

The Effect of Academic Staff Retention in case of Jig-Jiga University, Somali Regional State, Ethiopia

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Abstract

The purpose of the study was to identify factors influencing academic staff retention in case of Jigjiga University. Jijiga University in Ethiopia are operating in a highly competitive environment and one of the challenges that face is employee retention, the core academic staff. This has been occasioned by globalization which has intensified competition and the mobility of highly skilled employees yet the university depend on these staff for success and stability. Especially the objective of the study was to identify whether extrinsic factors and intrinsic factors influenced retention of academic staff. To achieve the above objective, the study was conducted using survey and explanatory research design. The total population of the academic staff in Jigjiga University covered by the study was 843. Stratified random sampling was used in the first stage to insure all subgroups were represented. The second stage were employed simple random sampling and a total of 80 respondents were sampled from the study in Jigjiga University. Data was collected using questionnaire which had both closed- ended (Likert type scale 1-5) and open ended questions. Academic Program and promotion director in charge of administration of the university were interviewed in order to get in-depth information on retention. Data was analyzed using SPSS version 20 descriptive statics such as mean and standard deviation. Inferential statics included correlation and multiple regressions were used. Qualitative data was put into categories based on themes that was aligned in to research objectives and was integrated of discussion and findings. The study revealed that leadership style positively influenced academic staff retention. This study therefore, brought to the fore, the role of leadership and there leadership factors in academic staff retention. The finding also indicated that promotion did not influence academic staff retention in Jigjiga University. The study concluded that in the presence of leadership factors and training remuneration influence academic staff retention

Key Words; Academic staff Retention, Jigjiga University.

1. INTRODUCTION

The most valuable asset available to an organization is its people, thus retention of staff to their jobs is essential for an organization. Indeed there is a paradigm shift from human resource to human capital which consists of the knowledge, skills and abilities of people employed in an organization which is indicative of their value (Armstrong, 2010). When employees leave their jobs, it is often a sign that something is going wrong. Guma (2011) contends that poor job retention along with employees lead to many costs associated with employee turnover which include additional burden on remaining staff, recruitment and training costs, lost productivity, lost clients and loss of intellectual capital. It thus goes with little emphasis that undesirable employee turnover is costly and disruptive, drain resources and can cause inefficiency (Harting, 2008). Despite the aforementioned, the social, economic and political developments in combination with the processes of globalization and the space time compression that has come with the developments in the area of information and communication technologies have contributed towards the flow of highly skilled individuals from one end of the world to the other (Tetty, 2006). Consequently, staff retention has become a challenging phenomenon for both public and private organizations. Universities are no exception to the challenge of staff retention particularly with the core employees, the academic staff, and it is obvious that these institutions will be increasingly obliged to make retention of the academics a strategy priority (Pienearet *al.*, 2008). Indeed, the problem of academic staff retention is global and affects both developing and industrialized countries. A survey of full time faculty members in the US in 2000 showed that more than 40% of them had contemplated changing careers (Surbih, 2013). In study carried out in Australian higher education institutions, 68% of the academic personnel indicated that they wished to leave higher education (Yousaf, 2010). In South African higher education institutions, the problem of staff retention is evident, since available data indicates that a substantial number (between 5% and 18%) of academics staff leave higher education institutions (Pienearet *al.*, 2008).

Locally, Ethiopia is no exception to the phenomenon of academics staff retention which is manifested more in the form internal brain drain. Meskrem (2010), conclude that Addis Ababa University is suffering chronic academic staff attrition to secured better paying job to other sectors. Similarly, a recent study by Abdilahi (2013), shows that the level of academic staff leaves in Jigjiga University is high due to the current existing of motivation and benefit scheme policy. Jigjiga University is guided by statutes and policies for academic staff retention such as devising and implementing various staff benefit, reward and motivation mechanisms (Jigjiga University Strategic plan, 2004-2008 P.48). However the manner in which these policies are implemented has led to academic staff disillusionment. It means that Academic staff retention is a problem for this institution and its solution demands identification of factors that could influence it, if it aspires to be competitive locally and internationally. Thus, this study aims to identify the factors influencing academic staff retention and sought suggestion on academic staff retention strategies that can help Jigjiga University to maintain high academic standard.

The problem of academic staff retention has been a pertinent issue in Jigjiga University. Abdilahi(2013),observe that staff retention of skilled staff such as the academic staff is a challenge to the Jigjiga University. In addition, World Bank (1994)had noted that staff retention in African countries was a

challenge due to poor remuneration and poor working conditions and had recommended development of alternative sources of income to supplement inadequate salaries (Tetty,2009). It is noted that although Jigjiga University has developed alternative sources of funds such as the self-sponsored students that the university generate internal revenue seems not to have reached academic staff as a significant number continue to quit in search of better working conditions. As document analysis by Meskrem (2010) yields an overall turnover rate of 14.5% for academic staff of Addis Ababa University during the four years time (1997-2000EC), for the average total population of the University 1,559 this rate should not be deemed simple. Because the cumulative effect of this turnover would harm the University in the short and long run if it continues in this manner. The University's objective of producing a high caliber work force, the loss of academic staff is too costly, because replacing a single person requires huge cost in terms of time and monetary.

According to (Waswaet *al*,Tetty, 2009; and Kipkebut, 2010) which cited factors such as poor institutional governance, poor remuneration, heavy work load and lack of promotional opportunities as causes of academic staff attrition in higher education. Further Abdulahi (2013), adds an advancement opportunity to higher levels within the organization was considered as one of the most important factors influencing level of intention. However, the staff of Jigjiga University was found less satisfied in chances for promotion or opportunities for personal development such as: a fair chance for promotion and their needs for career development. Ngoma (2010) argues that Universities are not always competing for customers (students) but also for staff. Jigjiga University therefore requires a compelling Employee value proposition and retains the academic staff that is critical source, which can provide competitive advantage. A people centered strategy is an important source of competitive advantage because, unlike technology, cost or new product development, people are difficult to imitate (Dockel, 2003). Some studies have been conducted on "Turnover intentions of Academic staffs in public University". For instance, Solomon, Meskrem, Abdulahi. In association to this study area,

Abdulahi (2013), conducted on study Factors Determining Turnover intentions of Academic staffs and use Jigjiga University as a showcase for Ethiopian university". However, there is no study focused on "Factors that Affect academic Staff's retention in Jigjiga University". Thus, retention strategies can only be formulated with the knowledge of factor influencing retention among this cadre of staff. This empirical research addresses this gap. These factors once identified will help this institution to establish a winning EVP that will enable to become employer of choice. The same study by Abdulahi (2013), establish that the organizational factors that influenced employee turnover intention included characteristics of the job, organizational factors, personal factors (age, gender, marital status, level of educational and job level), working condition, and recognition. Thus, most of these factors that Abdulahi used in his study are not controllable to academic staff retention. Hausknecht *et al*, (2009), note that the vast literature on employee turnover which is aimed at identifying factors that cause employee to quit, much less is known about factor that compel employees to stay. The reasons why people stay are not always the same as the reason why people leave, a fact that is often overlooked. Despite the fore going, there is a dearth of research on retention of academic staff in the Ethiopian context. As such it is important for Jigjiga University to know why academic staff remains in their organizations. The study therefore, sought to establish the

organizational factors that affect academic staff retention in Jigjiga University. However, to come up with the factors, the researcher sought to find out; the influence of leadership style on academic staff retention; how remuneration contribute to academic staff retention; whether training assists academic staff retention; the influence of promotion on academic staff retention and sought suggestion on academic staff retention strategies that can help Jigjiga University to maintain high academic standard and become employer of choice.

As the main objective of this research is to identify factors influencing academic staff retention in the case of Jigjiga University. This was done with a specific objective of To examine the influence of leadership factors on academic staff retention in jigjiga University and to determine the influence of employee benefit package on academic staff retention in jigjiga University and To analyze the effect of training on academic staff retention in jigjiga University and To Measure the effect of promotion on academic staff retention in jigjiga University.

2. THEORTICAL FRAMEWORK

A core belief in Human Resource Management (HRM) is to retain and develop employees to obtain a competitive advantage. Retention of human resource is critically important in organizations and institutions where financial sustainability and survival in a competitive environment depend on the scarce human specialties. The situation is further intensified where the scarce human specialties are rare, or it becomes difficult to obtain and retain these kinds of staffs (Phillips et al. 2003). Organizations, therefore, must continuously discover current retention factors and integrate them in the organization, and this may require critical investigations as (Sutherland, 2004) says that without empirical evidence, it cannot not be known if the current organizational retention strategies are outdated: may have little or no influence on employees' decision to stay with an organization. One of the major reasons why staff retention is important is may be due to the numerous negative outcomes that are associated with labor turnover. These outcomes include high direct and indirect financial costs, decrease in financial sustainability, decrease in productivity, the rendering of service and standards, interruption in workflow, loss of experience and specialist knowledge, an increase in administrative process, decline the organizations' image, interruption in the internal and informal social liaison and communication channels and increased feeling of job dissatisfaction among the staffs (Piennar et al. (2008). Labor turnover, on the other hand, can be an advantage for higher education institutions in that it may save the financial remuneration packages of experienced employees by appointing novices at the lower scale (Rosser, 2004). It is obvious, however, that the disadvantages of increased labor outweigh the advantages. Consequently, it is important that organizations should attempt to retain many employees who want to leave their current organization (Pienaar et al. 2008).

Various studies have identified an array factors that influence employee retention. Chew (2004), in his study on retention of employees in Australian organizations, established that younger employees focused on remuneration, training and development, career advancement, challenging work, growth opportunities and recognition. For older employees, autonomy, opportunities to mentor and job challenge were of great importance. A study by Daly et al. (2006) on turnover intention of academics established that structural factors such as faculty work environment, autonomy, communication, distribute justice and workload

were related to intent to stay. Amutuhaire (2010) in his study of academics in Makerere University established that remuneration and tenure influenced their retention. A study on staff retention in service organizations (Udi, 2010) established that lack of adequate reward and compensation and lack of career development in terms of promotion influenced employees to leave. Kipkebut (2010) in a study on organizational commitment and job satisfaction of employees, established that role conflict, promotional and opportunities were some of the factors that influenced employee intention to quit from the university and hence affected staff retention in Kenya's universities.

It is evident that employee retention, particularly academic staff retention is critically important because the excellence of higher education institutions is the outcomes of the people the institution enlist and retain in its faculties. Contrary to this, a clear picture of determinants influencing academic staff retention has not emerged from previous studies. It is also noted that the studies are inclined towards staff turnover (Rosser, 2004, Johnshrud et al. 2002, Al-Omari et al. 2008). Also, most of the available studies are based on corporate sector. Due to the paucity of research on academic staff retention in Africa, Tettey (2006) recommended institution based studies and surveys in order to develop efficacious strategies for academic staff retention.

Empirical studies (Zhou et al. 2004, Daly and Dee, 2006) employ the model of employee intent to stay that is based on expectancy theory which includes structural, psychological and environmental variables. Structural factors may be a mixture of intrinsic and extrinsic factors, whereas psychological variables include job satisfaction and organizational commitment, and the environmental variables include availability of job opportunities and environmental variables. However, Sutherland (2004) stated that job satisfaction and organizational commitment do not necessarily lead to loyalty, and hence are not indicators of staff retention. Further, these frameworks argue environmental factors such as availability of job opportunities as yet they are beyond the control of employer. Therefore, this study employs intrinsic and extrinsic approach to identify the things Jigjiga University is doing to alter the academic staffs' intention to leave.

The literature review has illustrated that different studies on staff retention have employed different study designs. In the study made on retention of employees in Australian organizations, Chew (2004) used qualitative and quantitative methods. Pienaar et al. (2008) employed longitudinal design to study retention of academics in early career phase in order to determine whether those who had considered leaving the institution indeed did so over a period of time. However, such studies seem not practical, for studies that involve upgrading academic status (Degree, Masters, PhD, etc) that take long time to complete. Tettey (2006, 2009), employed case study method across African countries and analyzed the issues in detail, but it is limited to only one organization. Kipkebut (2010) carried out a cross sectional study using quantitative methods. In her study on organizational commitment in Kenya's universities, she used purposive sampling to identify the public universities for the study, yet purposive sampling is one cause of biases in studies. Udi (2010) undertook quantitative study on staff retention in service organizations which still left out the qualitative aspects; however, are the crucial in retention studies because they give insights into employee opinions and gives room for suggestions. Thus, researcher employed cross

sectional design because of the time requirement, and both quantitative and qualitative methods for data collection and data analysis since these methods reinforce each other.

Research Gaps

From the foregoing literature review, it is noted that most of the studies conducted on staff retention are from other countries. In addition they are based on business oriented environments, and the few studies conducted in higher education in Africa are addressing the issue of brain drain. Also, most of these studies conducted on academic staff retention are case studies. On the other hand, there is no study made on academic staff retention in Ethiopian higher education institutions including Jigjiga University. Tetey (2006) recommended that studies on staff retention shall be carried out by individual University in order to develop effective strategies to address staff retention. It was also noted that apart from going to other countries for employment, there is also local competition of employees between public universities, private universities and the corporate sector, and hence it is the needed to enhance retention for competitiveness.

It is evident that the problem of academic staff retention in Jigjiga University is a prevalent issue. This institution can only achieve its noble goal if it has adequate capacity in terms of human and other resource. In addition, an understanding of staffs' leave or remain in the academic realm would enable this institution to take the proper steps to ensure retention of the best and brightest academic staffs of efforts to create an exceptional faculty (Ssesanga et al., 2005). It would also ensure the quality of work amongst staffs and enable them to compete in the global market. The current research, therefore, is conducted to fill this research gap to know it is manifesting in Jigjiga University.

3. METHODOLOGY

The aim of the study was to identify factors influencing academic staff retention in Jigjiga University and to achieve this, descriptive survey and explanatory research design was employed. Population in this study is the groups from which the sample was taken. The population of the study comprised of the entire academic staff member in Jigjiga University. For this study, the target population comprised all the 843 academic staff teaching in Jigjiga University in April 2015. Stratified random sampling using gender and designation was used in the first stage to ensure representation of the subgroups in the institution. In the second stage simple random sampling was used to arrive at the required sample of the target population which was 80 respondents. The population size of the study is 843, which found within the range of 501-1,200 as Carvalho's sample size determination indicated in table 3.1 above. Thus, taking in to account a small population size, the cost of taking samples and time consuming for large sample size, medium sample size was applied in accordance with the given population size. Therefore, according to Carvlho's sample size determination, the sample size for the study was determined to be 80. This section outlines the methods used to collect primary data which ware; questionnaires and interview. It also indicates the method used secondary data for the study. Since they are mainly the qualitative data, they were converted into quantitative data and they were properly tabulated. All the questionnaires received were reference and items in the questionnaire coded to facilitate data entry. After data cleaning which entailed checking

for errors in entry, descriptive statistics and frequencies was estimated for all variables and information presented in form of frequency tables and graphs. Descriptive statistics were used because it enables the researcher to meaningfully describe distribution of scores or measurements used. It also provided the basic features of data collected on the variable and provided the impetus for further analysis on the data. Further, inferential data analysis was done using Pearson correlation coefficient. Correlation coefficient indicates the relationship between variables, since it does not imply any causal relationship between variables. Further statistical analysis such as regression model was used to help establish specific nature of the relationship. The aim of multiple regression model or leaner regression model was to identify these variables simultaneously associated with a dependant variable and to estimate the separate and distinct influence of each variable on the dependant variable. According to (Tanton, 2007) in many statistical methods in particular parametric measures one presumes a (at least approximate) normal distribution of the variables. Data were analyzed using Statistical Package for Social Sciences (SPSS version 20).

4. RESULTS AND DISCUSSIONS

The qualitative data collected from written responses and interview with the academic program and promotion director of the University was analyzed based on themes and the findings were integrated with the quantitative findings. According to literature reviewed, leaders and their leadership factors can help promote an organization and make it attractive to employees or they can cause high turnover. This over scores the fact that leaders are critically important in staff retention. Therefore, the study sought to find out if the leadership style influences academic staff retention in Jigjiga University. Descriptive analysis showed that respondents are most influenced by the Leadership factors with a mean and standard deviation of 3.952, and 1.89 respectively. In addition 60% indicated that the leadership style commonly practiced in their institution was democratic.

Majority of the respondents 70% were of the opinion that leadership style used by the managers in Jigjiga University influences academic staff retention. About 30% felt that leadership style of the managers did not increase academic staff retention on intent to stay. From the qualitative findings, other issues in regard to leadership included equitable treatment, of regular communication, respond to staff issues promptly and know-how in management skills since they had managerial background. From the correlation analysis the institution leadership factors was positively and significantly related to intention to stay in Jigjiga University. Leadership style also had a strong positive and significant relationship with the independent factors. In the regression model analysis the result indicated that leadership style was positively and significantly related to intention to stay. Therefore, these findings show that the research which sought to examine the influence of leadership style on academic staff retention was achieved because it established that leadership factors influences academic staff retention. It also established through qualitative data that, employees preferred leadership style of Jigjiga University since that leaders was participatory and involves staff in decision making, practices regular communication, responds to staff matters promptly, as well as competent. Competitive and fair remuneration is indicative of the value the employers place on their employees. Also, pay may be one way employee's measure whether the time they spend and the effort they put in working are worthwhile. In Jigjiga University scenario, had seen.

Remuneration aspects include satisfaction with salary whether the salary is competitive and fair, whether it is comparable to similar organizations, or whether the institution provides salary supplements, financial incentives and whether these incentives are fairly awarded. Therefore, this study sought to analyze whether remuneration influences academic staff retention in Jigjiga University. The findings in the descriptive statistics showed that majority of the respondents that respondents are less influenced or disagree by the remuneration in intent to stay with a mean and standard deviation of 2.56, and 1.123 respectively. Majority (61.7 %) had the perception that remuneration is one of the main reasons why academic staff exited from. Correlation analysis in the university indicated that remuneration was positively and significantly related to leadership style, to training and to promotion. Remuneration was positively and less significantly related to intention to Stay.

In the regression analysis, remuneration was found to be a predictor of intention to stay in Jigjiga University. In the regression model analysis for Jigjiga University, the results indicated that remuneration was related to staff retention but the relationship was not significant. Therefore, these findings show that in the presence of leadership style, training and promotion, remuneration influence academic staff retention in Jigjiga University. Although there is literature to show that staff retention influenced by remuneration, these findings were unexpected. The explanation could be found in the commonly held belief that academic staff remained in their institutions even when the remuneration is not adequate and competitive because of their interest and passion for their job. Training is important to the organization as well as to the individual employees. Many of the world's best successful organizations are aware that the provisions they make for training and development activities lie at the heart of their ability to attract and retain the best employees in their organization.

From the employee perspective, training makes employees feel recognized for their strengths and also creates possibilities for developing their careers. Aspects related to training include availability of training opportunities, satisfaction with the training offered by the organization, application of the training policy, comparison of training opportunities with other organizations and satisfaction with training practices.

This study sought to find out whether training influences academic staff retention in Jigjiga University. From the descriptive analysis, that respondents are mostly influenced or satisfied by the staff training in intent to stay with a mean and standard deviation of 3.8, and 1.6879 respectively..

From the qualitative analysis the respondents were satisfied with training offered in their institution and in most of the Jigjiga University study leave was granted in support of training for Master's and Doctorate degrees. However, the academic staffs were unhappy because there was no process of assessing training needs annually and staff appraisal was not linked to training.

The correlation analysis indicated that there was a significant strong positive relationship between training and intention to stay. Training was also strongly correlated with leadership style, with remuneration, and with promotion. From the correlation analysis on the institution, training had a positive significant influence on intention to stay. In the correlation analysis Jigjiga University training had a significant and positive relationship with intention to stay. These findings therefore show that the study which sought to

identify the influence of training on academic staff retention was achieved because it identified the institution influenced intention to stay or academic staff retention. Promotion is viewed as desirable by employees because of the impact it has on pay, authority, responsibility and the ability to influence broader organizational decision making. For the academic staff upward mobility is highly desirable since majorities are career oriented. Therefore, the study sought to find out whether promotion influences academic staff retention in Jigjiga University. From the descriptive analysis, respondents are less influenced by the staff Promotion in intent to stay with a mean and standard deviation of 3.25, and 1.32579 respectively. The correlation analysis showed that promotion was not significant and weak correlated to intention to stay in Jigjiga University.

5. CONCLUSION

The study set out to identify the factors influencing academic staff retention in Jigjiga University. The study generally concluded that a mixture of intrinsic and extrinsic variables influence intention to stay of academic staff as exemplified by leadership factors which is an extrinsic variable and promotion as intrinsic variable which were identified as predictors of academic staff retention. The study further concluded that current trends such as employer branding, employee value proposition and employer of choice have not been well embraced Jigjiga University.

Based on the findings of this study, this research concluded that leadership style influences academic staff retention in Jigjiga University. There was a direct relationship between leadership style and intention to stay. Intent to stay refers to the extent to which an employee plans to continue membership with his or her employer used in studies to assess staff retention. When leadership style is favorable intention to stay increases and when it is unfavorable intention to stay decreases, hence enhancing staff retention. Further, this study established that leadership style had more predicting strength than the other independent variables. This aligns to the argument argues that there are many components of effective leadership in the education sector which includes the ability to lead a heterogeneous faculty, possess critical thinking skills and have the ability to lead by example.

This study also concluded that the leadership practiced by most of the leaders in Jigjiga University was favorable for retention since from the findings majority indicated that democratic leadership style was commonly practiced. Further the study concluded that the academic staffs were adequately involved in decision making and regular communication with their managers. Similarly, the study also concluded that staff issues were addressed promptly and the competence of the leaders meet staff expectations. Based on the findings, the study concluded that in the presence of leadership style, promotion and training, remuneration for the academic staff influence their retention. In other words their earnings did not influence their staying or leaving. However, the significant relationship between remuneration and intention to stay that came out in the correlation analysis and also in institution analysis should not be disregarded. The study established that despite remuneration being a predictor of academic staff retention, there were various aspects of remuneration that did not meet staff expectations. The staffs were not satisfied with their remuneration because it did not reflect cost of living and was not competitive. The academic staff believed that they were paid poorly compared to their colleagues in the civil service.

Further, universities did not give regular financial incentives and that these incentives were not fairly awarded. The study therefore concluded that such findings are a pointer that academic staffs are dissatisfied with the remuneration earned and although they may not quit, this dissatisfaction is not healthy since it impacts negatively on service delivery.

The findings led to the conclusion that training offered to the academic staff influence their retention. In the presence of leadership style, remuneration and promotion staff training was longer a predictor of intention to stay. This results though unexpected because the hypothesis was based on research, led the researcher to conclude that since there was a strong relationship between promotion and training, indirectly, training is addressed because most promotions are based on additional training. However, the significant correlation results and the analysis on institution should not be disregarded. Further, the findings indicated aspects of training practices and policy that were favorable. The study also concluded that the academic staffs were supported to attend conferences and workshop as a way of enhancing professional development. The researcher also drew conclusion that training offered outside the country influenced staff to leave since majority did not return. The study further concluded that training needs analysis was not carried out properly and that there was disconnect between the process and staff appraisal.

Based on the findings, the study concluded that promotion does not influence academic staff retention in Jigjiga University. There was an inverse relationship between promotion and intention to stay implying that the more promotion was perceived to be unfavorable, intention to leave increased and vice versa. The promotion and promotional practices in this institution were not favorable for staff retention.

6. SUGGESTION FOR FUTURE RESEARCH

In this section, recommendations related to policy and for the management of Jigjiga University as well as areas for further research are given as follows:

Policy Recommendations;

A policy and practical area that this research can be applied is in remuneration. Whereas it is clear that individual Jigjiga University have no control over the basic salary and House allowance given to academic staff, the university can improve on financial incentives to supplement the inadequate salaries and ensure these are fairly awarded to staff. This could forestall the regular industrial actions in these universities related to remuneration. The university should also be sensitive to remuneration equity issues. Jigjiga University have largely depended on the government for remuneration of their employees leading to a situation where employees are not paid as well as their counterparts in the more developed societies, in the private universities and recently, in the public sector. Therefore, the government has a role in ensuring the salaries are competitive for the academic staff and also to harmonize them with those of the better paid public sector employees to avoid apparent disparities. This will enable Jigjiga University to compete favorably with other players in the labor market for their core employees. Promotion

policy/criteria should be clear and well communicated to the staff. The criteria should outline clearly the stand of the institution on internal promotions versus the external appointments. The criteria/policy should be revised to make it all inclusive so that it is not skewed in favor of some duties while ignoring others and also to reflect fairness.

Recommendations for the Management

Academic staff members in Jigjiga University are a critical resource in the current competitive higher education landscape and possess the ingredients for these organizations to acquire competitive advantage. Their training and research imparts in them stocks of knowledge that cannot easily be replaced with their departure. Consequently, Jigjiga University should make retention of these staff a priority to guarantee quality services and products. To do so, they need to embrace the modern retention trends such as employer branding and having compelling value proposition in order to become the employer of choice for the academic staff in their respective institution. There is great need to recognize retention of core employees as of prime importance in Jigjiga University since it is a global trend in organizations. It is crucial to adopt a proactive approach to retention by having progressive retention strategies in place. The study shows that employees remain in organizations due to a mixture of both intrinsic and extrinsic factors. The management of Jigjiga University should develop retention policy and strategy that capture both dimensions and constantly review them for effectiveness because employees' needs and expectations are dynamic

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