus, gender based expectations associated to women may adversely influence their feelings of job satisfaction. Research indicates that the effect of role stress on job satisfaction differ across gender (Karatepe, Yavas, Babakus, & Avci, 2006; Kim, Murrmann, & Lee, 2009). For instance, Kim et al, (2009) used 320 respondents from employees of hotel in the Republic of Korea and found that women's job satisfaction is strongly affected by role stress compared to men's job satisfaction. In addition, women exhibit social oriented communal manner that the effect of roles stress on their job satisfaction is different from men (Kim, Murrmann, & Lee, 2009). Additionally, Karatepe, et al, (2006) indentified that there are gender based differences of role conflict and job satisfaction in the banking industry.

Boles, Wood, & Johnson, (2003) show that the effect of role stress job satisfaction is negative for both men and women; but satisfaction with work and coworkers is negative among men employees.

Women are more likely to be dissatisfied with their job than men except that the role expectations are visibly specified to them (Kim, et al, (2009). Further Sax & Harper, (2007) reported that women tend to have feelings of being overwhelmed which may negatively affect their job satisfaction.

Based on the arguments from the literatures, the researchers propose that: **H3: The effect of role stress on job satisfaction is different for female and male academic staff.**

### **Gender, Organizational Commitment and Intention to Leave**

There are differences in terms of the gender based organizational commitments among opinions of different authors. For instance, Aranya, Kushmir, and Valency (1986) with a sample of 1,040 (1000 men and 40 women) Canadian Charter Accountants and Dodd-McCue and Wright, (1996) found that men are more committed to their organization than women.

On the other hand, Matthieu and Zajec, (1990) in their meta-analysis of reviewed 14 studies involving gender and organizational commitment, indicated that women are more committed than men to their organization. In addition, by studying career commitment and job performance of 140 (67 women and 73 men) employees from two different companies, Afolabi, Obude, Okediji, & Ezeh (2008) found that women exhibited higher level of career commitment and job performance compared to men.

Khalili & Asmawi, (2012) stated that gender is indicated in two ways in the organizational commitment studies: the job model and gender model. In the job model approach work attitudes of men and women extended in similar ways. However, the gender model revealed that "women accept family roles as a chief source of their identity and fulfillment, leading to a different orientation to work for men, for whom work is paramount."

Then by using organizational commitment scale developed by Allen and Meyer (1990), Khalili & Asmawi, (2012) they identified that there are no gender differences in organizational commitment but the level of normative commitment is stronger among women than men. Further, using job model approach, Kushman (1992) found that there is no statistical significant differences between men's and women's organizational commitment in the 63 schools of the sample. On the contrary, Gumbang & Suki, (2010), in their study at university of Malaysia Sabah, Labuan International, identified that there is gender based difference in organizational commitment. On the other hand, Greenhaus & Beutell, (1985) argue that women are traditionally expected to fulfill family demands and when they face conflict between family and their organization, less commitment to their organization is expected than men.

Based on the arguments from the literatures, the researchers propose that: **H4: There will be gender based differences of organizational commitment level among female and male academic staff.**

### **Intention to Leave and Gender**

Studies depict that gender influence turnover through factors such as teaching and research productivity, tenure status, and job satisfaction, as a result the outcome investigations on gender and turnover have not been consistent (Xu, 2008).

Regardless of the inconsistency among the studies, empirical outcome confirms that there is a gender link up with many professional variables (Perna, 2005).

For instance, in most of the conditions women academic staff are at lower academic rank, get lower salaries, heavy teaching load, have lesser research support and work more in committees than men staff and these may lead to the dissatisfaction of women and then increase the intention to leave (August and Waltman, 2004).

Based on the arguments from the literatures, the researchers propose that: **H5: There will be gender based differences of Intention to leave among female and male academic staff.**

Further, role stressors and job satisfaction are major determinants of organizational commitment and turnover intention and that organizational commitment plays a major role in explaining turnover intentions. However, men and women may have a different level of role stressors, job satisfaction, and organizational commitment. Thus, based on the arguments from the literatures, the researchers propose that: **H6: The pattern of relationship of the antecedents of organizational commitment and turnover intention differ among female and male academic staff.**

## METHODOLOGY

The data for the study draws on survey conducted in Haramaya University from February 2013 to May, 2014. Out of the one hundred fifty questionnaires distributed to 100 male and 50 female academic staff, one hundred twelve were returned. The selection was random for male academic staff and the entire population for female academic staff.

### Sample Description

Of the 112 respondents, 38 (34%) were female 74 (66%) were male. The age of the participants ranged from 23 to 48, with an average of 30 years. The educational levels of the participants were: BA/B. Sc is 27 (24 percent), MA/M. Sc is 77 (68 percent), and Ph. D is 9 (8 percent). In terms of education level out of the 77 respondents of MA/M. Sc holders, 49 were male and 28 were female. At the Phd level, only one of the respondents was female and the rest were male; this is also the only female Ph. D holder in the university. Four (6%) of the respondents' academic rank is Technical Assistant (TA), 23 (21%) were graduate assistants, 74 (66%) were lecturers, 9 (8%) were assistant professors and 2 (2%) were associate professors.

In terms of gender, majority of male and female respondents were lecturers, 46 (41%) and 28 (25%), respectively. Only one female respondent was assistant professor and none of the female respondents were associate professors. As the entire female academic staff were considered for the survey questionnaire, all demographic variables' and figures related to female respondent can fully represent female academic staff's situation in the university.

Although the university is 60 years old, the experiences of the participants ranged from 1 to 14, with an average experience of 5 years. This may imply the seriousness of staff turnover problem in the university. Of the respondents 57 (49%) were single and 52 were married. Majority of the female respondents, 26 (68%), were single.

## Measures

### Demographic Variables

The analysis included six demographic variables: gender, age, and education, academic rank, working experience in the university, college they work in and marital status. Gender was coded (1 = female; 0 = male), Age and working experience were measured in years. Education consisted of three levels from (1) BA degree to (3) Ph.D degree. Marital status was assessed with a fixed-response item (1 = single; 2=married; 3= divorced; 4= widowed).

In addition to demographic variables, several multiple-item measures were used to operationalize the antecedents of turn-over intentions. These are:

### **Role Stressors**

To measure role stressors, role ambiguity and role conflict scales developed by Rizzo, House, and Lirtzman (1970) were used. "I have enough time to complete my work"; "I have clear, planned goals and objectives for my job". The response to each items was scored using a five-point scale ranging from 1 = "strongly disagree" to 5 = "strongly agree." The responses were averaged across relevant items.

The greater the score indicates the greater the perceived stress. The internal consistency reliability (Cronbach's alpha) of the measures of the role ambiguity was 0.65 and the role conflict was 0.75.

### **Job Satisfaction**

Satisfaction was assessed through the Job Descriptive Index (JDI) developed by Bowling Green State University (BGSU), (2009 Revision). The JDI was selected because it is mostly used by many investigators Igbaria & Guimaraes, (1999). The BGSU's JDI measures satisfaction with six aspect of the job: People on in present Job, Job in General, Work on present Job, Pay, Opportunities for Promotion and Supervision. The three-point JDI responses were defined so that a negative response ("yes" to a negative item or "no" to a positive item) was scored 0, "I don't know" response ("?" ) was scored 2 and a positive response was scored 3.

The coefficients of reliability (Cronbaeh's alpha) for each of the five subscales are: People in present Job (a = 0.70), Job in General (a = 0.75), work (a = 0.71), pay (a = 0.74), and promotion (a = 0.68).

### **Organizational Commitment**

Organizational commitment is a force that binds an individual to an organization of relevance to one or more targets. To measure the academic staff's identification with the university and the desire to maintain their membership, Meyer and Allen Model of Organizational Commitment revised scale Items developed by Jaros, (2007) were used. Some of the items are; "I am loyal to this university because I have invested a lot in it"; "I am loyal to this university because my values are largely its values", and "I feel it is 'morally correct' to dedicate myself to this university". The response options to the items ranged from 1 = strongly disagree to 5 = strongly agree. The reliability and validity of the nine-item version have been found acceptable. The items were recorded such that high scores reflected more commitment to the organization. The reliability coefficient (alpha) for this scale was 0.84.

### **Intention to Leave**

Intention was measured via three items scale used by Maxwell K. Hsua, (2003), to assess employee's intent to leave. "I think a lot about leaving this organization"; "I am actively searching for an acceptable alternative to this organization"; and "when I can, I will leave the organization". Respondents were asked to indicate their opinion with each statement on a five point Likert scale ranging from I = strongly disagree to 5 = strongly agree. The three items were summed and averaged to form the intention to leave index (Cronbach's alpha coefficient = 0.88).

### **Data Analysis**

Analysis of variance (ANOVA) and chi-square procedures were conducted to test whether female and male academic staffs differed in their demographic characteristics. Chi-square tests of independence were used to determine whether the nominal demographic variables (academic rank, education, marital status) were systematically associated with

gender. The result (Pearson  $\chi^2(2) = 32.0610$  Pr = 0.000) and (Pearson  $\chi^2(4) = 35.7647$  Pr = 0.000) show that there is significant difference between the education level and academic rank of male and female academic staff in the university, respectively. ANOVA was also used to test whether working experience associate with gender. The results show that there is no significant difference in experience. Therefore, it became necessary to control for education level, academic rank and education in all analyses to ensure that conclusions regarding gender differences were not cofounded by differences in demographic variables.

To analyze the gender based differences in the level of role stress, job satisfaction, organizational commitment and intention to leave independent *t*-test was used. The hypothesized moderator effects of gender on the relationships between role stressors and job satisfaction, organizational commitment, and turnover intentions were tested by using separate regression equations for both female and male academic staff. This is mainly because moderated regression analysis assumes symmetrical and uniform changes in the relationship between the independent and dependent variables. And subgroup analysis facilitates interpretation of interaction and nonlinear effects (Igarria & Guimaraes, 1999).

## RESULTS

As indicated in the table 1 below, overall, female academic staff were significantly higher along the two role stressors, more satisfied with co-workers and promotion opportunity, less satisfied with supervisor and higher level of intention to leave compared to male academic staff in the university. Nonetheless, there are no significant differences in the overall satisfaction between female and male academic staff. Both male and female academic staff tend to be less satisfied in the university. Moreover, there are no significant differences between male and female academic staff in their level of commitment in the university; both tend to be medium in their level of commitment.

Once the differences among female and male academic staff are found along most of the study variables, the test of the hypotheses was conducted separately for each group. This enabled assessment of possible differences in the pattern of relationships among the variables across the groups.

The results showing the effects of role stressors on the components of job satisfaction and overall satisfaction are presented in Table 2. The determinants of organizational commitment and turnover intentions are presented in Table 3 and 4, respectively.

The results in Table 2 show that role stress explains significant variation in the five components of job satisfaction and overall satisfaction for female academic staff and two of job satisfaction components: work and supervisor and overall satisfaction for male academic staff. The amount of variance explained in overall satisfaction and its components differed for female academic staff and male academic staff. For female academic staff, role stressors explained 17 percent, 29 percent, 21 percent, 22 percent, 17 percent, and 20 percent of the variance in the five components of job satisfaction (such as co-worker, general job, work, promotion, and supervisor) and overall satisfaction, respectively. For male academic staff, the role stressors showed 10 percent, 17 percent, and 10percent of the variance of satisfaction with co-worker, supervisor, and overall satisfaction, respectively.

The standardized regression coefficients reported in Table 2 demonstrated that, for female academic staff, role ambiguity had significant effects on satisfaction with general job, work, promotion and supervisor.



For male academic staff, it showed insignificant effects for the satisfaction with promotion, supervisor and over all satisfactions. Furthermore, role conflict had significant effect on satisfaction with co-workers, general job, promotion, and the overall satisfaction among female academic staff. But the role conflict showed only significant effects on the overall satisfaction level for male academic staff. The data also showed significant differences in the effects of role ambiguity on satisfaction with promotion, supervisor, and the overall satisfaction among female academic staff and male academic staff. However, the coefficients showed that role ambiguity had stronger negative effects on those variables among female academic staff than among male academic staff. Besides, it illustrated that role conflict affects satisfaction with supervisor for both female and male academic staff in the university though the role conflict had stronger negative effects on satisfaction with supervisor among female academic staff than the male staff.

The results pertaining to the relationships of the predictors of organizational commitment are presented in the table 3 below. Job satisfaction had a significant effect on commitment among male academic staff than among female academic staff, The data further showed that, while role conflict had a significant negative effect on organizational commitment among the female academic staff, it had no significant effect on commitment for the male academic staff. The study variables explained 72.67 percent and 44.63 percent of the variance in organizational commitment for female academic staff and male academic staff, respectively.

Table 4 reports the results related to the effect of role stress, overall job satisfaction, and organizational commitment on female and male academic staff's turnover intentions. Turnover intention among female academic staff was significantly affected by the role conflict and overall satisfaction. On the other hand, the turnover intentions among the male academic staff was influenced by organizational commitment and overall satisfaction level. However, the effect of the overall satisfaction on the intention to leave is stronger among the female academic staff compared to the male. Slightly higher than fifty seven percent (57.44%) and 23.79% of the variance in turnover intentions are explained by the independent variables for female academic staff and male academic staff, respectively.

**Table 1: Analysis of Average Responses of Male and Female Academic Staff among the Main Study Variables**

	Female			Male			t	df
	M	SD	n	M	SD	n		
Role conflict	3.04386	0.3803827	38	2.876752	0.47269	74	2.0225*	90.1991
Role Ambiguity	3.176692	0.4364579	38	2.792616	0.536664	74	4.07*	89.4318
Satisfaction with co-workers	1.387812	0.5853674	38	0.973671	0.59106	74	3.5333*	75.4082
Satisfaction with general job	1.307018	0.670999	38	1.364865	0.593319	74	-0.4489	67.186
Satisfaction with work	1.171053	0.6762797	38	1.133634	0.616307	74	0.2856	68.934
Satisfaction with pay	0.266082	0.4603313	38	0.336336	0.505667	74	-0.7392	81.2482
satisfaction with promotion	0.935673	0.7147951	38	0.651652	0.683037	74	2.021*	71.8289
Satisfaction with supervisor	1.143275	0.5757054	38	1.439906	0.521571	74	2.664*	68.5869
Overall satisfaction level	1.035152	0.4727884	38	0.983344	0.369028	74	0.5895	60.7582
Organizational Commitment	2.836257	0.8265436	38	2.956456	0.838531	74	-0.7251	75.7245
Intention to leave	4.210526	1.09988	38	3.54955	1.059037	74	3.0491*	72.3095

\*p < 0.05.

**Table 2: Predictors of Job Satisfaction Components for Female and Male Academic Staff**

Independent Variables	Satisfaction with Coworkers		Satisfaction with the General Job			
	Female	Male	Female	Male		
Role conflict	*0.6371948	-0.146151	* <sub>-</sub> 0.7202936	0.0422		
Role-ambiguity	-0.1116716	*0.3731355	*0.5019345	-0.049		
R2	17*	*10	*29			
Independent Variables	Satisfaction with Wok		Satisfaction with Pay			
	Female	Male	Female	Male		
Role conflict	-0.2310495	-0.069829	0.1150241	0.0998		
Role-ambiguity	* <sub>-</sub> .6990163	0.0536552	0.0280318	-0.217		
R2	*21					
Independent Variables	Satisfaction with Promotion		Satisfaction with Supervisor		Overall Satisfaction	
	Female	Male	Female	Male	Female	Male
Role conflict	*0.4102855	0.1503275	* <sub>-</sub> .4603878	* <sub>-</sub> 0.3297703	* <sub>-</sub> 0.4663258	-0.0573144
Role-ambiguity	*0.0274985	*0.0029299	*.3567087	*.1034667	*0.3615641	*0.0148974
R2	*22	2	*17	*10	*20	*10

\*p &lt; 0.05.

**Table 3: Predictors of Organizational Commitment for Female and Male Academic Staff**

Independent Variables	Organizational Commitment	
	Female	Male
Role conflict	*-0.1313331	0.3384804
Role ambiguity	0.580613	0.1716609
Overall satisfaction	*1.274392	*1.460582
R2	*72.67	*44.63

**Table 4: Predictors of Turn-Over Intentions for Female and Male Academic Staff**

Independent Variables	Turn-over Intention	
	Female	Male
Organizational commitment	0.0588439	*-0.4478244
Role conflict	*1.356046	-0.0092138
Role ambiguity	-0.1653846	0.4422451
Overall satisfaction	*-1.140351	*-0.659149
R2	*57.49	*30.75

## CONCLUSIONS AND IMPLICATIONS

This study has examined gender differences in the predictors of academic staff organizational commitment and intention to leave in the Haramaya University, Ethiopia. The data for the study draws on survey conducted among 112 female (38) and male (74) academic staffs from February to May, 2014. The data were analyzed by using ANOVA, chi-square, t-test and liner regression analysis. The result indicates that the level of role stress is higher among the female

academic staff when compared to the male. The level of satisfaction of the female academic staff in the relationship with coworkers and promotion opportunity also is higher when compared to male. Nonetheless, female academic staff are less satisfied with their supervisors as compared to their male counterparts. In the overall satisfaction level, however, there are no significant differences between female and male academic staff; both tend to be less satisfied. On the other hand, the level of commitment in the University is medium for both female and male staff. Moreover, the intention to leave the university is higher among the female academic staff than in the male staff.

With regard to the relationship among the determinants of organizational commitment and intention to leave, the study result suggests that overall satisfaction had a significant effect on the commitment of both female and male academic staff, but the effect is higher among female academic staff. Further, the role conflict had a significant negative effect on organizational commitment among the female academic staff; it had no significant effect on commitment for the male academic staff. Moreover, role conflict affects female academic staff's intention to leave, but does not have significant effect on the male staff's intention to leave. Although overall satisfaction has significant effect on the intention to leave among both female and male academic staff's intention to leave, the effect is stronger among the female staff.

Since staff turnover is becoming increasingly a burning issue in Ethiopian higher institutions in general and Haramaya University in particular, the results may provide insights for dealing with staff turnover issues in a gender sensitive manner because the results from this study do not show equivalent outcome. For instance, the level of role stress is higher among the female academic staff and has significant effect on the majority of job satisfaction components for female staff. Besides, intention to leave is higher among female staff, and significantly affected by role conflict in addition to the overall satisfaction. The researchers based on the findings propose that staff retention techniques in the university should be developed by considering the differences in the need and interest among female and male academic staff.

### Limitations and Future Research

The researchers recognize that the study has limitations that open up the opportunity for further studies. One of the limitations is generalizability as it is based on the conveniently selected sample of university's staff. Duplication would be necessary for the projected conceptual framework in different Ethiopian universities. Since all items were assessed using a common instrument administered to respondents at one point in time, methodological bias would also be a limitation. Even if the researcher tried to be clear and used unambiguous language in the measures of the constructs, it is recommended for future research to collect data in different time periods to avoid common method effects. At the same time to reduce the self-report bias, future research needs to employ qualitative approach such as in depth interview to examine the extent of role stress and job satisfaction in terms of gender as well as their effect on commitment and intention to leave.

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